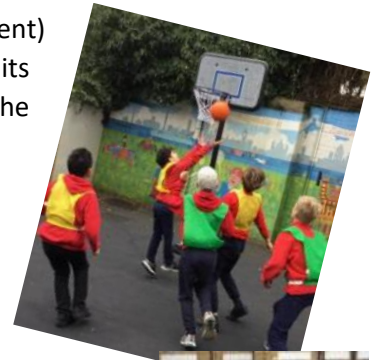


### Intent

Our PE and sport provision (both within the curriculum and through extra-curricular enrichment) plays a key role in our school vision of inspiring *life in all its fullness* for all, through its contribution to our provision of the widest possible breadth of curriculum and to the development of physical well-being for all.

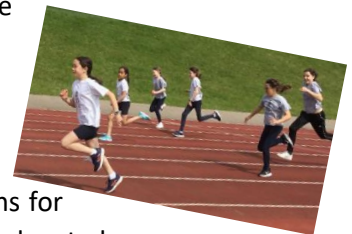
The intent of our PE curriculum is to promote the importance of healthy, active lives for all pupils and to give all pupils the opportunity to participate, develop skills and excel in a range of physical activities. Our PE curriculum is planned and taught in a progressive way in order to build all children's skills cumulatively, in line with the aims as set out in the EYFS document and National Curriculum, allowing all children to build confidence and to challenge themselves. It also provides opportunities for children with particular talent in this area to excel, demonstrate, support peers and to compete against children in other schools. Our wide-ranging provision in this area is also intended to allow children to discover new talents. There is a long-established commitment to high-quality, specialist teaching in PE and to high expectations of participation and achievement for all pupils.

Our PE curriculum, including related enrichment activities, is also designed to develop in all children a wider range of important life skills including collaborative team work, good sportsmanship, effective communication, self- and peer-evaluation and pride in aiming high and beating personal bests, all of which support children's character development.



### Implementation

- Class PE lessons in school taught by a skilled, specialist PE teacher. Additional PE/sport sessions on the Heath and enrichment activities/competitions supported by specialist TA as well.
- Local facilities used to support PE provision: Hampstead Heath, Royal Free Sports Hall, Swiss Cottage swimming baths. Outdoor and adventurous activities provision for Y6 at PGL centre for school journey. Range of PE resources in school.
- Ongoing assessment of each child by PE teacher, with end of year assessments against key statements reported to parents in annual reports.
- CPD includes funding of external training for PE teacher, sharing good practice with teachers and TAs who attend Heath/sports hall sessions and provision of training sessions for Teaching London trainee teachers. PE leader also liaises with other Camden PE subject leaders to learn new practice to share with colleagues.
- Wide range of physical activity after school clubs are normally run for all ages and despite bubble restrictions we were still able to run some clubs in 2020/21 (e.g. summer term 2021: KS1 sports, KS2 sports, KS2 rounders); some run by school staff, others by outside agencies and some providing training for specific competitions. Disadvantaged/SEN pupils are targeted for participation in these opportunities.
- Since we have returned to school this academic year, we have been able to offer a wider range of clubs in the autumn term (e.g. KS1 football, KS1 dance, KS2 health and fitness).
- Wide range of competitions and tournaments entered (11 competitions entered for KS2 in 19/20 before school closures), some competitive and some inclusive, all organised by Camden School Sports Association (school pays annual subscription). Children's pride in entering these competitions and their feeling of achievement in participating and doing well is evident. Some children are then selected to participate at borough level.
- Despite these competitions not taking place as normal in 2020/21 due to COVID, once they started up again in the summer term, we entered children into the three available competitions.
- School Games Gold Award achieved for 18/19 (recognition of high level of provision and participation). We were able to keep this award for 19/20 and 20/21 due to period of school closures.
- Weekly 'activity play' sessions for each class at lunch time also develop children's technical skills, participation and confidence. 'Wake and shake' dance for the whole school community each week adds to promotion of physical activity, as does PSHE and Science teaching and learning.



- Additional PE/sport premium funding is targeted at additional hours of specialist teaching, use of local amenities and participation in competition.

Impact

- All children understand the importance of being physically active and healthy (all children participate in PE and NCMP data shows obesity levels are low compared to local and national figures).
- All children develop their PE skills in a range of activities, becoming more proficient from their varying starting points. Some children are selected at borough level demonstrating high level skill.
- Children take pride in representing the school and can compete well, showing respect for opponents and good sportsmanship.



