



Policy and Guidance for the Successful Implementation of The Physical Curriculum

The place and importance of the physical in the lives of children and schools.

Our Vision for the Physical Curriculum.

Human beings are born to move and be active. From the moment of birth, a person is striving to develop and learn predominantly through the physical. Gestures and actions are used to express wants, needs and emotions long before speech and language develop. The physical being is unique as it is visible to others all the time, it cannot be hidden away.

The physical curriculum represents the learning that children need for expression, empowerment and self-belief that enables them to be who they really are and develop into the person that they want to be.

If you observe a person after they have moved, be it though team sport, running, dance, jumping or playing chase they are usually euphoric and smiling. Their spirit is shining. It has been shown that those physical beings who are continually developing are, compared to any other group:

- Happier,
- Healthier and
- More successful in the worlds of living, learning and enterprise.¹

To serve our children best we must ensure that everything we do is designed to enable **all** of the children at our school to discover and develop:

- A love of being active
- Physical skilfulness and pride in accomplishment
- A sense of wellbeing and self-belief
- A positive outlook on living their life

¹ Crichton Casbon 2016

THIS IS OUR VISION

Our Challenge is to make this happen for all our children and young people.

Why do we need a Physical Curriculum?

The Physical Curriculum helps our children to improve their motor skills, balance and proprioception. Physical activity leads to a heightened sense of happiness and wellbeing through the release of the 'happy' hormone endorphins. These chemicals make a person feel better about themselves which in turn provides a positive outlook for subsequent tasks. Concentration levels are improved which in turn leads to improvements in academic achievement.² It provides an opportunity to socialise, build relationships and explore team work and cooperation. Our modern lifestyles have an increasing reliance on technology as a result we are much less active – a structured physical curriculum at school is vital to keep our children moving, with reduced stress and helping them to achieve a good night's sleep.

Potential different outcomes:

Child A	Child B
<p>In my school the physical curriculum has no structure and is not valued. Teachers follow the national curriculum but their commitment to it is low and there are very few opportunities to get involved.</p> <p>As a result, I am a child with virtually no physical curriculum opportunities.</p> <ul style="list-style-type: none">• I don't know how to play with other children• I spend a lot of time by myself or with younger children• I am quiet and don't often get noticed• I don't enjoy school as I am not good at anything.• I follow my peers to fit in, but they are not my friends	<p>I am leaving a primary school where the physical curriculum is really important with a love for the physical and the following skills and attributes:</p> <ul style="list-style-type: none">• I effectively work in a team.• I feel good about myself.• I have leadership skills.• I have a positive image of myself.• I have good relationships with my friends and team mates.• I use physical activity and sport as a way to concentrate, feel good, improve my memory, socialise and be competitive. <p>I am ready to take on the World and succeed in my next school!</p>

² Great Ormond Street Hospital.

<ul style="list-style-type: none"> • I lack basic motor skills and am full of bumps and scrapes. • I get time off all the time as I can't concentrate. • I just want to run and play • I come across as moody and never seem to laugh. <p>I don't feel prepared for the future!</p>	
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(Written and provided by A Davis, C Deakin and N Turner).

What we include in the Physical Curriculum.

The Physical Curriculum encompasses all activity and movement within the school day and has a multitude of phrases and terminology associated with it.

- ◆ Physical Education
- ◆ Sport
- ◆ Dance
- ◆ Outdoor education
- ◆ OAA
- ◆ Physical Literacy
- ◆ Physical Activity
- ◆ Active Play

These are all part and parcel of the physical curriculum.

