Curzon PE Curriculum

Our Intent

Curzon specific aims of PE

We aim to inspire a future active generation to enjoy physical education, encourage each other and achieve together. We know that a highquality PE curriculum will help pupils develop their health, fitness and wellbeing in our ever-changing world and that healthy habits need to start young. In our PE lessons, we provide a safe and supportive environment for pupils to flourish in a range of different physical activities and to develop physically emotionally, spiritually, morally and socially.

Physical activity not only improves health but reduces stress and improves concentration. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. We aim that all Curzon pupils develop self-belief in, and enjoyment of, their PE abilities and understand how physical activity can help them mentally and emotionally.

We have high ambitions for all pupils. Our ethos is to enable all pupils to reach their potential. We do not place a ceiling on attainment. Through carefully designing our curriculum to include a range of different activities within each lesson (e.g. individual skills, paired work, team games), we ensure that all pupils, including SEND, can participate fully. We further tailor aspects of our PE curriculum to specifically support our pupils with SEND, such as providing mini versions of games and modifed equipment. Our curriculum is designed to ensure that higher attainers are challenged through being given the opportunities to develop their talents, for example, sometimes working with similarly able peers on specific skills.

PE is cultural entitlement. Beyond physical participation, the traditions and cultural reference points associated with sport and physical activity are part of our shared heritage. Without being taught the language of sport and physical activity, pupils can miss out on an enriching aspect of our communal life.

Whilst following the National Curriculum, we have designed our PE curriuculum to match what we believe is important about PE at Curzon :

Our curriculum promotes our values of courage and respect

As part of our school value of respect, we teach our pupils about disability sports and give them opportunities to try some of these. By celebrating the courage and successes of para-athletes, we teach our pupils how challenges can be overcome and the importance of perseverance. We aim to equip our pupils to manage the emotions of winning and losing. This helps them develop respect for others and the courage to cope when they are not always successful.

The importance of teamwork

We believe that being able to work with others is an essential skill for all areas of life. We aim to teach our pupils to observe and produce the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators, thus embedding life-long values such as respect, co-operation, collaboration and equity of play.

Assessment

Evaluating knowledge and skills

A key part of our Curzon curriculum is reflecting on and evaluating knowledge and skills learnt. This forms part of our formative assessment. This forms part of all PE lessons and matches our ethos, seen across the curriculum, of developing pupil's responsibility for learning. This is communicated to parents in the end of year report.

Summative assessment takes place in swimming and shared with parents at the end of the lessons. It is also used as a starting point for next year's swimming groupings.

An emphasis on swimming

We believe that being able to stay safe in water and get out of danger is a crucial life skill. In KS2 we have designed our curriculum with a greater amount of swimming than many other schools so that the vast majority of our pupils meet the National Curriculum requirements for swimming and many exceed them.

Continuing sport outside of PE lessons

We believe that a healthy lifestyle is not just about PE lessons. We aim that our pupils are active throughout the school day and beyond, providing them with opportunities to participate in a range of clubs, events, competitive fixtures and sports festivals.

Strong cross curricular links

Our PE Curriculum is part of our wider curriculum aim of teaching pupils about the importance of healthy living and the need for exercise and good nutrition. Please see D&T, Science and PSHE curriculum documents for more details.

• How this links with our vision: growing in self-belief, teamwork and physical skills; developing the ability to make healthy choices in life.

Our Implementation

Organisation of PE at Curzon

PE lessons

Sport is a key part of our school life. Pupils participate in at least 2 hours of PE per week covering 3-4 different sports per term. Pupils are provided with their full entitlement to PE and teachers ensure that interventions do not take place during these times. We offer a varied and stimulating programme of activity to ensure that all pupils make progress. Our curriculum includes gymnastics and dance, as well as range of sports such as: disability sports, football, tag rugby, netball, basketball, cricket, rounders, tennis, athletics, hockey and handball. Our PE curriculum provides a mixture of non-competitive and competitive activities. All KS2 pupils have swimming lessons to develop swimming ability and basic water safety skills.

Outdoor activities

Each class benefits from half a term of Forest School with our accredited Forest School leader, where pupils are given the opportunities to develop their physical agility and teamwork skills. Our outdoor and adventurous curriculum is enhanced by our Year 5 and 6 residential trips

which enable our pupils to experience team building and individual activities, enhancing self-esteem and confidence in a variety of situations. They also learn orienteering skills. We have updated our EYFS resources to allow for daily outdoor adventurous play, for example pupils use large wooden blocks to create adventure trials and balancing courses.

