

PHYSICAL EDUCATION

Spotlight on Assessment

Proud to be part of



Bishop Chadwick
Catholic Education Trust

WHY PE?

Beyond physical participation, the traditions and cultural reference points associated with sport and physical activity are part of our shared heritage. Without being taught the language of sport and physical activity, pupils can miss out on an enriching aspect of our communal life.

High-quality PE is a physical and cultural entitlement.

Research review series: PE (March 2022)

We aim for our pupils to learn:

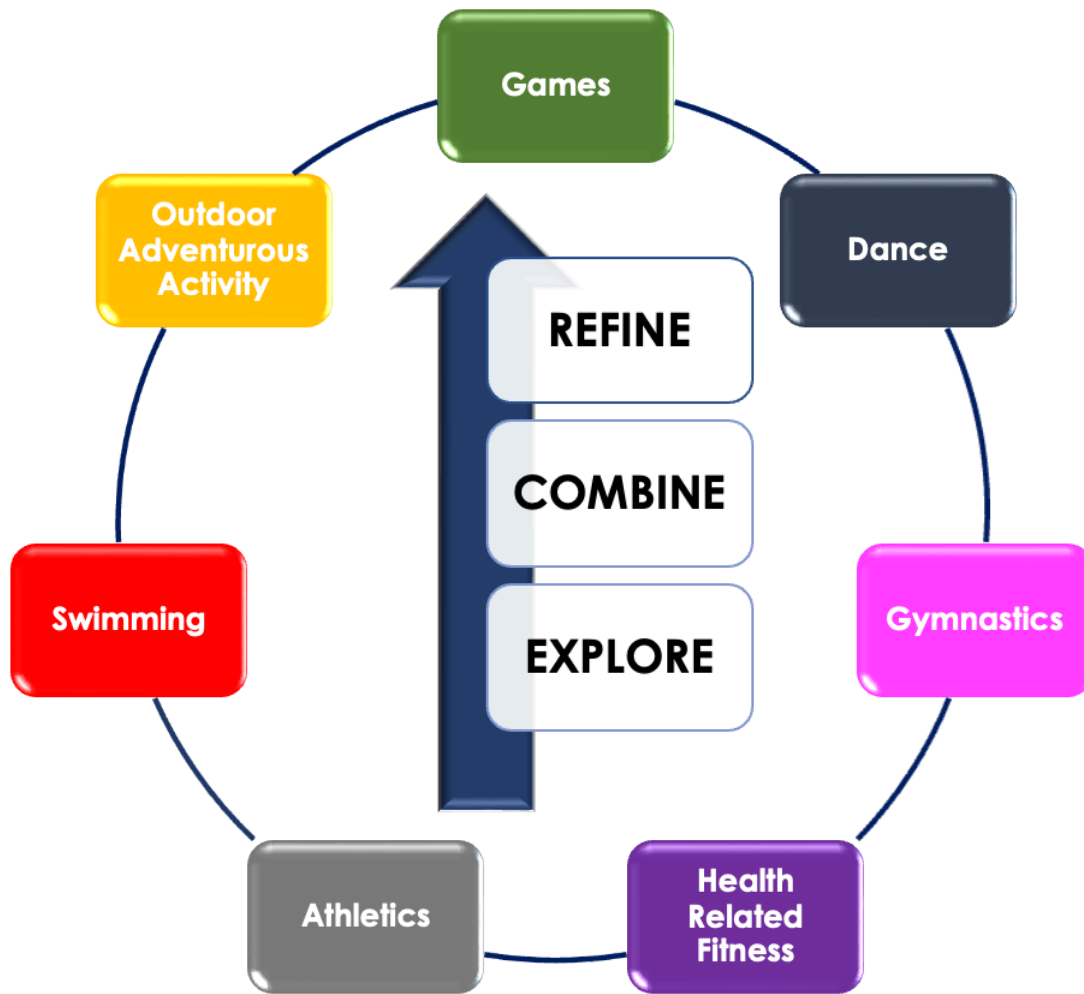
- to develop competence to excel in a broad range of physical activities
- how to be physically active for sustained periods of time
- to engage in competitive sports and activities
- to lead healthy, active lives



"Teaching PE isn't just about physical fitness; it's about keeping mentally healthy, developing teamwork and resilience, and promoting the thrill of movement."

CURRICULUM DESIGN

The PE curriculum is designed to assess what children know and remember over time.