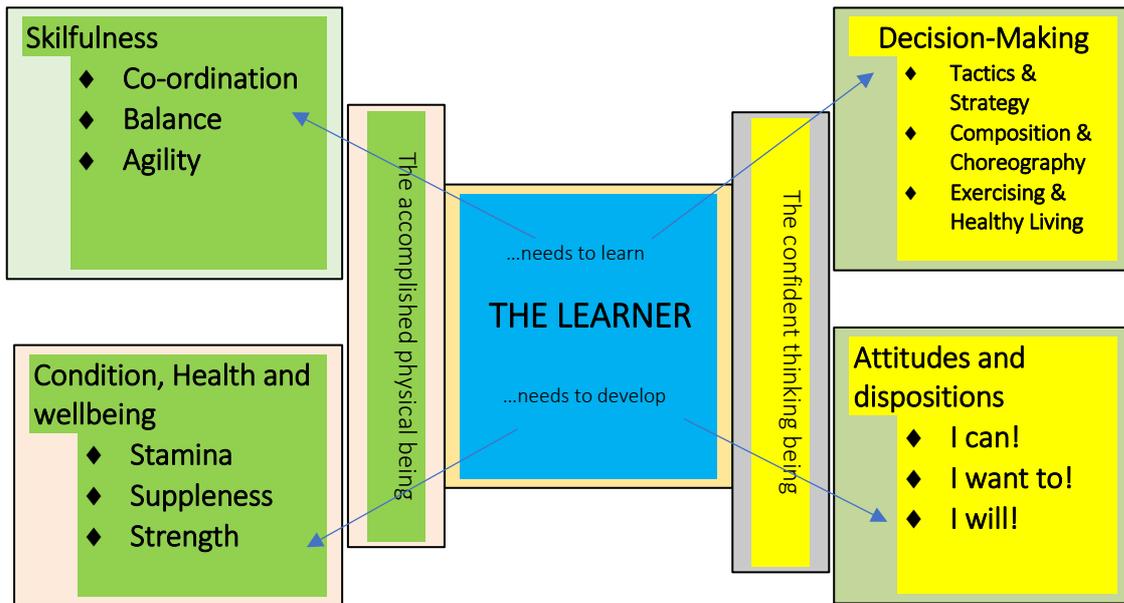
Our Schools Definitions

The areas of learning that reflect the physical curriculum in our school are as follows:

- ◆ Physical Education
- ◆ Dance
- ◆ Sport
- ◆ Outdoor Education
- ◆ Physical Activity

Physical Education (PE)

We use this title because it is the National Curriculum Subject. Our planning will ensure that all children make progress in the key elements of PE. These elements are;



Dance

Despite being an activity with PE, it is a unique and distinct area which focuses on children developing a sense of expression and communication through the physical. It is part of the arts curriculum and should reflect its aims and purposes. It should ideally work alongside any topic work the children are undertaking.

Sport

Sport enables children to develop their identities, affiliations and relationships. It focusses on competition and striving to be the best you can be. The root of competition is striving to overcome challenges provided by others of oneself and it is the determination and resilience to overcome these challenges that matters more than the winning. This is what underpins sport at our school.

Outdoor Learning

Outdoor Learning through our forest school program will provide hands on learning and physical activity. Motor skills, both gross and fine, will be practiced and developed

Physical Activity

It is physical activity which connects all areas of the physical curriculum. Without physical activity very little learning can take place. But why??

- Physical skills and movements are learnt by patterning electronic pathways in the brain so that movements can be reproduced³. Exercise stimulates brain plasticity by increasing the growth of new connections between cells in a wide array of cortical areas of the brain. Physical activity also has been shown to improve development and survival of neurons in the brain⁴.

³ Crichton Casbon 2016

⁴ Dana Jandhyala, fitforsport.co.uk

- Without physical activity the body cannot grow and develop. Muscles need to grow and bones need to strengthen. This is significant for long term health and wellbeing. Later in life (post puberty) it is essential for body fitness.
- Physical activity improves oxygen flow to the brain increasing alertness and concentration.

Recognising Progress in Learning and Development in PE.

Progression and achievement are personal to each and every child and must recognise

- The amount they have learnt relative to their own starting point within a defined period of time
- The standard they have achieved at a particular moment in time.

A child that appears to have achieved a lower standard than another can in fact have made more progress over the defined period of time. We can evaluate this progress in 2 ways which work hand in hand.

1. A set of criteria that describes what can be seen and used to place a value on the degree of progress.
2. The complexity and degree of challenge in terms of the tasks the learner is able to tackle effectively.

Ladder of progression

Starting Point

Short simple tasks with limited physical Challenge and variations.

Basic, simple narrow range of skills showing co-ordination and balance

Working Towards

End Point

Longer complex tasks requiring quick and rapid decision making.

Wide range of well controlled skills and techniques showing consistent balance co-ordination and agility.

Working Beyond

Achieving

When setting expectations and looking at progressions it is important to recognise that levels of emotional and physical maturity will influence the outcomes.