Sporting events

We have joined a network of local schools to be part of a Sports Partnership, which is run with the intention of providing non-competitive sporting festivals for every pupil across the whole school year. Each year group attends a minimum of two sporting festivals to develop skills that have been introduced or reinforced during PE lessons in school. Pupils have the opportunity to participate with pupils from other schools in a relaxed friendly environment. We hold an annual sports day, showcasing a range of track and field events, attended by parents and members of the local community. We have recently joined Numberfit whose leaders have visited KS2 classes and led some popular sessions linking Maths and PE.

Activity throughout the day

We have a well-staffed and equipped playground, a sports field, and play equipment to provide opportunities for pupils to develop and improve fundamental physical skills whilst being active during break and lunchtimes. Since the installation of our new KS1 play area, we have seen an increase in active play among our younger pupils. Our EYFS pupils have access to a range of scooter and trikes. Our breakfast club offer, run by our PE coach, includes daily sporting activities. Our PE coach also runs free organised games daily at lunchtimes. Older pupils learn about sports leadership and become sports leaders, planning and leading games for younger ones.

After school clubs

We provide a broad range of activities based on pupils' interests and new initiatives, and work with parents to identify when a pupil has an interest and/or a clear talent in a specific sport. Regular extra-curricular clubs are very popular and offer a wide variety of sports, including football, netball, basketball, multi sports and cross-country. We signpost pupils to sports clubs, promote local sporting activities and celebrate sporting achievements outside of school in our weekly assemblies.

Sports Premium Funding is used to increase physical competency of staff and pupils and also to provide the school with resources and highquality equipment. Our PE leader is a qualified sports coach who models lessons for other members of staff. We also invest in our Sports Partnership and one-off events, such as dance workshops and bikeability.

How we teach PE

In EYFS pupils have discrete PE sessions each week and Forest School sessions for half a term. PE is included in continous provision. For example, creating and using obstacle courses with large equipment. Our curriculum supports the development of core gross motor skills which children need to master before being able to develop fine motor skills in other curriculum areas, such as pen control for writing. EYFS pupils also develop their gross motor skills through riding bikes and trikes.

Throughout the school, within each unit, skills are built up in carefully sequenced lessons. Many PE units start with pupils learning skills. They then try out these skills in small, short game situations before playing full games. Pupils are taught how to support each other and how to work as part of a team. Throughout the school, pupils evaluate their own and others' PE work, making constructive and respectful comments.

Lessons typically start with a warmup relevant to the objective and/or to promote a healthy lifestyle. The objective is shared and links are made to previous learning. Teachers model the correct techniques and give pupils plenty of time to practise skills both on their own and in some groups. Skills are then applied with a competitive scenario or a in larger group.

Curzon Long Term Curriculum Planning for PE

KS1 Barn Owls

Autumn	Spring	Summer
Multi skills	Gymnastics/stretching	Athletics
Dance	Ball games	Bat and ball games

KS1 Snowy Owls

Autumn	Spring	Summer
Gymnastics Invasion games	Multi skils Parachute games	Hockey Cricket
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Year 3

Autumn	Spring	Summer
Rounders Hockey Disability sports Netball	Gymnastics Dance Football Handball	Cricket Athletics Swimming

Year	4
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Autumn	Spring	Summer
Rounders Hockey Disability sports Netball	Gymnastics Dance Football Handball	Cricket Athletics Swimming

Year 5

Autumn	Spring	Summer
Rounders Tag Rugby/Handball	Gymnastics Football	Net Games (inc volleyball) Sports recap/sports leadership
Netball Hockey	Swimming	Athletics Cricket

Year 6

Autumn	Spring	Summer
Rounders	Gymnastics	Net Games (inc volleyball)
Tag Rugby/Handball	Football	Sports recap/sports leadership
Netball	Swimming	Athletics
Hockey		Cricket

Progression of knowledge and skills in PE

Our PE curriculum is sequenced precisely to ensure progression of knowledge and skills throughout the school thus enabling pupils to build upon prior experiences and apply these fluently, with confidence.

