



WESTFIELD PRIMARY SCHOOL

2020

PE Subject Report

Subject	PE	Date	December 2020
Report prepared by	Anna Brokenshire and Laura Painter *		
Overview of the year: Sept 2019 - Dec 2020			
<p>This year has been impacted by COVID 19, with the school going into Lockdown in March, although being open up for 50% of the school, in all year groups by July 2020. Despite this we have continued to implement engaging and challenging lessons that inspire even the least active. There is a growing focus on the development of the whole child with a balance between physical, social skills and health & mental wellbeing.</p> <p>We have continued to work alongside the School Games programme this year and have taken part in a range of competitions and festivals throughout the year, exposing children to a larger range of different sports. We were unable to continue this into the Summer term but we still continued to engage children during Lockdown by adding a tab to our school website and sending home regular activities and challenges. We have also provided children with other opportunities to experience sports through workshops like Dance and Skipping. We have continued worked closely with Dance Woking this year to help develop dance within the school, providing clubs and performances in the local community. We have also developed a relationship with the local cricket community- Chance to Shine- which are providing team teaching sessions, free coaching and the opportunity to join a local cricket club.</p> <p>With a national emphasis on increasing physical activity for children, we provide a range of sports clubs and opportunities for physical activities throughout the school day including active cross curricular lessons, outdoor learning, active break and lunchtimes and active bursts. To improve physical and mental health problems we have teamed up with Active Surrey to make a PALLS pledge and increase physical activity throughout the school day. We have used our Sports Leaders effectively to help provide more opportunities for physical activity and they have especially targeted the least active. We have chosen to ensure that PE and health & wellbeing are at the forefront of our school so other opportunities like incorporating Maths and PE have been put in. We have begun Maths interventions targeted at both SEND or key marginal children in two year groups, however, it is linked with PE so that the lessons are interactive. We have encompassed an active ethos within our school that's promotes children's wellbeing and physical activity.</p> <p>Next year at Westfield, our main aim is to extend the range of clubs and sporting opportunities offered within and after school hours. This will support the creation of school sport teams, which will help us to enter into a larger range of competitions and increase our involvement with the School Games programme. We have increased the amount of clubs we have each term substantially- moving from 9 on average last year to an average for 14 this year- these are provided throughout the day to ensure all children have the opportunity to attend and they cover a wide range of sports. We are continuing to target our most inactive children and we have be able to begin a second club so that KS1 children are now targeted too.</p> <p>We have begun this year with restrictions to after school and lunchtime clubs due to COVID-19. Despite this, we have enabled Ultimate Coaching to start two after-school football clubs for Yr3 & Yr5 children. We will be looking to increase the number of after-school clubs as and when we are allowed to utilising the skills specialist coaches and school staff. Even though there are less after-school clubs at the moment, we have ensured that playtimes and lunchtimes are active and include outside games and equipment. To encourage staying active outside the school day, and to encourage friendly competition we have been setting active challenges in which we have been competing with other schools virtually.</p>			

Curriculum: Intent, Implementation, Impact

Intent

PE provides pupils with the opportunity to learn how to be successful participants in physical activity. It allows pupils to understand what physical activity looks and feels like and how, with practise, they can improve their skills. We aim to provide children with the opportunity to engage in moderate to vigorous intensity physical activity to help meet government targets of at least 60 minutes a day. We have a special focus so that those who are least active, DAP, SEND or girls are monitored and targeted for opportunities. We want children to develop basic physical skills such as, balance, co-ordination and agility while also understanding the importance of physical activity for their health and mental well-being. We aim to have staff that are confident at teaching and planning PE through engaging and accessible lessons. It is important that both our staff and children have a love of learning and a love of life.

Implementation

Lessons are planned to cover the National Curriculum themes of athletics, dance, gymnastics, OAA and games (net & wall, invasion and striking & fielding). The curriculum considers the importance of both the breadth and depth of learning. The allocated 2 hours curriculum time are sometimes split between the class teacher, Ultimate Coaching and a specialist-swimming teacher (not during COVID). Ultimate Coaching delivers the games topics, as that is where their knowledge can be used effectively. The class teachers delivers other aspects of PE which covers topics including dance and gymnastics. Class teachers are supported with nationally recognised PE resources that provide extensive teaching and learning materials including video clips to build teaching confidence (Get Set 4 PE).

