

PE Progression Model

Curriculum Lead: David Manners

Engagement

(MAPP a)

Phase 3

Class 7 and 8

A learning environment that develops social communication and emotional regulation through targeted transactional support (SCERTS). Physical skills are developed sequentially through stimuli on a personal basis; movement songs, playing, therapies including Hydro and Rebound, Physio-Therapies and through use of community venues, enabling environments and activities.

Engagement

(MAPP b)

Phase 3

Class 9

PE is taught as part of a cross curricula approach that focuses on learners increasing their understanding of the world around them and independence. Learners are stimulated appropriately through song, play and sensory input to develop skills through exploration and experimentation. Therapies and use of community venues, enabling environments and activities. form part of the PE curriculum.

Qualifications/Accreditation

Sports Leaders Level 1
ASDAN Sport and Fitness
ASDAN Football Award

National Curriculum

KS5	PE option groups. Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.	Phase 6
KS3&4	PE is taught as a discrete subject. Concepts from previous learning are applied and developed. Learners develop their PE skills at National Curriculum KS2 (and 3) level. Pupils communicate, collaborate and compete. They develop understanding of how to improve in different activities and sports. They become more confident, competent and expert in their techniques and apply them across different sports and physical activities. They develop understanding of effective performance and apply these principles. They develop interest to get involved in exercise, sports and activities out of school. They start to understand the long-term benefits of physical activity.	Phase 4/5
KS2	PE is taught as a discrete subject. Concepts from previous learning are built upon and learners develop their PE skills at a National Curriculum KS1 level. Pupils develop fundamental movement skills, becoming increasingly competent and confident. They access opportunities to extend their agility, balance and co-ordination. Situations to engage in co-operative and competitive (against self) activities become increasingly challenging.	Phase 2
KS1	PE is taught as a discrete subject. Learners begin to access formal PE learning, but many activities are play-based where skills progress through exploration and experimentation. Concepts from Early Learning Goals are built upon and learners develop their gross motor, fine motor and swimming skills.	Phase 1 (Class 3)

Cleaswell Hill Early Years (Cherry Garden)

Classes 1 and 2 follow the EYFS and early learning goals provide the essential substance for all future learning. Physical Development is one of the 3 prime areas of learning. Learners have opportunities to show control and coordination in large and small movements. They move in a range of ways, negotiating space. They handle equipment. They work towards playing cooperatively and taking turns. Physical skills are developed through play, exploration and experimentation. Healthy diet is encouraged. Making safe, healthy choices is supported.

Class 1

Class 2

PE Progression Model

CPD: Safe Practice in Physical Education and Sport 2016 Edition Published by Association for PE shared and referenced as appropriate; Sports Leaders Tutor Training; First Aid; OPAL CPD: Staff skills audit– staff can lack confidence in this field; currently determining the best use of online training – it can work for child development, but this does not always translate into designing and delivering practical sessions.; signed up to Active School Planner-PGL/Youth Sports Trust for tools (Heatmap, trackers, library, reports); Inclusion Spectrum and STEP Tool National Autistic Society to be shared; Subject Lead familiar with UK Chief Medical Officer Physical Activity Guidelines Sept 2019 and Public Health England Everybody Active Every Day Oct 2014. Staff skills in numerous sports. Subject Lead to visit other schools for best /next practice.

Content (Intent): Meaningful, sustainable change for children's physical development, health and wellbeing. Develop life-long passion for sport. Teachers, guided by Subject Lead, reflect on what content is necessary for pupils dependent on their; cognitive, behavioral, physical, communication and sensory needs. The order of teaching (on MTP) is based upon ensuring the most coherent acquisition of skills and knowledge as well as empowering and inspiring pupils through enjoyment and progress linked to their EHCP. Teachers plan systematic repetition of the most crucial content to make sure it can be used functionally across different contexts and to enhance mental health and wellbeing.

Activities, Expectation and Challenge (Implementation): Lesson activities are challenging to pupils physically and in regards to their EHCP targets. Granular content affects the parameters of individual lessons, pupil groupings, where the activities, pace and depth of learning are personalized. Pupils' remember the content taught not just the activity itself through being engaged in lively, sensory-based opportunities and repetition. Expectations are high for all pupils developing their cognitive, behavioral, physical, communication and sensory needs. Broad approach to PE includes whole-body outdoor play – activities like digging, mixing and constructing., aspects of fitness, health and wellbeing. Using familiar, accessible resources optimises the transfer of skills and ensures rehearsal and refinement of language competencies

Assessment and Progression (Impact): Pupils make good progress by accessing appropriate content which is measured using a suitable assessment system. The curricula follows a progression model that identifies the most useful skills and concepts for cumulative sufficiency. Assessment checks content is remembered long term, identifying those pupils that need further support. Teachers are aware of previous learning, current learning and future learning. There is a solid understanding of appropriate qualifications/accreditation and future pathways, allowing challenging targets to be set with the overarching impact being positive long-term health benefits. . Increased activity can have a positive effect on behaviour, memory, concentration and sleep. Exercise reduces the risk of obesity. Support neurological development, vestibular system and proprioception in addition to gross and fine movements,

Pupil Premium: Our approach, reinforced by research from the EEF, prioritises improvements in the quality of education and teaching, including supporting pupils' access to learning. Utilisation of the PPG will benefit wider pupil groupings in school, specifically raising the quality of interventions in supporting best outcomes

English, Communication and Reading: Learning supports development of listening skills and auditory memory. Visuals enhance this. Key vocabulary is reinforced. Pupils have a plethora of opportunities to ask and answer questions and respond both verbally and physically to requests.
Maths: Use of numbers, counting, colours, movement, correspondence. Children engage in physical activity during lessons, having a significant effect on educational outcomes.