Activity	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Invasion	Move freely	Ball control skills					
Games	using suitable	Explore different	Develop control	Use a number of	Score more	Show ways to	Increase control
(football,	spaces and speed	ways using a ball.	and accuracy	sending and	regularly without	keep ball away	of ball and
tag rugby,	or direction to	Explore ways to	when moving	receiving	making mistakes.	from defenders.	shooting skills.
netball,	avoid obstacles.	send a ball or	with a ball in a	techniques.	Choose and	How to shield the	Games
handball,	Throw/kick large	other equipment	variety of	Improve accuracy	adapt their	ball. Change	Understand that
basketball,	balls.	Retrieve and stop	different games.	of passes and use	techniques to	speed, direction	when team has
hockey)		a ball using	Pass and receive	space to keep	keep possession	with ball to get	ball they are
		different parts of	a ball with more	possession	and give their	away from	attacking and
		the body.	control and	better.	team chance to	defender. Shoot	when they
			accuracy.	Remain in control	shoot.	accurately in a	haven't they are
		Games	Stretch and	of ball while	Games	variety of ways.	defending.
		Play a variety of	challenge- GDS	travelling.	Plan ideas and	Games	Understand
		running and	Use a number of		tactics similar	Mark an	different ways to
		avoiding games.	passing and	Games	across invasion	opponent. Watch	attack and
		Participate in	receiving	Look when	games. Know	and evaluate the	defend. Choose
		simple team	techniques with	travelling and	what rules are	success of the	right formations
		games	accuracy with a	what happens	needed to make	games they play	and tactics for
		Develop simple	range of balls.	after they have	games fair.	in. Identify parts	attack and
		attacking and		passed ball.	Evaluate how	of the game that	defence. Know
		defending	Games	Play games that	successful their	are going well	how they support
		techniques	Recognise the	involve keeping	tactics have	and parts that	other players in
			best ways to		been, use	need improving.	

	Pass and receive a ball in different ways	score points and stop points being scored. Recognise how they work best with their partner. Make it difficult for opponents. Keep the ball and find best places to score. Watch others accurately. Participate in small team games. Stretch and challenge- GDS Think ahead and anticipate multiple options.	possession and scoring Know which passes are best and tactics to keep possession. Find space to receive and support.	appropriate language to describe performance and identify what they do that makes things difficult for their opponents	Explain how confident they feel in different positions.	attack and defence. Compare their performances and demonstrate improvement to achieve personal best. Stretch and challenge- GDS Attack and defend effectively showing accurate control of ball and shooting skills when under pressure. Play for a club at a competitve level.
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Activity	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Gymnastics	Move freely and	Learn a variety of	Develop short	Develop and	Devise, perform	Control actions	Make up a
	with confidence	basic gymnastic	sequences on	perform actions.	and repeat	and combine	sequence and

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stillness, jumping, timing, changing shape, direction and size.appreciation). Describe what they have done and what they have seen.their performance to practise and improve.and variation shape, spece level, timing actions)Compare th performanceCompare th performance and demon improveme actions)Compare th performance and demon and demon improveme achieve per		co-ordination of	•	sequences.		Identify one or	compositional
jumping, timing, changing shape, direction and size.		travelling,	well (aesthetic			two aspects of	ideas (contrasts
changing shape, direction and size.		stillness,	appreciation).			their	and variation in
direction and size. and what they have seen. actions) actions) actions) actions actions and demon improvement achieve per achi		jumping, timing,	Describe what			performance to	shape, speed,
size. have seen. Compare the performance and demon improveme achieve per		changing shape,	they have done			practise and	level, timing and
Compare the performance and demon improveme achieve per		direction and	and what they			improve.	actions)
performance and demon improveme achieve per		size.	have seen.				
and demon improveme achieve per							Compare their
improveme achieve per							performances
achieve per							and demonstrate
							improvement to
hast							achieve personal
Dest.							best.