Lessons usually begin with a quick starter to engage and focus pupils. Pupils then work through a range of progressive activities around a theme or intended learning outcome. There are opportunities to extend and challenge individual pupils and provide differentiation for others. Skills are taught and assessed by class teachers through a series of lessons, which lead to a focal point such as a game, performance or inventive task where skills can be refined and developed further. We are encouraging the teaching of games units to be finalised with an inter-house competition within the year group in order to promote healthy competition and to maintain the necessary skills and teamwork needed for intra-house competitions in the future (COVID dependent).

We provide extra-curricular sporting activities through clubs before, after and during school hours. The clubs are run by, staff, peers, coaches and outside providers to allow children to have access to a range of sports clubs. In the Autumn term of 2020 we have just started to introduce 2 afterschool football clubs with the support of Ultimate Coaching and will continue to look for opportunities to extend clubs during the impact of COVID.

We also ensure that our daily routines are filled with a more active lifestyle by continuing to adhere to the PALSS pledge. We focus on 3 main areas: active bursts, active lessons and active play. This is done through structured play activities from both MMS and Sports leaders during lunchtime (just MMS staff during COVID), regularly planned lessons which involve movement, occur outside or require physical activity and regular movement breaks or movement ideas incorporated into our lessons. Additionally, PE links with one of the five ways to wellbeing and each class will have a 6-week focus to promote links between being active and good mental health strategies.

Our curriculum provides children with a wide opportunity to take part in physical activity both in lessons, clubs, and competitions and through workshops. We have had outside providers in to give the children a new experience with getting active and their mental health and well-being. During COVID-19 lockdown we have encouraged an active lifestyle by sending home weekly PE challenges on our home learning packs as well as updating our 'Stay Active' PE tab on the school website with family-friendly activities. We promoted this in the school via a 'Stay Active' video which was made by staff. We have continued to do this through the Autumn 2020 term to encourage personal challenge and competition. We have done this via many platforms (Seesaw, Marvellous Me and the school website) to engage as many pupils and families as possible.

Impact

At the beginning for each year, the least active children are identified so that they can be targeted for opportunities in both clubs, workshops, lessons and festivals. This year, 50 children were identified as least active and these children were invited to a weekly club run by Sport Leaders so they were taking part in more physical activity - unfortunately this was unable to continue in the Summer Term (COVID) so more children were not identified. This enable them to gain confidence and try more clubs. We also consider our DAP children very closely and ensure we provide those children with as many sporting opportunities as possible. For example, Hockey Autumn term had a 30% DAP attendance. We monitor how many children attend clubs every week (56% of our children attended an active club every week while the full club schedule was available in the Autumn term).

Our Sports Leaders have also run lunchtime activities, which have both targeted the inactive and made lunchtimes more active. MMS staff have also supported the Sports Leaders or have run other active lunchtime activities like basketball, cricket, skipping and hula hooping. This has meant that more children are active during playtimes and lunchtimes, helping them to be as active as possible during the school day. We have also encouraged active lessons (especially in Maths and Science- this has been something both subjects have worked together with). We have taken part in National initiatives like outdoor classroom day and national skipping day, to ensure we have a whole school ethos of an active and healthy lifestyle. We have continued to be a part of the school games programme and during the Autumn term/Spring 1 we took part in many competitions, tournaments and friendly matches as this was a target from our previous year. Unfortunately, due to COVID restrictions, we were unable to maintain this. We have maintained our Bronze school games mark from the previous year as it was not re-assessed. We have achieved a higher score than ever before when we applied for our KS1 Star Mark in 2019. We achieved 1 star mark with 30 out of 60.