Stages of development linked to steps in progression

Development stage	Aims – What do we want children to learn and develop?
<p>This is the first stage of maturity in the primary years. Movements are still being learnt and developed and children tend to play alongside a friend rather than with one. Basic rules and behaviours are being learned and children show great enthusiasm to have a go as experience has not yet taught them fear or danger awareness. There is a limited awareness of space and others.</p> <p>You are likely to see children like this from reception and into the early part of year 2.</p>	<p>We want children to learn:</p> <ul style="list-style-type: none"> • To move and be still under basic control so that movements are performed with accuracy and clarity • To repeat and co-ordinate simple movement combinations so that they link together • To use simple equipment with purpose and basic control • To find and use space well showing an awareness of others and basic safety • How to use simple tactics and compositional ideas with consistency • Some simple things they can do to be healthy • To recognise and copy simple actions and follow basic instructions with some accuracy • To describe what they and others are doing with some accuracy • To come up with and suggest ideas that relate to their performance

<p>During the second stage of maturity basic movements have been learned and children start to develop these into more recognisable skills though control and fluency are still inconsistent. Children like to play with one or more friends and need to be noticed as individuals as they become more self-aware. They tend to enjoy physical activity but want more structure and rules as they begin to recognise some risks. They are also much more aware of space and others.</p> <p>You are likely to see children like these from year 2 to the beginnings of year 4.</p>	<p>We want our children to learn:</p> <ul style="list-style-type: none"> • To move, stop and remain still with balance and clarity of movement and shape • To repeat simple combinations of skills and actions showing coordination and changes in direction and speed • To use a range of skills that make use of equipment with basic consistency and accuracy • To be able to use their own and others' ideas for movements, tactics and compositions • To select and use simple tactical and compositional ideas with some consistency • To know the importance of physical activity, diet and sleep to make them feel good and well • To come up with their own ideas for warming up and practising • To be able to identify skills, actions and parts of sequences that are good quality • To be able to describe the differences and similarities between sequences
<p>During the third stage of maturity children have more formed and clear movement. They begin to refine them so that they become more recognisable specific skills that are performed with greater control. They like to feel part of a group or team and get their recognition from being part of something bigger. Some children tend to lose interest in physical activity as other activities start to take their time so they are more discerning about what they do and take part in. They understand and use rules and structures and begin to be more creative about how they tackle tasks and challenges. They also become more critical in their evaluations and can come up with their own solutions and approaches.</p> <p>You are likely to see this from the end of year 4 to year 6.</p>	<p>We want our children to learn:</p> <ul style="list-style-type: none"> • To move and be still with control, composure, good body shape, tension and changes in speed and effort • To combine skills and actions with some fluency and consistency • To use a greater range of specific skills / techniques using equipment with consistent control • To create and use tactics and compositional ideas that suit the situation with some success • To respond to changes in situations and new challenges and conditions with some rationale • To know what a healthy lifestyle is and how to live their lives more healthily • To make accurate comments about the quality of their own and others' performances and actions • To assess performance and actions against criteria and suggest improvements • To come up with some sensible suggestions about how to improve performances and actions

These criteria should not be viewed as a checklist but more a set of learning intentions that are met, for example, working towards, achieving or working beyond.

We need to recognise each child's progression, but simultaneously set out what we believe the standard that most children should reach as various points in time is. Using our curriculum programmer, we will define the starting point for our children based on the previous year's assessments. This in turn will provide the end point for most children by the end of the module.

An example of this is:

Typical task at start	Typical things you will see at start
<p>Yr 2 (Start) Challenge is to bounce a tennis ball over a 'net' to a partner who will catch the ball after one bounce and then return it in the same way.</p>	<ul style="list-style-type: none"> ● Clearing net with ball but with limited control over direction. ● Sometimes catching the tennis ball before second bounce ● To move, stop and remain still with balance and control.

Typical task at end	Typical things you will see at end
Year 2 (End) Challenge is to drop serve and hit a tennis ball over a 'net' to a partner who will catch it before the second bounce. Partner repeats the same action.	<ul style="list-style-type: none"> ● Often hitting the tennis ball well and with control over the net. ● Confidently catching the ball. ● Moving with greater speed and agility to catch the ball

Wivelsfield's Approach to Physical Activity, Sport, Dance and Play

A programme of activity and learning beyond P.E. has a huge number of advantages. For many children it is what they look forward to most about the school day. It provides children with additional time to practice, develop and refine skills and decision making that they have been introduced to during formal P.E. lessons. However, the programme of activity must have a relationship to the P.E. that is being learnt otherwise it has less of an impact.