PE Action Plan

Area	Deep Dive	Action	Time (aim)	Who	Impact
Whole School	<p>OPAL—This play-based free-flow approach, gives children many different opportunities to be active, using a wide range of resources such as wheeled toys, hoops, planks, swings, logs and loose parts.</p> <p>PE & Sports Premium 2019-2020 \$16,715</p> <p>Mon/Thurs Lunch Clubs, Wed After School Club-PFC</p> <p>Partners: Active Northumberland, PFC, NUFF. Delivering coaching and equipment loan</p> <p>Use of PLIMs</p> <p>Staff CPD</p>	<p>Continue to progress OPAL to Award level.</p> <p>Use PE & Sport Premium to fund focused additional and sustainable improvements for pupils in Y1-6</p> <p>Consider offer of Sports Clubs at Lunchtime and After School. To increase to daily provision</p> <p>Consider suitability of current range of external activity providers to ensure high quality</p> <p>How do we meet/exceed current guidelines of 60 mins daily for 5years+?</p> <p>Linked aspects of PSHE Education</p> <p>what does good practice actually look like for each developmental stage?</p> <p>Gathering relevant data that drives positive outcomes.</p> <p>Inclusion Spectrum and STEP Tool /Active School Planner-PGL/Youth Sports Trust</p>	<p>Summer 2020</p> <p>April 2020</p> <p>Summer 2020</p> <p>For Autumn Term 2020</p> <p>April 2020</p> <p>For Autumn Term 2020</p> <p>Summer 2020</p> <p>Summer 2020</p>	DM VC All staff Partners	<p>School offers a broad, sequential, targeted provision of physical development.</p> <p>Pupils enjoy a range of physical activities and are supported to understand the importance of living active, healthy lifestyles and to make positive choices to enhance their health and wellbeing.</p>
Early Years	<p>Assessment focusses on Cherry Garden Physical Development Branch Map 1-10 (11-20)</p> <p>Fundamental movement/Play</p> <p>Use of Tapestry and PLIMs</p> <p>Therapies</p> <p>Boogie Bounce, trim trail, bikes, scooters, tyres.</p> <p>Use of external enabling environments eg. Seb & Olivia's Den, swimming pool</p> <p>Bounceathon fundraiser</p>	<p>Links to sequential learning and assessment through school</p> <p>Further consider broader focus of physical development as relevant to pupils beyond EY</p> <p>Skills and following instructions cause break in tracking PE progress– consider alternative to skill tracking</p>	For Autumn 2020	DM SO AT Phase 1	<p>Progression model shows sequential learning through school and reflects physical development in the broadest sense for pupils.</p> <p>Pupils are supported to enjoy the benefits of a healthy, active lifestyle</p>
Engagement	<p>Targets on PLIMs highlight physical development as appropriate for individual pupils</p> <p>Sensory regulation strategies for alerting/core strength/calming</p> <p>Progress tracked using SCERTS/MAPP</p> <p>Use of external enabling environments eg. Seb & Olivia's Den, hydro pool</p>	<p>Further consider broader focus of physical development as relevant to pupils</p>	For Autumn 2020	DM CD KT MR SO AT Phases 1,3	<p>Progression model reflects physical development in the broadest sense for pupils.</p> <p>Pupils are supported to enjoy the benefits of a healthy, active lifestyle</p>
National Curriculum Key Stage 1-4	<p>Staff describe content and challenge</p> <p>Staff describe intent, implementation and impact of PE curriculum</p> <p>Broad range of sports on offer covering 23 different aspects over 2019-2020.</p> <p>Literacy and numeracy evident</p> <p>PSHE Education evident</p>	<p>Sequence balanced learning opportunities by identifying a planning framework containing statutory and minimum content for each KS/area</p> <p>Assessment to be discussed</p> <p>Attending sporting events</p> <p>CPD for staff</p> <p>PE Dept and CHS PE kit to be progressed</p>	For Autumn 2020	DM Teachers/ TA's Phase 1,2,4,5	<p>Progression model and sequenced learning enhanced by a suitable framework that improved consistency.</p> <p>Increased learner progression.</p> <p>Support for non-subject specialists teachers</p>
Key Stage 5	<p>Options offered link to pupil preference</p>	<p>Discussion around option choices continues to include student preferences and broad, holistic focus</p>	For Autumn 2020	DM Phase 6	<p>Pupils continuing to choose from suitably motivating PE Options to support positive health and wellbeing</p>