As a PE leads we were asked to attend a network meeting to share our journey to becoming more active school- it was recognised by Active Surrey that we have made a conscious effort and improved children's active lifestyles and made PE/ health & wellbeing at the forefront of our school ethos. There is a more positive outlook on PE as a whole in our school due to increased confidence in staff and new implementation of Staff PE kit. This has allowed for staff to teach more actively whilst also looking smart. Staff confidence has continued to progress through the use of our new planning system (Get Set 4 PE).

We monitor PE lesson each term to ensure that teachers feel confident and they are delivered to a high quality the lessons. We have also worked hard this year to ensure that a range of sports are being covered and have worked closely with Ultimate coaching to ensure this is happening.

We are currently assessing PE every term, which shows whether they are working below, at or above the expected standard. Teachers are able to make this assessment according to the success criteria provided by our Get Set 4 PE lessons. If Ultimate Coaching teach the lessons they then feedback to the teachers to provide a wider outlook on their ability. We also assess the children at the end of each year in our yearly reports to parents. We use the same colour system and assess attainment, progress and effort.

Our *Curriculum overview and Rationale Document* provide a summary to enable the subject leader to monitor implementation, using the skills progression document alongside the QA procedures to monitor impact. We are looking to use Seesaw more as a way of monitoring PE lessons and the skills that children are acquiring. Through Seesaw we would be able to compare and see the progression of skills that would link with our skills progression document.

Next steps:

To ensure children have a wider variety of sport clubs and opportunities to take part in sporting competitions. This will involve the use of outside coaches, local providers and upskilling teachers. We

<p>want to ensure that children have a better understanding of specific sport skills, rules and the vocabulary through teaching and planning. We would also like to embed the use of Seesaw into the PE curriculum so that as PE Leads, we are able to assess and monitor the progression of skills across the school.</p>	
<p>5 Key messages of the year:</p>	<p>What Performance Information is monitored? What are the 3 questions are you considering for future developments?</p>
<ul style="list-style-type: none"> • 2 hours of timetabled high quality PE- continued use of school staff PE kit. • More confident use of our PE planning systems (Get Set 4 PE) • Opportunities for inactive children to try new sports and activities - use of Sports Leaders to provide clubs and lunchtime activities. • A clear break down of the progression of skills in each area of PE and a broader range of specific sports and skills taught in PE lessons. • Provided opportunities to stay active outside of school hours through clubs in the Autumn term and virtual/online resources during lockdown. • A wide range of equipment available to encourage and support a more active ethos across the school throughout the day (more active break and lunchtimes). 	<p>Our performance information is linked directly the skills progression document, where each sport is broken down into the skills that each children should achieve. The teacher assess each child on the 4 units they teach each term and in our end of year reports.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • How can Seesaw be used to assess and monitor PE more effectively so that a clear progression of skills is shown? • How can we increase the skill and opportunity of our children for competitive sports? • How we can ensure that there is a larger range of clubs and extra curricular activities- what local links can we make to support this?
<p>What is progress like within this subject?</p>	<p>How much funding did you receive this year and what was it spent on?</p>
<p>This year there has been an overall improvement in the attitude towards PE (staff and pupils). The school has adopted a more active ethos throughout the whole day. DAP and the least active have been targeted well. Development of children's leadership skills have improved and have been used effectively through Sports leaders and in PE lessons. Ultimate Coaching works well to help teach specific games skills, alongside teacher led lessons of gymnastics and dance. Staff are more confident to teach a broader range of sports and skills thanks to the use of GetSet4PE. There is a clear understanding of what should be taught and when. The sports have been clearly divided between year groups so that there is a clear progression of skills gained throughout their time at Westfield.</p>	<p>The funding we spent this year was £ £9,574.78</p> <p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity e.g. Ultimate Coaching clubs £1980.</p> <p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement e.g. sports leader training £200, Maths on the move intervention £960 and staff PE Kit £428.</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport e.g. Getset4PE subscription £528.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils e.g. Dance Woking £235 and National Skipping workshops (whole school) £484 and bought PE equipment £600.</p>

