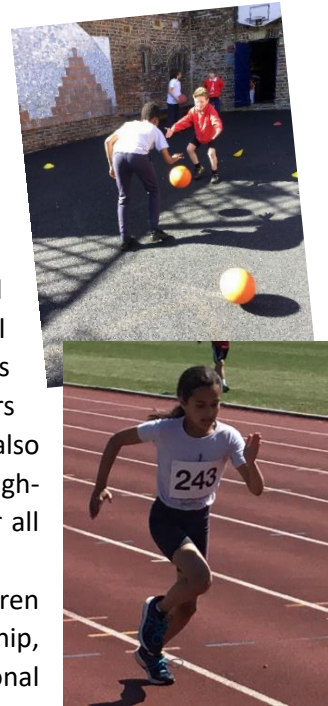


Intent

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.
- Adaptations are made to resources or support where needed to ensure all children with individual needs can participate.
- 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 run for all ages (e.g. summer term 2022: KS1 sports, KS2 fitness, KS2 rounders, dance, KS1 football); 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.
- Wide range of competitions and tournaments entered (15 competitions entered for KS2 in 21/22), 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.
- School Games Gold Award achieved again for 21/22 (recognition of high level of provision and participation).
- 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.



Approach to assessment in PE

Ongoing assessment:

The specialist PE teacher provides wide-ranging, engaging and accessible PE lessons for all pupils. Ongoing, on-the-spot assessments within the lesson or a sequence of lessons may identify children who would benefit from additional or different adult support, groupings, time or resources in order to achieve the key learning or outcome in the lesson. These adaptations are made flexibly and as soon as possible in the lesson/sequence of lessons. The teacher's ongoing assessments in PE are made through observations, questioning and discussion with children, as well as using information from other adults, including the specialist PE TA. The use of our PE portfolios also supports ongoing assessment as these provide an opportunity for the PE teacher to revisit any areas or key skills he feels are needed. Ongoing assessments are made of children's learning across all strands, including principles of play and the wider skills of leadership, communication and teamwork.

Summative assessment:

Key learning for each year group is identified in our progression documents: all of the identified key statements are focused in the wider skills strand, as these areas underpin and support progress in the other, more specific strands as well. The PE teacher, with support where needed from class teachers and the specialist PE TA, makes summative end of year assessments against these key standards for all pupils. These assessments are reported to parents in our end of year reports and used in the whole school standards analysis above, which in turn is used to support improvement planning in PE. Summative assessment also occurs at the end of a unit of work where the PE teacher assesses children against the key skills for that area of learning. These assessments then feed into the overall assessment that takes place at the end of the year.

Last year's key developments and successes in 2021/22

- Ensure participation in extra-curricular PE events is part of recovery plans to ensure enrichment is back to (or above) pre-COVID levels. **21/22 target achieved** – Competition entries were back to and exceeding pre COVID levels. All children in KS2 are being tracked to ensure participation in sporting events with a particular focus on SEN and disadvantaged children. After school sports clubs were also back up and running with a greater selection than pre COVID.
- Ensure optimum use of the Heath for children across the school. **2021/22 target achieved** – All children experienced outdoor learning at the Heath over the course of the year. Reception began using the Heath as an outdoor classroom again and this continued for Year 1 in the autumn term. KS2 spent an afternoon each week on the Heath as part of their physical education, with Year 2 also joining these sessions in the summer term, and some extra-curricular clubs also used the Heath. Practice sessions/trials were also organised for Camden competitions like cross country and athletics.
- Maintain Gold School Games status and work towards Platinum. **2021/22 target achieved** – School Games Award was applied for and achieved in the summer term. Christ Church was reaccredited as a 'Gold' school – the highest possible award available for 2021/22.
- Build on pupil voice sessions for PE with specific pupil voice recorded in PE portfolios. **2021/22 target achieved** – Half termly recording of pupil voice in PE portfolios is embedded across all year groups, with pupils providing feedback on skills learnt and next steps.

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.

Recovery curriculum

The DfE recovery curriculum document suggested 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. No major adaptations to our PE curriculum needed to be made for 21/22 school year, however the PE teacher gave more time to recap skills from the previous year where necessary if he assessed there were gaps in the class. For example, extra gymnastics was taught in Reception when issues around balance and core strength were noticed. Opportunities for children in Year 1 to go to Hampstead Heath for outdoor learning were made possible as they missed this in Reception and the Reception class were also visiting Hampstead Heath. All KS2 classes had 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 also helped to promote physical activity.