Balances	Refine balances:	Partner Balances which build on the
Front support	Front support	main balances below learnt in Year 3
Back support	Back support	and 4:
Straddle balance both sides	Straddle balance both sides	Front support
Superhero balance both sides	Super Hero balance both sides	Back support
Shoulder stand balance	Shoulder stand balance	Shoulder stand balance
Headstand balance	Headstand balance	Headstand balance with partner
Handstand balance	Handstand balance	Handstand balance with partner
	Hopping on both feet	Using rolls and jumps learnt in Year
Rolls		3 and 4 to link Partner Balances:
Log/pencil roll	Headstand with partner	Log/pencil roll
Egg roll/side tuck roll	Handstand with partner	Egg roll/side tuck roll
Teddy bear roll		Teddy bear roll
Shoulder stand roll	Rolls	Shoulder stand roll
	Log/pencil roll	Forward roll
Jumps: Star, Tuck, half twist and full	Egg roll/side tuck roll	Star jump
twist	Teddy bear roll	Tuck Jump
	Shoulder stand roll	Half twist
Movement skills	Forward roll	Full twist
Star Jumps moving forward		
Hopscotch	Refine Jumps: Star, Tuck, half twist	Use knowledge learnt on
Skipping (not with rope)	and full twist	Jumps/flight to:
Bear walking		introduce flight via vaulting with
Bunny hops forwards	Movement skills	leapfrog and then jumps off spring
Frog jumping	Refine Ks1 skills	board, side tuck vault over low box
Crab walking sideways tummy up and	Travel on feet while Hopping,	and straddle vault over higher
down	skipping, 2 feet to 2 feet jumps,	platform
Crab walking facing forwards and	hopscotch, and star jumping	
backwards	Travel by bear walking, bunny hop,	Movement skills
Bunny hops sideways	crab walking	Refine Y3,4 skills
Bunny hops sideways 1 foot at a time	Bunny hop side to side with weight	Extend legs in leaps
Bunny hop side to side with weight	on hands	
on hands		

Hop from side to side with weight on hands (introduction to cartwheel movement) Stretch and challenge- GDS	Hop from side to side with weight on hands Start learning a cartwheel	Hold body in tension to keep a good balance whilst transferring weight and moving. Cartwheels
Able to do all these with control and body extension so that the elements are aesthetically pleasing. To be able to teach others.		Stretch and challenge- GDS Able to do all these consistently with control and body extension so that the elements are aesthetically pleasing. To be able to teach others and coordinate group routines.

Activity	EYFS	Y1	Y2	Y3	¥4	Y5	Y6
Activity Dance	EYFS Move freely and with pleasure and confidence in a range of ways. Experiment with different ways of moving. Complete simple moves to different stimulus.	Y1 Learn basic movements relating to feelings. Learn what makes a good start and finish position in a sequence. Learn how to move their bodies in a variety of ways. Respond to different music. Perform dance movements and simple movement patterns. Be taught to remember and perform short dance routines to other pupils (1-6 steps)	Use a range of vocabulary to describe moods and how dances make them feel. Perform dances using a range of simple movement patterns with a clear start middle and end. On their own can remember and perform short dance routines to other pupils (1-8 steps) Evaluate and improve a dance performance by recording and viewing their rehearsals. Stretch and challenge- GDS	Improvise freely on their own and with a partner, translating ideas from a stimulus to a movement. Learn a short sequence with a clear, middle and end that they can perform on their own and in a group. Learn how to develop actions and movements within short dances by changing the speed, mood and levels. Learn a variety of travels, gestures, turns, jumps and balances with	Y4 Compose and perform short dances with clear start, middle and end on their own, partners and in groups. Develop basic actions and skills by changing the speed, mood and levels, Develop travels, gestures, turns, jumps and balances with good composure and control	Y5 Explore, improvise and perform ideas for dances in different styles, working on their own, with a partner and in a group. Start to compose more complex routines with clear sections, starting to use unison, canon, and repetition. Change the speed, mood and levels.	Explore, improvise and combine and perform movement ideas fluently and effectively. Evaluate, refine and develop their own and others' work. Compare their performances and demonstrate improvement to achieve personal best. Compose more complex routines with clear sections, using unison, canon, and repetition. Change the speed, mood and
			challenge- GDS Able to perform dance moves with control and body extension so that the	balances with composure and control			speed, mood and levels. Stretch and challenge- GDS Able to perform a range of dance

