










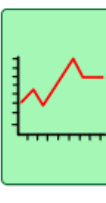





PE Rationale			
INTENT		IMPLEMENTATION	IMPACT
National Entitlement		Pedagogical approaches	
	Our PE curriculum is designed to engage, inspire and prepare pupils to grow into positive, responsible and independent people who can work and co-operate with others while developing their knowledge and skills, so that they can live active and healthy lifestyles. PE enables pupils to experience and develop technical ability as individuals and as part of team in a range of different sporting experiences.		Teacher development with a focus on pedagogical principles enables professional capital, confidence and consistency. Class Leads are supported to develop their practice in SEND strategies and be confident practitioners in SEN pedagogy. Subject Leaders keep their subject content knowledge up to date. Teachers will model and facilitate by introducing new techniques and language but ultimately to guide pupils to explore their own creativity and understanding through careful questioning.
Qualifications		Subject Knowledge	
	Skills and understanding are consolidated and developed in a formal learning environment. The learner applies skills to meet the demands of assessment. ILP targets ensure that learning is meaningful and skills can be functionally used. Staff to choose the most appropriate assessment method to capture the achievements of all pupils as part of school assessment policy.		Subject Leads are expected to ensure that their own subject content knowledge is current. Leads are encouraged to work collaboratively and beyond school using networking with creative partners and providers such as NUFC Football Foundation, Little Movers. Knowledge of a child's journey through the subject is vital for the teacher is to build upon and connect learning.
Sequential Learning		Activities, Expectations & Challenge	
	Our curriculum is carefully sequenced as part of a long term planning framework. Teachers reflect on what content is necessary for pupils dependent on their cognitive, behavioural, physical, communication and sensory needs. The order of teaching is based upon ensuring acquisition of skills as part of a multi skills curriculum that progresses into a more sporting specific programme, as well as empowering and inspiring pupils through progress linked to their EHCP/ILP		Lesson activities are challenging to pupils physically and in regards to their EHCP targets. Granular content affects the parameters of individual lessons, where the activities, pace and depth of learning are personalized. Pupils' remember the content taught not just the activity itself through being engaged in lively, sensory-based opportunities and repetition. Using familiar, accessible resources optimises the transfer of skills and ensures rehearsal and refinement of language competencies.
Pupil Premium		Metacognition	
	Our approach, reinforced by research from the EEF, prioritises improvements in the quality of education and teaching, including supporting pupils' access to learning. Utilisation of the PPG will benefit wider pupil groupings in school, specifically raising the quality of interventions in supporting best outcomes. We continually monitor the progress and attainment of individual pupils as well as wider cohorts to ensure there is little variation in the performance of different pupil groups.		Teachers are intentionally supported to complete enquiries with the goals of gaining insight into teaching and learning, becoming more reflective practitioners and effecting change in the classroom. Through class-based action research, teachers have an opportunity to shape their professional development and generate their own knowledge about how children learn best.
Cultural Capital		Integrated Therapies	
	A key principle of our teaching is the understanding that every child can engage with PE. Through sports and physical activities pupils are able to engage in cultural capital by promoting healthy lifestyles, improving self esteem and confidence, fostering positive relationships with others and enabling pupils to explore cultural aspects of life. Skills based learning enables pupils to ask questions, explore key themes including gender, power, politics, diversity and empowerment of self, allowing students to develop and improve skills to prepare them for future opportunities.		There is a strong collaboration between therapy leads and teachers in planning enabling environments for all pupils. This includes the planning of activities that develop communication, gross and fine motor skills. Therapists work closely with teachers to plan and fully integrate therapies for every child including multi-sensory and physical development of individual needs which is overseen by a highly specialised OT in school. Therapies are key to all students in school and are fully integrated into the curriculum.
		Assessment & Progression	
			Pupils make good progress by accessing appropriate content which is measured using a suitable assessment system. The curricula follows a progression model that identifies the most useful skills and concepts for cumulative sufficiency. Assessment checks identifies those pupils that need further support. An understanding of appropriate future pathways, allows challenging targets to be set with the overarching impact being positive long-term health benefits.
		Data	
			There is a formal way of assessing pupils at every level of their learning within PE. A Multi skills tracker will be developed by the school and is used to record progress made in a number of physical areas to prepare pupils for a more sport specific learning curriculum in the future using a sports specific tracker. Data is collected through observation, photographs, videos, group work.
		Intervention	
			Interventions will come in the form of access to lunchtime clubs/enrichment activities that can engage and build on skills such as confidence, self-esteem, independent thinking, communication, social skills and health and wellbeing. Ongoing assessment identifies pupils that require further support. If children do not meet their attainment target then staff complete triangulation sheets. Interventions include rebound therapy, hydrotherapy, physical management programmes.
		Recording Work	
			Evidence of teaching, learning and progress is specific to each pathway in school. Practical lessons are recorded via photographs, videos or sports events and these can be uploaded on to Evidence for Learning or the school website or facebook page. For those working towards formal accreditation, written work is completed and recorded in a number of ways dependent upon pupil need including the use of assistive technology.
		Why teach PE?	
			PE plays a key role in supporting development in wider skills and capabilities including group work, communication, resilience, self-confidence and self-worth. Increased activity can have a positive effect on behaviour, memory, concentration and sleep. Exercise reduces the risk of obesity, supports neurological development, vestibular system and proprioception, in addition to gross and fine movements,