<p>Next year we are looking to develop the use of Seesaw to help us to assess and monitor PE further. We also want to continue to encompass our school ethos of being active to support our wellbeing.</p>	<p>Key indicator 5: Increased participation in competitive sport e.g. Wasps subscription £650.</p>
<p>How does your subject area help to further develop SMSC (Learning for Life) in and around the school?</p>	<p>How are Fundamental British Values promoted within your subject?</p>
<ul style="list-style-type: none"> • Health and Wellbeing- healthy lifestyles, growing and changing. • Relationships- teamwork, communication, sportsmanship (Relationship Riley). • Positivity- celebrating achievement, sportsmanship, encouraging team mates. • Respect- working together, listening to the captain/umpires/peers, following rules. • Independence- trying new things (skipping), developing skills (Risk Taking Robbie/Resilient Ronald). • Diversity- exploring sports and activities related to other cultures (Olympics themed week Summer 2021). • Adapting lessons for SEND. Trying new sports like seated volleyball. • Excellence- sports day. • 5 ways to wellbeing - Be Active 	<ul style="list-style-type: none"> • Mutual Respect- working as a team in a game or lesson, sharing ideas, use of refs and umpires. • Individual Liberty- freedom to choose own sport or create own games/activity. • Tolerance of different cultures and religions- experiencing different sports from different cultures or those who are disabled. • Rule of Law- understanding that society functions through rules and consequences through sports.
<p>If you could change/ develop one thing in this area what would it be and why?</p>	<p>What will be the three key resources you will be bidding for this year and why?</p>
<p>Develop team-spirit and working as a team to win or lose through PE competitions and to develop a healthy, mature and positive competitive attitude. We feel that this will build resilience and give them the skills needed for further education and their working life.</p>	<ol style="list-style-type: none"> 1. Continuing to embed the use of GetSet4PE in the school. 2. Continue to develop relationships with external providers and local clubs. 3. Workshops for 2021 Olympic themed Creative Curriculum week. 4. Continued maintenance of PE equipment in school.
<p>Subject Web: Subject Web: Why do we teach what we teach?</p> <p>Every child is entitled to a broad and balanced curriculum, which is catered for in our Physical Education teaching. We aim to provide the highest quality of education for all our children, in an environment that is challenging, motivating, disciplined, caring and moral, where children can acquire the skills and knowledge appropriate to their individual needs through the delivery of our PE curriculum. This provides opportunities for individuals to acquire knowledge, skills and understanding in a range of sports; promote the spiritual, moral, cultural, mental and physical well-being and development of our pupils; and prepare pupils for the opportunities, responsibilities and experiences of adult life. Our PE curriculum is closely linked to our Learning for Life lessons, which encourage children to lead a healthy</p>	

lifestyle and why this is important beyond Westfield. Through our pledge we promise a range of exciting learning and life experiences in this area of learning.

6 key skills:

1. Fundamental movement skills.
2. Development of agility, co-ordination and balance.
3. Gross and fine motor skills.
4. Development of rules for specific sports (football, hockey, netball) and accompanying vocabulary.
5. Working collaboratively with others.
6. Learning to being a good sportsman by being kind, resilient and supportive.

How do you ensure every skill is taught within your subject?

There is a clear skills progression document and Curriculum Overview and rationale that ensures knowledge and understanding required is covered, alongside the necessary skills development.

Quality Assurance (recorded in Subject Leader files and using SeeSaw, going forward) provides evidence through photographs, videos, comments and pupil voice that children are learning skills and applying these to other sports across the subject and in other areas of school life.

Topics taught across each year group:

The key sports covered during term are related to the competitions/sports seasons which are happening at that time of year. For example: football/netball in the Autumn and Spring term and cricket/rounders in the Summer term.