In our school we will provide:

- A wide range of before and after school clubs which include a range of physical activities, sports and dance.
- Intra and inter-school competitions that enable as many children as possible to represent a group, house or the school.
- Lunch time play leaders to lead and encourage focussed physical activities.
- A Forest School programme for all children at the school.
- Opportunity for physically active classroom-based lessons.
- Links to local sports clubs.

It is our expectation that all children will engage in meaningful and sufficiently vigorous physical activity each day in addition to the 2 hours of timetabled P.E. each week.

Our Approach to Learning

Planning

Success is not an accident and requires creative, responsive and careful planning. We will ensure breadth, depth, balance, significance and progress across each child's journey through our school. This will be achieved through our Curriculum Programming Document with sets out for each year group the following:

- The key learning intentions for the year
- The starting point for each year group and expectation of progress over that year
- The units of learning to be completed based on the range of activities that have been selected as significant and the order in which they should be experienced.

- The specific pupil challenges (core tasks) that will be the end product that the children will be proud to have achieved.
- The allocation of resources or time, people, space
- The opportunities to extend learning through the extra-curriculum
- Our expectations of engagement with and involvement in the extra-curricular programme.

The programme is, however, a fluid document, which may need to be adapted, shortened or lengthened depending on level for progression experienced so that all children are able to achieve a personal progression and enhanced learning.

Planning for Maximum Progression.

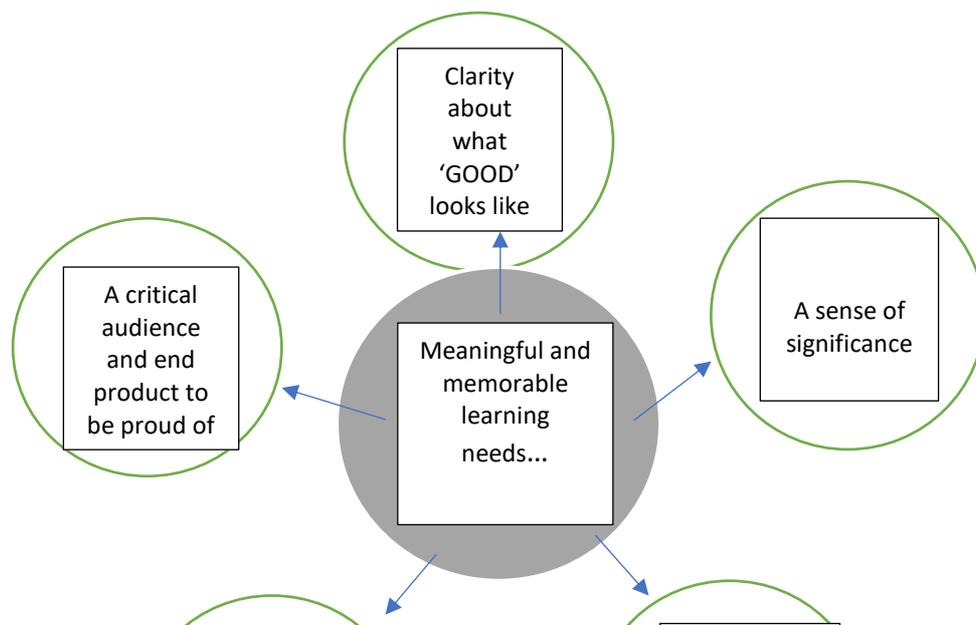
- Each unit should build on learning achieved in the previous unit.
- It should be built on a clear leaning intention
- It should have a clear end product (pupil challenge) to be produced with quality
- It should provide an indication of how the time will be allocated to each phase of learning and so affect planning
- It should be evaluated and provide broad information that affects planning for the next unit.

Planning for Maximum Improvement.

