



MILL HILL COMMUNITY PRIMARY SCHOOL
CURRICULUM CO-ORDINATOR END OF YEAR REVIEW 2019-2020

CURRICULUM AREA	PE
CURRICULUM CO-ORDINATOR	Andrew Warden
DATE OF REVIEW	July 2020

FOCUSING	DEVELOPING	ESTABLISHING	ENHANCING
At the focusing stage the co-ordinator recognises that the school is at the beginning of a process. The co-ordinator identifies what is happening already but recognises that much remains to be done.	At the developing stage the school has started to address some aspects of the key area but there is a need for further development to secure and consolidate practice and process in identified aspects.	At this stage there still remains some issues to address in terms of whole school consistency and cohesion but many things are now in place and are becoming embedded, there has been significant development in the quality of provision and a real impact on standards.	At this stage the identified aspects of the subject are embedded fully in whole-school approaches and practice. There is whole school consistency and cohesive practice and the impact on standards and progress is evident.

Monitoring activities 2019-2020	
What monitoring has taken place in FS/KS1/KS2? ➤ Lesson Dips ➤ Pupil Interview ➤ Intra competitions	Who has been involved in monitoring? ➤ Andrew Warden ➤ Specialist PE Teacher ➤ SLT
What are the main strengths in this curriculum area?	
FS/ KS1 <ul style="list-style-type: none"> Children's Enthusiasm for PE Specialist PE teacher House matches 	KS2 <ul style="list-style-type: none"> Children talent and enjoyment of PE lessons Success with specialist teacher Progress with Swimming ability Tournament success Sports Day Bikeability
What are the areas for development in this curriculum area?	
FS/ KS1 <ul style="list-style-type: none"> Children meeting end of year expectations Teacher confidence and knowledge Tracking assessments 	KS2 <ul style="list-style-type: none"> Greater participation of inter school competitions Progression with Swimming Tracking assessments
How is pupil progress and attainment evaluated?	
FS/ KS1 <ul style="list-style-type: none"> Lesson dips observations Performance recorded and reviewed Transition forms/discussions 	KS2 <ul style="list-style-type: none"> Lesson dips observations Performance recorded and reviewed Transition forms/discussions
Progress of Pupil Premium Pupils in this curriculum area 2019-2020	
FS/ KS1/ KS2 <ul style="list-style-type: none"> PP progression at least in line with peers PP Child involvement in competitions 	



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<p>What are the next steps in this curriculum area? (include any actions for PP, SEND, EAL)</p>	
<p>Greater monitoring and 'on site' CPD to allow for a consistent approach and awareness of expectations. Upskill teachers/TA in teaching/supporting the Subject. Ensure resources are maintained and used appropriately eg right sized balls for specific year groups if possible. Progression Map End of Year expectations – skills development</p>	
<p>What are pupil attitudes to this curriculum area?</p>	
<p>FS The children interviewed enjoyed their learning, especially football, balance bikes and races. Children recognised how Mrs Grainger helped them. "We like to play football and our favourite is the balance bikes" "I like doing races and I don't like it when we have to come in!"</p>	
<p>KS1 Positive views especially for outdoor PE, children know they are working hard and they get fit and healthy from doing exercise. They receive teacher and peer assessment so they know how they are doing, and the Year 2's enjoy the progression in to more formalised games, specifically netball. "Netball is more challenging as you play by the rules" Nice emphasis on sportsmanship. "Benchball, teamwork; I liked it because I won, but wouldn't mind if I lost." No targets "We think it's really good," Children spoke about how their learning developed from Reception and talked about challenges. "learnt more, more skills and it was challenging throwing the ball higher and higher each time."</p>	
<p>KS2 Lots of enjoyment, keenness and passion through these key stage. Children acknowledge the support they get from the teachers and other adults. They enjoy a variety of sports both inside and outside, and discussed how they get a greater range of sports on offer and enjoy learning new games. There was also positive recognition for specialist PE teaching. "You enjoy a greater range of sports, really liked basketball but was unsure at first." "Use of other adults to officiate and manage a group made it better to allow for small sided games." "Teachers give information, tips etc; help if you don't know what to do." "We improve by practising and repeating a skill." "Feel a lot more sportier and have played new sports."</p>	
<p>How does this curriculum area contribute to the teaching of English and Mathematics?</p>	
<p>ENGLISH</p> <ul style="list-style-type: none"> • Speaking and Listening, following rules, assessing performance etc • Vocabulary – interpreting music, describing movements/ tactics 	<p>MATHS</p> <ul style="list-style-type: none"> • Measurements • Logic, thinking planning, flexible thinking • Spatial awareness • Movement/direction
<p>What are the key resources?</p>	
<ul style="list-style-type: none"> • Staff knowledge and passion for the subject. • Appropriate Equipment • Available space; hall, playground, field. • scheme of work 	

Curriculum intention: What are the objectives of your curriculum area?



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1. To Increase the proportion of Pupil premium children who make rapid progress so that they achieve at least in line with other pupils nationally
2. To Increase progress in KS2, so that more children reach greater depth, or make more than expected progress from their starting points
3. To ensure all curriculum areas have a clear intention through a strong curriculum design, are implemented to a high standard through strong teaching and that there is an impact on pupil outcomes
4. To achieve the Gold Sport's Mark

Curriculum intent and implementation: How is your curriculum area sequenced, structured, designed and implemented?

The PE curriculum is based around the PE scheme for NYCC. This gives detailed plans for all year groups across a range of indoor and outdoor PE. Teachers are encouraged to use this as a basis but also use their own knowledge, confidence and experience if needs be.

How does the school vision and values impact your subject intent and implementation?

Opportunities to partake in a range of activities, sports, both indoors and outdoors.
Progression of skills incorporating individual and team.
Applying them through purposeful scenarios including performances and competitions, transferring of skills between various sports.
Promote a broad knowledge of skills and SMSC to encourage sportsmanship in all.
Important for children to learn about leading an active and healthy lifestyle, developing passion for sport. L

How does your curriculum reflect the British Values and SMSC?

- ❖ Respectful, Mutual Respect
- ❖ Rule of Law – Following and abiding rules
- ❖ Tolerance of others- Teammates
- ❖ Being fair with yourself and others; opportunities for all to partake and represent
- ❖ Individual Liberty – create own performance, routine
- ❖ Democracy, Teamwork, leadership, officials
- ❖ Spiritual- common goals. Feeling music, awe or wonder- experiences
- ❖ Social – Teams, working together, tolerating others
- ❖ Cultural – Competitions, Events – eg, House Matches

Which areas of your Curriculum Action Plan require focus in the next academic year?

- ❖ Active learning; Daily Mile etc.
- ❖ Intra school competition, class v class at end of unit & greater participation in inter school competitions
- ❖ Develop sports leaders and personal challenges.

What CPD has been attended?

- Regular School Sport Partnership Meetings

What has been the impact of the CPD?

- PE Leader knowledge up to date
- Awareness of other CPD opportunities and competitions.
- Information passed on to other staff eg snapshot