PHYSICAL EDUCATION AT CEDAR PARK SCHOOL AND NURSERY

SUBJECT INTRODUCTION

PE is a non-negotiable at Cedar Park. It happens twice a week, whatever the weather is like or whatever else is going on. We understand the benefit it has on children's health, mental health, social skills and behavior.

We are fortunate to have our own swimming pool and vast grounds that enable us to deliver an exciting curriculum and further enrichment activities. A lot of our staff and children would agree that PE is one of their favourite times of the week.

INTENT

At Cedar Park, we strive to produce students with excellent balance, co-ordination, agility and speed. We do this by exposing children to fundamental movement skills before applying these movement skills to larger games.

As well as the four key skills above, we want children to leave KS2 being able to strategize, create tactics, perform and co-operate effectively. We believe that a successful athlete must have the movement skills married with the mindset in order to excel.

TO IMPROVE, OUR PRIORITIES ARE:

- Make links with local sports teams, who could provide sport enrichment and competition.
- Ensure STEP in embedded into all teachers' practice.

IMPLEMENTATION

In KS1 the children learn fundamental movement through bespoke teaching of agility, balance, co-ordination and speed. As children get older, the begin to use these skills with wider games, honing their tactics and team-work. We use Get Set as our vehicle scheme to help deliver our curriculum aims.

PE is taught twice a week and usually, one of these sessions will be outdoors. EYFS children have one lesson of official PE a week, although the department is set up in a way in which fine motor and gross motor skills are regularly worked on through child-initiated activities.

For one term a year, each class from Year 1 to Year 6 will access swimming lessons. These are delivered by trained swimming coaches, who differentiate the lessons based on swimming attainment. We deliver this within our own swimming pool.

Although we try and ensure outdoor PE is taught weekly, we do sequence our units thinking about seasonality of certain games. For example, athletics skills are taught within the summer term, where access to the bigger space on the field is essential.

STRENGTHS

- Quantity of children leaving KS2 as proficient swimmers, with lifesaving skills.
- Performance at inter school competitions.
- A well organised and competitive sports day.
- Consistency of delivery through Get Set.
- Commitment to two PE lessons each week.
- CPD for teachers, chosen by them.
- Silver Games Mark achieved.
- Organisation of CAP inter-school events.
- Clubs organised to motivate less engaged learners.

CHILDREN WITH BARRIERS TO LEARNING

We use STEP as our go to method for adapting PE learning:

S stands for changing the SPACE. This might be reducing the length of pass a child has to complete to ensure they can feel the accomplishment of accuracy.
The T stands for TIME. Teachers may give children longer to complete certain tasks or reduce time in which they might have to hold a balance.
E stands for EQUIPMENT. Some children may need their equipment adapting. A bigger ball may e easier for some children to catch.
Lastly, P stands for PEOPLE. An example of this might be leaning on a friend to complete a balance or reducing the number of people in a game to create more scoring opportunities.

WORK WITH PE EXPERTS

We are committed to staff CPD in this subject, and have used Premier Sport to help upskill out teachers in the delivery of PE. Premier have also coached our teachers in using STEP. Our PE lead and headteacher visit the annual PE conference each year.

We are committed to employing two experienced swimming coaches to ensure all of our children leave us as proficient swimmers.

We are lucky to have two PE specialists on the staff, as well as other teachers who have a keen interest in PE and sport.

SUBJECT ASSESSMENT

We want children to recognise success and developmental areas for themselves and for their peers. Lessons should end with children reflecting on their successes relating to the success criteria. These criteria should relate to both fundamental movement skills and to the school behaviours.

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