- Every lesson should build on the learning achieved in previous lesson
- Each lesson should have clear learning intentions – but not too many
- Lessons should have learning tasks that are designed to bring about the learning planned for
- End of lesson evaluations of improvement will lead directly to the learning intentions for the next lesson
- It is good practice to focus particularly on 3 children in each lesson as representatives of the class (one working towards, one achieving and one working beyond)

Delivering Memorable and Positive Learning

Every P.E. Lesson will contain these ingredients;



Options and
choices
about how
and what to
learn

Delivering Great Teaching

Great teaching leads to great learning – this link is critical and without great teaching you can never have great learning. The best teachers are able to identify, select and modify the best and most appropriate delivery of a lesson for the group and individuals.

Great teachers must;

- Be passionate and knowledgeable
- Provide meaningful, constructive feedback
- Lead by example and give confidence to children
- Plan and teach lessons to enable children to learn exceptionally well
- Have high expectations of all pupils
- Be able to judge and anticipate where intervention may be required.

In order to deliver consistently great teaching a sound planning structure must be in place. A long term (full year) Curriculum Plan, a medium-term Unit Plan (a module) and a short-term Z plan (one lesson).

Teaching must be active, fluid and dynamic. It must differentiate between individual learners and be cognitive that that the way one child learns may not be the way another likes to learn. When teaching is delivered in this way it becomes great and great learning can be achieved.

Assessment in P.E.

Assessment is vital and critical skill to be used to ensure progressions are made in every lesson. Assessment should be carried out by both the teacher but by the learners themselves but if it doesn't support further learning then is counterproductive.

Assessment gives value to learning that has already taken place and supports and sets out the next stage to that learning.

IMPROVEMENT PROGRESS ACHIEVEMENT

This assessment will take the form of;

1. Short summary evaluations at the end of each lesson (greatest direct influence on learning). This should be both provided and led by the teacher but also peer to peer feedback.
2. Evaluation of progression over a unit or combination of units (strength and weakness identification) in the form of lesson by lesson tick box assessment (see example below fig 1)
3. Annual evaluation of each child's performance (celebrates achievement and sets following years expectations).

Fig 1:

		6th Sept	13th Sept	20th Sept	27th Sept
Annie	Badgers				
Charlie	Badgers				
Ed	Badgers				
Mike	Badgers				
Zoe	Badgers				

This assessment should be recorded by identifying whether each child has exceeded (green), achieved (orange) or is working towards (red) the aims and objectives of each lesson plan (Z plan).

Assessment should only ever be of the learning intentions. If you didn't intend for the child to learn it then why are you assessing it?

Good learners show improvement in quality, accuracy and range in what the task is.

A more detailed record should also be kept charting each child's progress and development throughout their primary school life.

The week by week, lesson by lesson assessment will quickly provide a clear image of how well the unit has achieved the aims and of the progression of each individual child. It will also provide the teacher with an easy way to assess whether the pitch of the lessons is too high or too low for the children.

The weekly assessment can then be used to form an accurate assessment of progress made to date and where further development is needed in order to bring all children to the expected standards laid out in the stages of development above. This needs to be simple, quick to complete and easily read at a glance

An example of this would be;

	Throwing and Catching	Striking & Feilding	War Dance Composition	Sticks and Balls	Super 8 composition	Coordination and agility
Annie	Green	Green	White	White	White	White
Charlie	Green	Green	White	White	White	White
Ed	Green	Yellow	White	White	White	White
Mike	Yellow	Yellow	White	White	White	White

Stage 3 of Development	Coordinate and balance movement and stillness with control	Combine skills, actions and stillness with some agility, fluency and consistency	Show more refined skills and specific techniques with consistent control when using equipment	Create and use tactics and compositional ideas to suit the situation with some success	Respond to changes in situations and new challenges and conditions with some rationale.	Assess performance and actions against criteria and suggest improvements.
Annie	Green	Green	Green	Green	Green	Yellow
Charlie	Green	Green	Green	Green	Green	Green
Ed	Green	Green	Green	Yellow	Yellow	Yellow
Mike	Yellow	Green	Green	Yellow	Yellow	Yellow

Stage 3 development relates to upper KS2. With great teaching, great learning will happen and through the assessment all children have the potential to reach green (achieved or bettered the stage of progression by the end of their primary school lives in year 6.

At Wivelsfield the teaching staff should all model this vision for the physical curriculum in what they do and how they speak about physical activity.

They should show commitment, a desire to learn and willingness to work hard just as we expect our children to. If they do so children will have the role models needed to develop a lifelong love of movement.