Response to the Ofsted Curriculum Research Review for PE (published March 2022)






- The Ofsted Research Review emphasizes the idea that there are three key pillars that make up physical education: motor competence; rules, strategies and tactics; and healthy participation. Motor competence: fine and gross motor skills, is crucial as you cannot access the other two without this. This is why it is so important in EYFS. *As a school we place a huge emphasis on this in Reception and extra sessions on motor competence were delivered in the 21/22 Reception class in response to assessment.*
- The review also points out that precise vocabulary is extremely important, as a shared lack of understanding can be a barrier to participation. *Our progression in vocabulary for PE aims to enforce the importance of key vocabulary.*
- Declarative knowledge (factual knowledge concerning movement, rules etc.) and procedural knowledge (the know how to apply it) are distinguished between in the review. *Our pedagogical approach in PE lessons clearly distinguishes between the two.*
- The importance of revisiting key learning is also highlighted by the review. *This fits with our spiral curriculum, with children returning to using, applying and developing the same basic skills time and time again, and work on memory and spaced retrieval which is also a key aspect of our pedagogical approach.*
- Feedback focusing on improvement and formative assessment being ongoing are also mentioned in the review. *Assessment happens continually in lessons and adaptations are made based on this assessment.*
- The importance of pedagogical adaptations for SEN not curriculum adaptations is also stressed. *Adaptive teaching is a key component of our pedagogical approach. Teaching is adapted in all lessons to meet the needs of the children rather than the curriculum.*

Key targets and actions moving forward (development priorities for 2022/23):

Target and <i>intended outcome</i>	Planned actions (including dates where applicable)
1. Continue to maintain and improve participation in extra-curricular PE events to ensure enrichment continues develop each child's talents and interests., specifically by widening our participation in local 'Sport 4 all' events' <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. Make continued use of the 'Sport 4 All' events to target all children rather than the most able.
2. To continue to build on the success of the class dance workshops and dance clubs that took place last year. <i>All children to have opportunities to be taught high quality dance.</i>	Subject leader to book 'Dance Days' workshops in the autumn term and ensure these are cross-curricular where possible. Subject leader to look in to using 'The Place' this academic year. EYFS and KS1 to continue to learn and perform a dance as part of the Nativity. Use dance trained staff in school to support dance teaching wherever possible.
3. Maintain Gold School Games status and work towards new Platinum status. <i>Achieve Platinum School Games Award, demonstrating highest level participation in competition for all pupils.</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 new platinum award.
4. Continue to build on pupil voice sessions for PE with specific pupil voice recorded in PE portfolios. <i>Children continue to clearly understand next steps and PE teacher uses pupil voice feedback on skills learned to make any adaptations to planning.</i>	Continue to include a range of pupil voice about learning and next steps in half termly portfolios for each half term. PE leader and teacher to act on this feedback for future planning. PE leader to discuss successes and next steps with children during a learning walk.

Work sampling

***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">• throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action		
<p>Year 5</p> <ul style="list-style-type: none">• use effective technique for throwing in a range of games and with a range of equipment		
<p>Year 4</p> <ul style="list-style-type: none">• consistently hit a target with a range of implements		
<p>Year 3</p> <ul style="list-style-type: none">• introduce technique for different throws for different games (chest pass, bounce pass)		
<p>Year 2</p> <ul style="list-style-type: none">• 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 - 2021/22 enrichment, including whole school events, competitions and links to other curriculum areas (PSHE, mental health work)

<https://christchurchschool.co.uk/wp-content/uploads/2021/10/Skipping-workshops-September-2021.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2021/10/Wake-and-Shake-September-2021.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2021/10/Y4-Dodgeball-competition-September-2021.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2021/10/After-school-clubs-September-2021.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2021/10/Cross-Country-Trials-October-2021.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2021/10/Cross-Country-Competition-October-2021.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2021/10/Year-34-Benchball-competition-October-2021.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2021/10/Y6-school-journey-October-2021.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2022/01/Spring-term-clubs.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2022/01/Badminton-January-2022.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2022/01/Year-5-dodgeball-January-2022.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2022/01/Year-3-dodgeball-January-2022.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2022/02/Wake-and-shake.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2022/02/Healthy-lifestyle-workshops-February-2022.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2022/03/Y3-and-Y4-dodgeball-March-2022.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2022/03/Dance-club-performance-March-2022.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2022/04/1950s-Style-Dancing-April-2022.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2022/05/Swimming-Gala-April-2022.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2022/05/Y3-and-4-football-tournament-May-2022.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2022/05/Athletics-Trials-May-2022-1.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2022/06/Y3-and-4-athletics-competition-June-2022.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2022/06/Y5-and-6-athletics-tournament-June-2022.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2022/07/Sports-Day-July-2022-1.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2022/07/Year-5-and-6-Cricket-competition-June-2022.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2022/07/Year-5-and-6-Rounders-July-2022.pdf>

Pupil voice

Summer 2022/Autumn 2022– children from Y1-6

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 recent 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 then 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 practised 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.

Year 2: *We are learning about the 3 Ss – strength, stance and speed. We also learnt 3 different passes – chest, bounce and shoulder.*

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) and *we learnt about the 3 Ss – strength, speed and stance* (Year 2 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
- Range of enrichment and extra-curricular opportunities (participation in inter-school competitions)
- PE Portfolios