

Intent, Implementation and Impact subject document.

‘Growing in Faith, Hope and Love’

Physical Education



Intent



Implement



Knowledge



Impact



Intent – What do we want?

- Children to know how Physical Education and physical activity contributes to our physical and mental health, improving children's fitness, mental wellbeing and academic abilities.
- Physical Education to contribute to a broad and balanced curriculum.
- Deepen declarative knowledge of specific skills to participate in a range of sports and to know how the body is affected by exercise.
- Broaden substantive knowledge of a range of sports and activities.
- Children to systematically and progressively build on a range of specific skills through a well-considered curriculum.
- Children to develop evaluation of own and others work, suggesting improvements
- Develop cooperative skills, working in pairs and small groups



Implementation – How will we ensure this happens?

Subject Pedagogy

- Each Physical Education session begins with a long-term retrieval from prior knowledge, linked to the session signposting building on retained knowledge
- Each Physical Education session considers the forgetting curve with an application opportunity of the previous session's learning
- Physical Education focuses on building up procedural knowledge both vertically and horizontally, considering prior learning and planning for application
- Learning sequences are stacked to build on prior substantive, second order and threshold concepts and knowledge, building year on year.
- A learning sequence within a lesson will typically flow from; warm up, preparing the body for physical activity; skill development and applying the skill into a small game situation.



Considered coverage, conceptual, substantive knowledge and procedural knowledge.

See whole school overview and GET SET 4 PE MTPs



Impact – What data will be reviewed?

- **Pupil conferencing** – know more, remember more and explanation of substantive knowledge and concepts
- **Subject Leader Book Looks** - focus on high quality outcomes
- **Subject Leader Planning Looks** – Ensures both breadth, depth, NC expectation and sequential learning
- **Subject Leader Teaching Looks** – Identifies quality of application of pedagogical approach
- **Teacher Assessment** – identifying challenge and support termly judgements
- **DSAT comparative judgements and outcome comparison** – ensuring standards



- What are the outcomes for developing the 'active' child at Trinity?

A 'active' child at Trinity will develop a broad range of skills in a variety of activities. A deep understanding of how the human body works and the importance of exercise for physical and mental health. We hope our children will find at least one form of physical activity that they love and will pursue for the rest of their life.



Research – Why?

[Cambridge Assessment Conceptual Knowledge](#) – Dr Liz Taylor

[Sweller's Cognitive Load theory](#) – Steve Garnett / Oliver Lovell

[ResearchEd Explicit and Direct Instruction](#) – Adam Boxster / Kirschner

[Rosenshine's Principles in Action](#) – Tom Sherrington

[Visual Learning](#) – Clarke / Hattie

[Retrieval Practice 1 and 2](#) - Kate Jones

[Ofsted Inspection Curriculum Inspection Guidance](#)

[Ofsted Deep Dive Guidance for Subject Leaders](#)