

## P.E INTENT

### Marlborough Road Academy

#### Intent

At Marlborough Road Academy, we follow the Early Years Statutory Framework for the early years and foundation stage and the National Curriculum at Key Stage 1 and Key Stage 2. This is taken as a minimum entitlement for learners at Marlborough Road Academy.

‘A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sports and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and kind.’ (The National Curriculum, DfES, 2014)

#### **Our curriculum assumes the following, as it relates to P.E:**

**Entitlement** - All our pupils have the right to learn what is in the Marlborough Road Academy PE curriculum.

**Coherence:** Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects.

**Mastery:** We ensure that foundational knowledge, skills, and concepts are secure before moving on. Pupil's revisit prior learning and apply their understanding in new contexts.

**Representation:** All pupils are able to see themselves reflected positively in our curriculum; we want our curriculum to open up new worlds – to expose children to beliefs, people, places and values that they would not otherwise encounter and also to the voices of people whose voices have not always been heard.

**Education with character:** Our ‘hidden’ curriculum teaches our young people about creativity and resilience as well as providing them with opportunities to learn about teamwork, to care and to serve, to overcome difficulties and to manage themselves and their feelings. The children are taught to have confidence and articulacy so that they can stand up for themselves and for what is right. These personal qualities and skills are the opportunities we provide beyond the classroom; in sport, music, performance, clubs, in chances to lead and take responsibility and in opportunities to volunteer and to serve.

**Vocabulary and Cultural Literacy** - the curriculum has a core focus on vocabulary development within and across subjects. Our curriculum gives pupils access to the ‘best that has been thought and said’.

**Subject-Based Learning** - The curriculum incorporates the rigour of subject substantive knowledge. Therefore, it is based on individual subject learning. Links across subjects are made where appropriate, but the curriculum is planned so that it doesn't sacrifice subject identity and progression for cross-curricular links.

**Subject Content** - The overall content of individual subjects is structured as a narrative over time. Individual lessons build into coherent units of work which in turn, contribute to the overall content arc.

**Cultural Capital** – Cultural Capital is planned for in all areas of our school life. Pupils are exposed to a wide variety of subject areas and arts; promoting character-building qualities that lead to creating well-rounded, global citizens which will enable them to interact with others leading to meaningful qualifications that will open up doors to paths in later life.

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The Marlborough Road curriculum for PE provides opportunities to develop pupils' physical activity and awareness of the benefits of a healthy lifestyle. Through the process of modelling, rehearsing, and applying they learn, develop and use skills in the disciplines of games, dance, gymnastics, fitness and outdoor and adventurous activity. We recognise the progression and cohesion of teaching and learning in the teaching of P.E needs to flow effectively from Nursery to Year 6 and on into K.S 3. The P.E curriculum at Marlborough Road aims to ensure that all pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sports and activities and lead healthy active lives. It builds towards identified end points, preparing pupils to access the subject at Key Stage 3 and to build life-long healthy habits.

The P.E curriculum structure is progressive and disciplinary knowledge and skills build within each of these disciplines year on year.

In mixed age classes the PE programmes of study for both year groups are taught. The programme for the older children is delivered as an extension to that for the younger children, allowing pupils to achieve at their own level. All children are challenged to respond to the best of their ability.

#### **EYFS**

EYFS follow the 'Statutory Framework for Early Years and Foundation Stage (DfES)2014. Within the prime areas of 'Physical Development' pupils focus on 'Moving and Handling' (focussing on the development of gross motor skills first then progressing on to the development of children's small motor control and skills) and Health and Self-Care (focussing on children's awareness of, participation in and eventual independence in self-care of feeding, toileting and dressing). At Marlborough Road Academy we also focus on developing pupils' awareness of the effects of activity on the body and the wholeness of 'being healthy'. Pupils follow the United Learning EYFS curriculum, which prepares pupils for the physical demands of Year 1.

#### **Key Stage 1**

In Key Stage 1 pupils build on the foundations of the EYFS curriculum. Through the curriculum, they learn to master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination, and to apply these skills to a range of activities. They participate in team games, develop simple tactics for attacking and defending and perform dances using simple movement patterns. The children develop their stamina by participating in the Daily Mile initiative.

#### **Key Stage 2**

In Key Stage 2 the curriculum builds on the skills developed K.S 1. In gymnastics pupils develop flexibility, strength and technique to perform a range of movement patterns in isolation and in combination. In games they are taught to apply the basic principles previously taught when playing competitive games and modify them where necessary. In addition, KS2 take part in outdoor/adventurous activities, independently and in teams. They compare their performances, with previous performances to exemplify improvement and achievement of their personal best. At Marlborough Road in Year 4 the children participate in weekly swimming and water safety lessons, where they are taught to swim and to save lives. National targets are aimed for and the school invests in additional time in the pool to allow as many pupils as possible to become competent swimmers, who can swim 25 metres, use a range of strokes effectively and perform safe self-rescue in different water-based situations.

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At Marlborough Road we have adopted the 'Champions' programme. It is a 'Sports' 'Fitness' and 'Health' programme for years 1 to 6. This scheme was selected, as it has a holistic approach to the teaching of PE, which improves fitness, develops skills and deepens knowledge of health and wellbeing.