Whole school standards (two-year trend)

	2018-19	2019-20	2020-21

Last year’s key developments and successes in 2020/21:

- Maintain provision and participation at Gold school games level, if possible. (2020/21 target carried forwards) – Due to ongoing COVID restrictions and school closures the School Games award did not run as normal for a second year. We have maintained our ‘Gold’ award from 2018/19 and aim to be reaccredited during the summer term.
- Adaptation of curriculum and enrichment in light of current restrictions. (2020/21 target achieved) – PE teacher adapted planning to meet the needs of the children. During the second period of school closures, the PE teacher pre-recorded lessons that were accessed by the children at home. Sports Day also went ahead despite bubble restrictions.
- ‘Catch up’ swimming provision to be considered for current Y3 and Y4 classes when possible. (2020/21 target achieved) – All children from Year 3 and those children who had not met the national expectation in the previous year in Year 4 attended a 2-week intensive swimming course in the summer term.

The anti-racist curriculum review document prompted us to reflect on the background of the range of games we use in PE and whether we take into account different cultures when teaching about health, fitness and healthy eating.

## COVID impact – remote learning provision and recovery curriculum

**Home learning provision** (March–June 2020 and January-March 2021): PE was included as a lesson at least once a week and sometimes more often (twice a week in many classes) during home learning and this meant children were constantly able to take part in physical education despite not being at school. Teaching videos were created by the PE teacher which enabled children to access learning in a familiar way where key skills could be modelled and new learning could take place. There were lots of opportunities for children to keep active and healthy in other lessons as well – for example daily exercise was promoted with links provided to online resources and some other lessons were cross curricular (bird watching encouraged walks on the Heath and map making geography lessons encouraged children to get out and about).





**Recovery curriculum:** no major adaptations to our PE curriculum have had to be made for 21/22 school year, however the PE teacher has been giving more time to recapping skills from the previous year where necessary if he has assessed there are gaps in the class. Opportunities for children in Year 1 to go to Hampstead Heath for outdoor learning have been made possible as they missed this in Reception and the current Reception class are also visiting Hampstead Heath. All KS2 classes are having PE sessions in school and an afternoon on the Heath each week. Weekly ‘Wake and Shake’ sessions before school and a focus on ‘Healthy Bodies’ as part of our whole school Happiness Project has also helped to promote physical activity. The DfE recovery curriculum document suggests schools may need to adjust the curriculum to give priority to supporting pupils to be physically active and confident in fundamental movement skills, as well as developing the complexity and accuracy of movement patterns.

### Key targets and actions moving forward (development priorities for 2021/22):

Target and <i>intended outcome</i>	Planned actions (including dates where applicable)
1. Ensure participation in extra-curricular PE events are part of recovery plans to ensure enrichment is back to (or above) pre-COVID levels <i>All children to have experience of taking part in inter school PE competitions by the end of KS2.</i>	Subject leader to be responsible for entering children into as many CSSA competitions as possible. Subject leader to track individual participation in these events and ensure opportunities for all children (review this at the end of the autumn term and target children for participation in the spring term). Target disadvantaged and SEN pupils for participation wherever possible.
2. Ensure optimum use of the Heath for children across the school. <i>All children to experience outdoor learning and have as many opportunities as possible for physical activity.</i>	Opportunities for Reception and Year 1 to visit the Heath for outdoor learning to be organised by class teachers in the autumn term. Afternoons at the Heath for years 3-6 to be scheduled each week. After Christmas, PE subject leader to discuss potential use of Hampstead Heath by Year 2. Class teachers to plan for other visits to the Heath that could be cross-curricular and promote physical activity.
3. Maintain Gold School Games status and work towards Platinum. <i>Achieve Platinum School Games Award.</i>	Subject leader to complete inclusive health check in October. Once new criteria for the School Games award are released in November, subject leader to work towards maintaining our gold award and achieving the platinum award.
4. Build on pupil voice sessions for PE with specific pupil voice recorded in PE portfolios. <i>Children’s next steps and learning is clearly recorded in portfolios and this information is used by PE leader and PE teacher to support future learning.</i>	Starting in Autumn term, include pupil voice about learning and next steps in half termly portfolios for each half term. Ensure participation of a range of pupils in these sessions. PE leader and teacher to act on this feedback for future planning.