Pupils will move progressively through three learning stages, in the context of different sports and physical activities:

- **Explore:** EYFS and throughout KS1, pupils explore basic movement skills of running, jumping, kicking, throwing and catching, whilst demonstrating physical attributes of balance, agility and co-ordination.
- **Combine:** In Lower KS2, pupils combine basic movement skills of running, jumping, kicking, throwing and catching, whilst demonstrating physical attributes of balance, agility and co-ordination.
- **Refine:** In Upper KS2, pupils refine sport specific skills whilst demonstrating physical attributes of flexibility, strength.

During the course of this learning they will develop skills and attributes relating to PE, in line with those outlined in the PE Pillars of Progression:

Pillar One:

**Motor
competence**

Pillar Two:

**Rules, strategies
and tactics**

Pillar Three:

**Healthy
Participation**

CURRICULUM DESIGN


The PE curriculum is designed to assess what children know and remember over time, as well as assessing the development of skills and pupils' understanding of how we become more controlled and successful in PE.

- Each unit of work will begin with an overview of what is to be covered within the sequence of lessons a unit conclusion, which will guide our teachers in providing summative feedback to pupils at the end of a unit of work.
- A list of prescriptive resources and a guide to adapting resources, as well as how equipment can be altered to support and challenge pupils, is included in the design.
- Rules and regulations for specific sports feature in the curriculum design to allow staff to encourage good practice ahead of potential competition and to ensure characteristics such as fair play and respect can be accurately enforced.
- Each lesson has an individual toolkit in the form of a flow chart, providing a visualisation of the sequence of learning taking place, as well as directed tasks based on pupil success. Specific vocabulary is included to outline key techniques of skills, allowing direct links with model questioning and images to support set up of activities and ongoing assessment.

Each lesson clearly identifies the intended stages of knowledge, with a strong foundation of declarative knowledge prioritised and used to develop solid procedural knowledge and ultimate success with a sporting activity.

Assessment 'embedded' within the design

Opportunities to know where pupils are with their learning and to identify and address any gaps.

Year 4 Cricket: Lesson 3 

Learning Objective: "Combining co-ordination and balance to strike a moving ball..."		CHALLENGE Once the pupil has hit the ball they must run towards the bowler, tap their bat on the floor as they would when running in a game and run back to the centre ready to hit the ball from the next bowler.	Decrease the size of the designated zone to increase the challenge of the pupils landing the ball there. Points could also be deducted if the ball doesn't land in the designated zone to increase the challenge of scoring runs.	The number of fielders could be increased, increasing the challenge of scoring runs. The scoring system may also be adjusted so that pupils do not receive a bonus run for hitting the ball.
WARM UP	Activity 1 Working in groups of 5, pupils will work in a 15x15m square with a bowler stood on each corner with a ball and a batter stood in the middle. The bowlers will take it in turns to overarm bowl the ball towards the batter who will hit the ball back to the bowler. The batter will then turn to the next bowler and so on. The batter will aim to play as many shots to the four different bowlers as possible in one minute. Pupils will rotate roles at the end of one minute.	Activity 2 Pupils will work in small groups, with one batter, one bowler, one wicket keeper and the rest of the pupils fielding. The batter will hit one ball at a time from overarm bowling, aiming to keep the ball on the floor landing in a designated zone 20 yards away. If the ball is successfully retrieved by the fielders in the end zone, the ball remains there as a point for the batter. If the ball is not retrieved in the end zone by the fielders or the batter misses the ball, the batter collects it and has a second attempt. If the batter misses the ball they lose 1 run and if the ball hits the stumps they lose 2 runs.	Activity 3 Batters will bat in pairs and as a pair they will face two bowlers, who will bowl five overarm deliveries each. The batter aims to hit each of the five balls from overarm bowling, receiving a bonus run for every ball that they hit. The fielders aim to retrieve the ball and return it to the wicket keeper whilst the batters aim to run between the wickets as many times as possible.	COOL DOWN
	Key Teaching Points: Adopt the stance and grip from the previous lesson. Watch the ball from the hand of the bowler, to the point of release and during its travel. As the ball is about to be released, lift the bat up behind, keeping your arms close to your body. Step forward to place your front foot close to the pitch of the ball, to strike it soon after it has landed.			
SUPPORT				
Practical Diagrams: <ul style="list-style-type: none"> Diagram 1: Shows a bowler (pink dot) and a batter (green dot) in a square. A dashed arrow indicates the direction of the shot. Legend: Bowler (pink dot), Batter (green dot), Direction of shot (dashed arrow), Ball (black dot). Diagram 2: Shows a batter (green dot) hitting a ball (black dot) towards a designated zone (yellow area). Fielders (blue dots) are positioned around the zone. Legend: Small cone (red dot), Fielder (blue dot), Bowler (pink dot), Wicket keeper (yellow dot), Batter (green dot), Stumps (X), Direction of delivery/shot (dashed arrow), Ball (black dot). Diagram 3: Shows a batter (green dot) hitting a ball (black dot) towards a designated zone (yellow area). Fielders (blue dots) are positioned around the zone. Legend: Small cone (red dot), Fielder (blue dot), Bowler (pink dot), Wicket keeper (yellow dot), Batter (green dot), Stumps (X), Direction of delivery/shot (dashed arrow), Ball (black dot), Direction of travel (solid arrow). 				
Q. How do we ensure we make a solid contact with the ball from overarm bowling? A. Watch the ball closely out of the hand of the bowler so that we give ourselves the best idea of where the ball will land. Be patient and wait for the ball to come to you, you should not be reaching for the ball. Ensure your bat swings back, and then through the ball, in a straight line.				
Q. What elements of our technique should we be focussing on to ensure we can strike the moving ball successfully to the end zone? A. Do not try and hit the ball too hard, watch the ball the whole way from the hand of the bowler and wait for it to come to you, don't reach out for it. Swing the bat back and through in a straight line, keeping the bat close to your body. Don't swing too hard trying to hit the ball really far, keep the top half of your body and head as still as possible.				
Q. How do we ensure we hit the ball when we are not sure where the bowler will land the ball? A. It is really important that we move our feet according to where the ball lands. If the delivery is full and is going to land close to us, we need to take a step towards the ball to get close to it and allow our body to be over the ball. If the ball is a short pitched delivery and does not land close to us, take a step back so that we can play the ball comfortably.				

