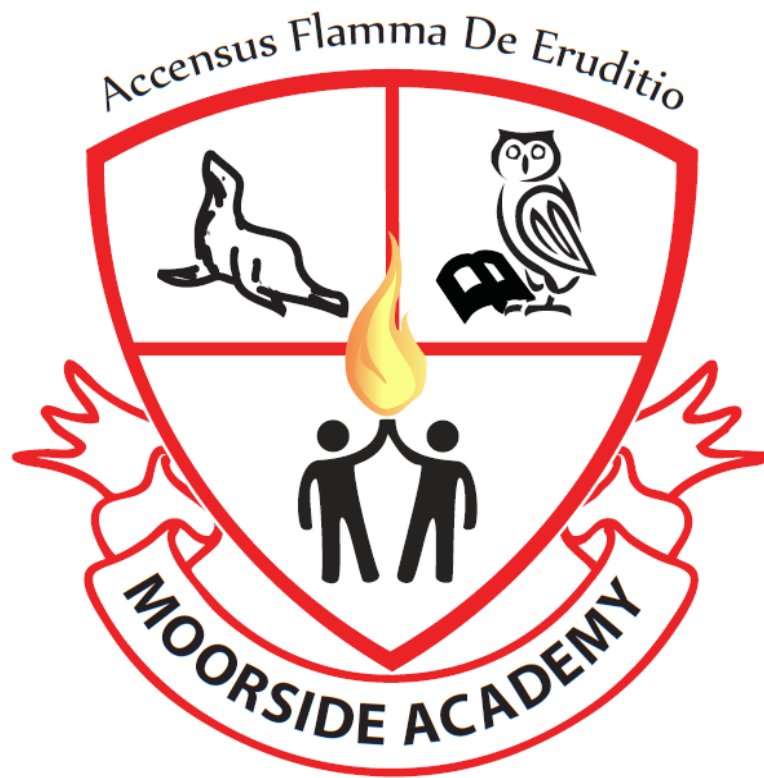
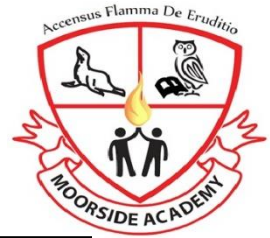


Moorside Community Primary Academy

Physical Education November 2023



Mr C Hatton



**Intent:** The school works with West Lancashire Sports Partnership who deliver PE lessons two days per week across the school, starting from Reception. The intent is to ensure that all pupils have access to a full and enjoyable Physical Education curriculum and the opportunity to reach their full potential regardless of their age, gender, cultural or ethnic background.

The school also aims to increase pupils' participation in and enjoyment of physical activity within and outside the curriculum. The curriculum should also develop skillful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.

The school curriculum expectations document has been mirrored with WLSP's curriculum map to ensure greater clarity. The curriculum expectations document highlights the intended outcomes and expectations for learning in each year group across the school.

The curriculum is to be spread over a two-year period with the aim for class teachers to gradually increase their CPD over the next year so they can acquire the relevant procedural knowledge to be able to both team teach PE as well as independently.

In November 2023, Richard Davis and I carried out a PE monitoring day. We looked at the PE curriculum as a whole, each year groups' planning and observed a range of lessons. In addition, pupil voice interviews were also conducted across the school. This monitoring cycle intended to observe how effectively PE is being taught across school using the current curriculum map.

During the monitoring we:

- Looked at the Curriculum Expectations document for each year group and matched them to the WLSP curriculum map to check for curriculum coverage
- Analysed progression between year groups for both subject knowledge and skills
- Conducted pupil voice interviews to gauge the success of learning along with positives, strengths and areas for development

# Subject Area - Physical Education

## Reporting Period – autumn 1 and 2

### Physical Education Monitoring Report



### Findings

Overall standards in Physical Education across the school is very good. Class teachers have begun to take part within lessons, use the relevant vocabulary and modelling skills to children.

- Majority of medium term planning matched the Curriculum expectations document and included the coverage outlined for each year group.
- We identified the areas of the school curriculum expectations document, which need to better reflect the WLSP planning.
- The skills taught were clearly in line with the National Curriculum.
- Evidence of half-termly assessment recorded.
- Evidence of progression was clear and easily distinguished between year groups.
- Children across all years demonstrated a good understanding of progression and technical vocabulary.

### **Impact**

#### Summary of findings

Overall standards in Physical Education across the school have improved and the impact is becoming more evident. The active learning time is high and lessons are constantly moving from one activity to another with plenty of time for children to participate. From the lesson observations, it was clear that the PE specialists deliver a range of high quality lessons underpinned by the National Curriculum and our school Expectations Document, giving the children the subject knowledge and skills that they need to progress in each year group. This improvement and quality of teaching and learning is now starting to be reflected in the children's knowledge, understanding and use of vocabulary as evidenced in the pupil voice interviews.

Class teachers are starting to use the correct technical vocabulary within lessons, modelling skills to children and coaching them during activities. There are still instances where class teachers are being required to leave the lesson to deal with other tasks and have at times limited support. This led to class teachers spending more time dealing with behaviour within lessons than being part of the lesson and developing their knowledge.

## Next steps in Physical Education

- PE lead to ensure school curriculum expectations document is realigned with the WLSF curriculum map for Early Years to better reflect the updated national curriculum.
- Observations to become more frequent of both class teachers and PE specialists with these to be evidenced for future use.
- Further support required within lessons to allow the class teacher to participate more directly and further their CPD.
- Due to the flexible nature of the curriculum map as children's skills progress, regular discussions with class teachers to take place half-termly to provide clarity over where each class is in relation to the curriculum map.
- Vocabulary wall to be set-up in the school hall to aid teachers' CPD and allow children to build on the already impressive knowledge of specific vocabulary both during and outside lessons.
- Assessment data to be regularly uploaded by teachers to the Succeedin hub.