	elements are aesthetically pleasing. Able to move to the beat and use music to enhance performance.		moves consistently with control and body extension so that the elements are aesthetically pleasing. To be able to teach others and coordinate group routines. To choreograph group routines teaching others skills.
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Activity	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Net games	Catch a large ball.	Focus on	Use their skills to	Practise throwing	Understand	Hold and swing	Hit the ball in the
(tennis,	Demonstrate	throwing a ball	play end to end	and catching with	where to stand	racket	court away from
volleyball)	some control and	with control both	games, games	a variety of	when receiving.	Know where to	opponent,. Know
	coordination in	over and	over a barrier	different balls	Understand	stand on the	where to stand
	large and small	underarm with	and fielding	and using	attack and	court when	when attacking
	movements.	prompts.	games.	different types of	defence tactics.	hitting, catching	and defending.
	Pass a ball.	Focus on catching	Watch others	throwing. Hit the	Understand rules	and receiving.	Explain why they
	Kick a ball.	a ball from	and describe	ball with a racket.	about the games.	Hit the ball on	or others are
	Dribble a ball at	shorter and	what is	Use different	Play competitive	both sides of the	playing well in
	feet.	longer distances,	happening. Talk	shots.	games using	body and above	the games. Know
			about what they		throwing and	head.	what they need

on their own and	have done and	Play games using	catching skills.	Use different	to get better at,
in groups.	how they did it.	throwing and	Vary strength,	types of shots	to previous ones
Play games based	Participate in	catching skills.	length and	during a	and what to
on net games	team games.	Vary strength,	direction of	competitive	practise.
Pass and receive	Pass and receive	length and	throw.	game. Improve	Compare their
a ball in different	a ball in different	direction of	Understand how	accuracy. Explain	performances
ways with control	ways with	throw. Know how	they can make it	why they or	and demonstrate
and increased	increased control	to make it	difficult for	others are	improvement to
accuracy.	and increased	difficult for	opponent to	playing well in	achieve personal
	accuracy.	opponent to	receive ball.	the games. Know	best.
	accuracy.	receive ball.		what they need	Stretch and
	Stretch and			to get better at	challenge- GDS
	challenge- GDS			and what to	Understand
	Vary strength,			practise.	practices to help
	length and			practise.	with precision
	direction of				and consistency
	shots.				and speed about
	511015.				the court.
					Know how to
					outwit them
					using speed
					height and
					direction of ball.
					Diau far a alub at
					Play for a club at
					a competitive
					level.

Activity	EYFS	¥1	Y2	Y3	¥4	Y5	Y6
Fielding and striking (cricket and rounders)	Throw over and under arm in a general direction Catch a variety of sized balls when bounced or thrown. Strike a ball (self- bowled) in a general direction	Focus on technique, striking a ball with control when shown. Focus on technique on fielding a ball using under and over arm throwing. Play simple games in small groups, applying rules and skills that have been taught.	Choose, use and vary simple tactics. Participate in team games. Pass and receive a ball in different ways with control and increased accuracy. Learn fielding techniques. Stretch and challenge- GDS Accurately throw and catch a ball at different speeds and heights always being aware while the ball is in play.	Consolidate and develop the range and consistency of their skills in striking and fielding games. Perform fielding techniques with increased control and coordination	Throw and catch a ball at different speeds, directions and heights. Choose and use a range of simple tactics and strategies. Perform fielding techniques with increased control and coordination	Develop the range and consistency of their skills, especially in specific striking and fielding games. E.g. throwing, catching and striking a ball accurately to a static and moving partner at different distances.	Use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding. Develop and adapt their striking, fielding, throwing and catching skills to different heights, distances in small and large games. Thinking about when to use an over and under arm throw. Stretch and challenge- GDS Strike, field, throw and catch with accuracy and consistency. Have a good awareness of the yourself and the

			position of both teams.
			Play for a club at competitive level.

Activity	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Athletics	Pupils will be	Pupils will be	Pupils will be	Pupils start to	Pupils to develop	Know how to	Develop
	taught how to	taught how to	taught how to	develop their	their technique	plan a run so they	flexibility,
	use their bodies	use their bodies	use their bodies	technique for	for running at	pace themselves	strength,
	to:	to:	to:	running at	shorter and	evenly or	technique,
	Sprint	Sprint	Sprint	shorter and	longer distances,	unevenly.	control and
	Jump for height	Jump for height	Jump for height	longer distances,	throwing for	Mark a run up for	balance
	Jump for distance	Jump for distance	Jump for distance	throwing for	distance, jumping	jumping and	Develop the
	Overarm throw	Run at fast,	Run at fast,	distance, jumping	and leaping for	throwing.	consistency of
	Run for longer	medium and slow	medium and slow	and leaping for	height and	Watch a	their actions in a
	distance	speeds, changing	speeds, changing	height and	distance.	partner's athletic	number of
	Participate in	speed and	speed and	distance.	Increase	performance and	events. Increase
	Sports day	direction	direction with	Start to show	consistency,	identify the main	the number of
		Jump in a straight	some fluency,	consistency,	control and	strengths.	techniques they
		line	control and	control and	accuracy when	Increase speeds,	use.
		Take part in	consistency.	accuracy when	, throwing objects	heights, distances	Sustain pace over
		simple relay	Master basic	throwing objects	into targets from	against personal	longer distances,
		games	movements	into targets from	increasing	best scores	e.g. sprint for
		sometimes	including	increasing	distances		seven seconds,
		remembering	running, jumping,	distances			run for one or
		when to run and	throwing and	Use different	Increase speeds,		two minutes.
		what to do	catching, a	techniques,	heights, distances		Throw with