Work sampling 2020/21 – in school projects and home learning

**\*the pieces of work shown here show a progression of throwing and catching from Reception to Year 6.**

<p>Year 6</p> <ul style="list-style-type: none"><li>• throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action</li></ul>	 A group of Year 6 students in red and yellow school uniforms are playing basketball on an outdoor court. One student is in the air, about to shoot the ball into the hoop. Other students are watching and ready to defend.
<p>Year 5</p> <ul style="list-style-type: none"><li>• use effective technique for throwing in a range of games and with a range of equipment</li></ul>	 Year 5 students are playing basketball on an outdoor court. A student in a green shirt is jumping to catch the ball. Other students are positioned around the key, ready to play.
<p>Year 4</p> <ul style="list-style-type: none"><li>• consistently hit a target with a range of implements</li></ul>	 A Year 4 student in a red jacket is kicking a ball towards a target on a paved area. In the background, other students are standing near a set of stairs and a garden area.
<p>Year 3</p> <ul style="list-style-type: none"><li>• introduce technique for different throws for different games (chest pass, bounce pass)</li></ul>	 A Year 3 student in a red shirt is playing a game on a paved area. The student is holding a ball and looking towards a target. The background features a colorful mural with a net and various objects.



## Year 2

- Perform a range of throwing actions with control and direction



## Year 1

- Develop catching skills with two hands



## Reception

- Explore rolling, throwing, catching bean bags and balls of different sizes.



Website Pages - enrichment, including whole school events, competitions and links to other curriculum areas (PSHE, mental health work)

<https://christchurchschool.co.uk/wp-content/uploads/2021/02/Year-4-PSHE-keeping-active.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2021/03/PE-on-the-Heath-March-2021.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2021/04/Wake-and-Shake.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2021/05/Y5-and-Y6-football-tournament-May-2021.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2021/06/Athletics-champions-June-2021.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2021/05/KS2-athletics-May-2021.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2021/07/Rounders-champions-July-2021.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2021/07/Sports-Day-July-2021.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2021/07/Try-something-new-skipping-July-2021.pdf>

## Pupil voice

### Autumn 2021 – children from Y3-6

**Children could talk in detail about their learning in PE, giving specific examples of skills, techniques and vocabulary they were learning, for example:**

In response to increasingly more specific questioning about learning in PE:

**Year 6:** *Ball skills and working as a team in Basket Ball. We have thought about attacking and defending play. We have also been playing games where we have to think about all the rules now. We have recently done some gymnastics in the hall and we were working on routines and counter-balances.*

*Counter balances need two people to work together. It is about holding people's weight. Also the we have learnt more rules and how they work together and then put them together in a game.*

*To learn about attacking and defending we played a game in pairs. The attacker needed to get the ball across the line past the defender. The defender could touch the ball and only move right and left but not forward or backwards from the line. We also practiced dribbling- you can't stand still.*

**Year 3:** *We have learnt teamwork. Also different ball skills chest passes, over arm and under arm passes. We've also thought about teamwork and space around us.*

*We learnt what the difference between an over arm and under arm pass is. When the ball needs to go far, you might use over arm.*

*We have been learning to dribble the ball. Dribbling is bouncing the ball several times and you move around at the same time. We took turns with our partner and you had to try and dribble 4 or 5 times and then pass to our partner.*

**Children could describe how current learning built on previous learning, e.g:**

**Year 5 pupil:** *In Year 3 and year 4 we learnt how to throw with not too much force. This helps when thinking about accuracy this year.*

**Year 4 pupil:** *We had already learnt basic throwing, so we practised more accurate body positions like bending. We also did some dribbling in Year 3 but we have done more this year. In Year 3 we did fitness circuits which helped me practise running.*

**Children described a range of ways they are supported to remember their learning**, describing lots of practice and repetition of skills, using skills in game play and mnemonics, e.g. *we learnt a word that helps us to shoot a ball. BEEF – Bend, Eyes, Elbows, Follow through* (Year 4 pupil)

### What makes our curriculum provision for PE exceptional and beyond the expected?

- ❖ Exceptional outcomes for children across the school.
- ❖ Level of participation in inter-school competitions for all children and the opportunities for further participation in the London Youth Games.
- ❖ Using the locality and the available resources such as the sports hall consistently.
- ❖ The skilled support and training provided by our specialist PE teacher and TA is beyond the expected

### Key points for discussion with governors about this report

- Attainment of children across the school
- Home learning successes
- Range of enrichment and extra-curricular opportunities (participation in inter-school competitions)
- PE Portfolios