Reception	Introduction to PE : Unit 1	Fundamentals : Unit 1	Gymnastics : Unit 1	Dance : Unit 1	Ball Skills : Unit 1	Games : Unit 1
Year 1	Fundamentals Gymnastics	Invasion Ball Skills	Dance Net and Wall	Sending and Receiving Yoga	Striking and Fielding Fitness	Athletics Team Building
Year 2	Gymnastics UC- football	Dance UC- basketball	Yoga UC- hockey	Net and Wall UC- tennis	Team Building UC- athletics	Athletics UC- Kwick Cricket
Year 3	Football Gymnastics	Netball Dance	Yoga Hockey	Tennis Fitness	Athletics Cricket	Rounders OAA
Year 4	Dance Football	Basketball Tag Rugby	Tennis Gymnastics	Dodgeball Fitness	Athletics Rounders	Cricket Swimming
Year 5	Dance Football	Basketball Gymnastics	Hockey Dodgeball	Tennis Fitness	Athletics Cricket	Rounders OAA
Year 6	Netball Gymnastics	Dance Tag Rugby	Tennis Yoga	Volleyball - Y5/6 Fitness	Athletics Rounders	Cricket OAA

Overview and Rationale for curriculum organisation ensures statutory content for skills and knowledge is covered.

Our Physical Education and Sports curriculum is designed to mirror that of worldwide competitive sporting seasons and events. Some competitive sports such as football and hockey run during a 'Winter' season from September to early May/June. This then allows for Summer sports such as Cricket and Athletics to take place during the warmer months with the benefit of dry grass areas on which to play

and compete safely. During the Summer months the most competitive sport club seasons are finished which then allows athletes to take part large events such as the Olympics. Our curriculum is designed in this way so that we can make the most of school facilities and provide children with lessons throughout the year which factor in harsh weather during the Winter months. It also allows children access to a variety of types of Physical Education as well as the chance to take part and try out a large number of sports. Each sport in KS2 is progressed from the basic skill units in KS1, such as ball skills and invasion games. In KS2 children will be taught 2 units of each sport so that they experience a varied PE curriculum. These units are spread throughout the key stage. For example, Hockey is taught in Year 3 and then again in Year 6, so that the children have time to develop physically and in terms of game awareness and tactics before playing the sport again. Due to its popularity in the UK, and with boys and girls in our school, Football is taught in Yr3, 4 and 5. As all year groups take part in our school sports day, Athletics is taught at the same time in every year group during Summer 1 so that all children have experienced the events of Sports Day.

Describe what a good learner of this subject looks like when they leave Westfield Primary School? What are the 7 key components of a good learner in your subject?

1. The development and application of core physical education skills (Agility, Co-ordination and Balance)
2. Resilient- they won't give up if something is difficult. Understand that skills need to be practised and improved upon.
3. Risk taking- willing to try new things.
4. Supportive and encouraging to their peers.
5. Active- taking part in all areas of the lesson.
6. Being able to understand and explain the rules/skills they have learnt (using key vocab).
7. Developing an understand of healthy competition and sportsmanship.
8. Applying rules and learning to games and performance situations.

What does Fast Feedback look like in your subject?

Fast feedback is given verbally within the lesson by adults and as peer-feedback. The children and the teacher reflect upon the outcomes of the lesson through a finalised situation such as match or performance.

How do you know this has been effective for children's progress?

We know that this is effective because they gain immediate feedback. Skills are progressing through the key stages. Teacher and student feedback has been positive.

Is your subject an SDP priority?

Has there been school training and / or development related to your subject / specific SDP objectives? Have you taken part in any individual research?

What has been the impact of this on the children and staff?



PE is connected to the wellbeing SDP priority through the link of being active.

Subject Folder holds any information pertaining to QAs, subject networks, informal networks, moderation, training, powerpoints etc), research activities. We monitor the amount of participation in

	<p>our school clubs while also targeted those that are least active to become more active and enjoy PE more. We monitored that 56% of our students attended a club during the Autumn 2019 term.</p> <p>When monitoring the least active children we look at their increase participation in clubs or sporting activities.</p> <p>We have taken part in a county wide initiative to look at the activity levels of our school. We decided that we were going to focus on 3 main areas: active burst, active playtimes and active lessons. After implementation of our ideas we have increased the level of activity amongst the school and altered the school ethos to be more active.</p>
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