	Throw a variety		speeds and effort	against personal	greater control,
	of objects in a	Make up and	to meet	best scores	accuracy and
	straight line	repeat a short	challenges set for		efficiency.
		sequence of	running, jumping		Perform a range
		linked jumps.	and throwing.		of jumps showing
		Take part in a	Increase speeds,		power, control
		relay activity,	heights, distances		and consistency
		remembering	against personal		at both take-off
		when to run and	best scores		and landing.
		what to do.	best scores		Say how some
		Throw a variety			athletic activities
		of objects,			can improve
		changing their			strength, power
		action for			or stamina
		accuracy and			Increase speeds,
		distance.			heights, distances
		the density of the s			against personal
		Understand the			best scores
		concept of pace.			Compete for a
					club.
					Perfrom long
					distance throws
					with accuracy
					and consistency.
					Review own
					perfromance at
					the end of races
					intemrs of pace
					and tactics.

Activity	Y3,4	Y5,6	More/most able Stretch and challenge- GDS
Swimming	Year 3 Swim between 10 and 20 metres, with swimming aids and support, using their arms and legs to propel themselves in some cases, swim up to 5 metres without aids or support Move confidently in water when their feet are touching the ground Year 4 Swim between 50 and 100 metres and keep swimming for 45 to 90 seconds Use different strokes, swimming on their front and back Control their breathing Swim confidently and fluently on the surface and under water.	Swim between 50 and 100 metres and keep swimming for 45 to 90 seconds Use three different strokes effectively, swimming on their front and back Control their breathing Swim confidently and fluently on the surface and under water Recognise how swimming affects their body, and pace their efforts to meet different challenges Perform safe self-rescue in different water- based situations Suggest activities and practices to help improve their own performance	Swim further than 100 metres swim fluently and confidently for over 90 seconds Use all four strokes with control Swim short distances using butterfly Breathe so that the pattern of their swimming is not interrupted Perform a wide range of personal survival techniques confidently Know what different tasks demand of their body, and pace their efforts well to meet challenges

Assessment

Assessment of pupils' learning in PE is an ongoing monitoring of pupils' learning by the class teacher/PE leader throughout lessons. As in all subjects, lessons include a recap of previous learning. Teachers use quick fire formative assessment activities in lessons to check retention of knowledge, such as true/false, thumbs up/down, show me. They also observe closely individual, group and paired work. This assessment is then used to inform support and challenge for each pupil and to make adaptations to future lessons. Pupils evaluate their own and each other's performances throughout the school, learning to do this in a respectful and constructive manner. Summative assessment is based on learning seen throughout the units and is recorded at the end of each term. The PE leader reports back to class teachers on the competencies

achieved within each unit covered and we report annually to parents. Summative assessment also takes place in swimming and is shared with parents at the end of the lessons. It is also used as a starting point for next year's swimming groupings.

Impact

The PE subject leader monitors the impact that PE is having on the pupils' learning (through observations, talking with pupils) to ensure the progression of knowledge and skills is being taught. Impact is measured during lessons through questioning, recap of previously taught skills and knowledge, observation of pupils in lessons and listening to their evaluations. This information is used to target next steps in learning.

Swimming is assessed using the national guidance and the vast majority of our pupils meet the minimum requirements.

Analysis of club attendance and pupil surveys show that our after-school clubs are very popular with some quickly becoming oversubscribed. We constantly evaluate and improve our provision to ensure that we cater for as many pupils as we can. For example, last year, we introduced a very successful cheer leading club.