The main section of each lesson toolkit will include ideas for performance of the focus skill in isolation, in a sport specific activity and then in a competitive opportunity.

Each of those will be colour coded bronze, silver and gold respectively, to allow simple, effective judgements to be made regarding the success of pupil performance within an individual lesson.

Suggestions on how to increase difficulty or add further support at each stage is provided to ensure all pupils needs are met within the lesson content.

Practical diagrams detail accurate pupil practical demonstrations or physical participation.



Explore

To explore basic movement skills of running, jumping, kicking, throwing and catching, whilst demonstrating physical attributes of balance, agility and co-ordination.

Year 2

Exploring basic movement skills to develop confidence to use tactics of attacking and defending to compete against others.

Year 1

Exploring basic movement skills to develop competence to strive for personal best.

EYFS

Exploring basic movement skills to engage in self competition.



Combine

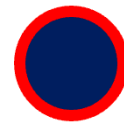
To combine basic movement skills of running, jumping, kicking, throwing and catching, whilst demonstrating physical attributes of balance, agility and co-ordination.

Year 4

Combining basic movement skills for application to a competitive situation.

Year 3

Combining basic movement skills to develop basic principles of attacking and defending.



Refine

To refine sport specific skills whilst demonstrating physical attributes of flexibility, strength and balance.

Year 6

Refining sport specific skills for application to a competitive situation.

Year 5

Refining sport specific skills to develop basic principles of attacking and defending.

"Approaches to assessment must be meaningful and embedded throughout a high-quality physical education curriculum, which enables learners to make progress and improve their attainment."

Association for Physical Education

Progression leading to proficiency

Some key opportunities to develop the character of the whole child through PE:



Communication:

Pupils enjoy communicating with each other in a variety of sporting situations. They should learn to be considerate in a team situation, by listening to peers as well as sharing their ideas with confidence, whilst communicating with respect to officials and opponents.



Co-operation:

Pupils should engage in physical activities where they learn to work together co-operatively. They should learn to be inclusive by appreciating the diverse talents of their peers and utilising these talents to strive towards achieving a shared goal



Comparison:

Pupils are determined to achieve excellence in every sport or activity they participate in. They should learn to recognise their areas for development, by comparing their performances with previous ones and those of their peers to strive to be the best they can be.