

Intent
(or what we are moving towards and why)

Regular physical activity has many health benefits for children. We have identified the need for a whole-school approach to recognising the value of PE and sport. Our PE curriculum is diverse and challenges children with new sports and experiences within which they can progress as individuals. All pupils receive at least 2 hours of high-quality PE teaching a week. Our holistic and differentiated approach to PE supports the necessary progression of knowledge and skills of all our deaf children. Sporting achievements are recognised and celebrated within the wider school community. We are developing our deaf pupils intrinsic motivation, positive sporting attitudes and healthy lifestyles by working collaboratively and competitively outside of school.

We aim to enable children to become physically educated by giving them the opportunity to:

- Develop physical and cognitive competence and confidence in the skills of planning, performing and evaluating movement
- Promote physical activity and a healthy lifestyle
- Develop positive attitudes towards physical activity
- Ensure safe practice
- Develop problem solving skills and interpersonal skills which will have a much wider application

The Sports Premium currently underpins our whole school philosophy and consists of five key elements which are embodied within our school ethos and planning;

- Engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
- The profile of PE and sport being raised across the school as a tool for whole school improvement
- Increased confidence, knowledge and skills of all staff in teaching PE and sport
- Broader experience of a range of sports and activities offered to all pupils
- Increased participation in competitive sport both within the school and wider community

Implementation

What might you typically see?

- Children in small, mixed year groups
- Coaches from outside school
- Weekly Mile – every Tuesday morning
- Children with additional needs alongside their deafness
- Children with varying levels of expressive and receptive language
- Children with varying levels of fine and gross motor skills
- Warm up and stretching lead by older children
- Whole class direct teaching with lots of visual and practical demonstrations
- Opportunities for new vocabulary to be discussed, repeated and revisited
- Appropriate equipment being utilised
- Class TAs used to support those children who need extra input or 1:1 support

What needs to improve?

- Assessment

Impact on knowledge and skills
Assessment information is used to improve pupils knowledge and skills

Formative assessment:

- Peer to peer feedback
- Demonstrations from pupils to show skills learnt
- Questioning to inform next steps
- Immediate feedback is used so that teachers and TAs intervene where necessary to extend those who are performing age appropriately and to encourage those who need more support
- Photographic evidence in school newsletter and displays around school
- Feedback from parents and sports coaches

Summative assessment:

- End of term colour coded grids