At Marlborough Road Academy, the curriculum develops pupils' learning in a range of context, both on and off site. Visits, participation in the Salford Sports Scheme, inter school competitions, engagement with local amateur and professional sporting organisations and lunch time/after school clubs form a crucial part of our approach to learning, giving children the opportunity to immerse themselves in numerous solo and team activities. This encourages a sense of inclusion, belonging and dependability. Children learn that being part of a team means a sense of shared responsibility as well as the support of others, who are there for them. These are all important factors in improving children's mental wellbeing.

At Marlborough Road Academy we work with organisations such as British Heart Foundation, the AAA and take part in events such as Sport Relief, to raise funds for sporting and other good causes. This serves to cement children's understanding of the importance of taking care of yourself by keeping fit and to develop a sense of compassion and service/citizenship.

At Marlborough Road Academy there is opportunity for children to be taught by an experienced Sports coach and to take part in intra school sporting competitions and events, including an annual sports day, use of the Daily Mile track and Active Walls and events to mark occasions such as The World Cup, The Ashes, The Olympics.

#### Implementation

P.E at Marlborough Road Academy is taught weekly in a one-hour session, daily during continuous outside provision in EYFS, two playtime sessions of 25 mins at Key Stage 1 and one playtime session at Key Stage 2. All children have up to 40 minutes of physical activity at dinnertime. Children at Marlborough Road Academy also participate in yoga, aerobic and breathing activities throughout the day and one 30 min taught fitness session weekly. Marlborough Road Academy provides after school clubs in a number of different disciplines, for example: netball, football, cross country, roller skating, athletics, cross country and cheerleading. Marlborough Road Academy participates in the Salford schools football league, cluster based competitions and citywide cross-country running events. In this way, provision meets the government's recommendation of a minimum 60minutes of daily exercise.

All lessons at Marlborough Road Academy are crafted around the Rosenshine's Principles of Instruction framework and this forms the structure of each lesson in the PE 'Champions' curriculum. Each Sport and Fitness plan follows the same pattern of WARM UP where previous skills are reviewed, SKILLS and DEVELOPMENT where skills are modelled and children are given the opportunity to engage, practise and develop these skills and finally APPLICATION and PRACTISE where children apply and put into practise the developed skills. Teacher plan for the following:

- Gap teaching based on careful observation and review (self and peer) of pupil performance.
- Pre teaching key vocabulary and concepts for SEND pupils. Vocabulary is important at Marlborough Road Academy and each lesson plan includes the vocabulary related to the skills and equipment being used. There are further ideas for lessons to be scaffolded and extended.
- A cycle of lessons for each subject, which carefully plans for progression and depth.
- Educational visits, visiting experts and artifacts that will enhance the learning experience e.g. a visiting Olympian.

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Our EYFS has continuous outside provision and every child is encouraged to fully engage in the outside learning environment and the experiences provided. These are primarily cross curricula activities that are weighted towards giving children the opportunity to develop their gross motor skills e.g. digging, pedalling, ball and target games, climbing, jumping, kicking, obstacle course and building big structures all of which develops muscle strength, coordination and cooperation. In addition, they participate in a weekly structured PE session which encompasses moving in different ways, simple ball skills, yoga and dance. Reception children are encouraged to get changed into P.E kits to develop good habits from the start

SEND children have access to the same curriculum as non SEND pupils and are assessed in the same way, however, their activity may be scaffolded in order to remove their barrier to learning. For example, if a child's specific needs relate to a sensory or physical need, they may have a larger ball, physical support from an adult, a spotter. We believe that it is important to give SEND children the opportunity to show their understanding in PE in a way that is appropriate for them, in order for them to demonstrate the depth and breadth of their understanding and ability.

#### Impact

Following Rosenshine's Principles of Instruction, retrieval practices are used as a teaching tool in P.E to ensure children know and remember more. We also use this teaching tool as a method of assessment.

**Daily/Weekly retrieval** practices are used every lesson to review prior learning. Reviews are also used throughout the lesson as a mini plenary or as an exit task. This is embedded practice throughout school and demonstrates how well children can remember and recall key knowledge. It also enables teachers to identify gaps in knowledge and/or address misconceptions within the moment feedback.

**Spaced retrieval** is used in a similar way to the daily and weekly tasks however a longer period of time is left before asking children to recall knowledge.

**Progress is demonstrated by children knowing and remembering more** and by pupils being able to keep up with the demands of the curriculum.

Pupil conferencing gives all learners the opportunity to explain their understanding of their learning. This information is used to identify and fill gaps in their knowledge and understanding and to ensure that pupils make rapid progress.

We give each pupil at Marlborough Road Academy the opportunity to not only strive to achieve academic excellence, but also to recognise and develop their individual talents and become the best person that they can be. With this in mind, we hope that pupils are inspired and enthused by the P.E curriculum and will take as interest in the subject with them into the next stage of their education and their lives as adults.

Each year a number of pupils are identified by scouts as having sufficient talent to enter training programmes with professional clubs.