

The PE Curriculum Pedagogy

The PE curriculum is pieced together using the following principles:-

C1: Importance given to disciplinary knowledge:

We want our pupils to take from their PE primary education a delight in learning and to see possibilities to get involved with sport and physical activities everywhere, in school, out of school and life long.

C2: Clear progression in substantive knowledge

We look to ensure substantive knowledge is taught and learned in a carefully planned progression. We make links back to previous relevant knowledge and make this explicit to the children.

C3: Botheredness & Purpose

We want our pupils be keen to do their best and enjoy the way physical activity makes them feel mentally as well as physically

C4: Spirituality

We want our pupils to sense their own achievement in skills learnt and performances. We want them to feel emotionally and mentally touched by their physical activity.

C4 Threads

Curriculum Thread 1: Sense of Community - we encourage inter and intra school events to play sport as part of a team or try new sports.

Curriculum Thread 2: Appreciation of Difference- we encourage a variety of sports and activity that come from a range of sources, backgrounds, cultures

Curriculum Thread 4: Creativity and the Appreciation of Beauty - in gym, dance etc we encourage our children to be creative and appreciate what they have produced and performances that they have seen.

Teaching methods used in PE

Lessons/ units will/ may include the following strategies:-

Re 'Engagement':

- Therefore we offer many opportunities for hands on, authentic experience and experimentation;
- Therefore we offer many opportunities for enquiry, analysis, critical evaluation and problem solving.

E1: Establish strong relationships

Rewards can devalue the thing being done—Rob Long

- **Encouraging good attitudes/ building on strength**
- **Qualified praise-** the best kind of reward is qualified praise. Praise should aim to describe the learning/ effort, for example comments in the golden book and

texts home.

- **Recognition-** look for opportunities to recognise and describe learning and good learning behaviours – this as opposed to a system of rewards and punishments. Make ‘high probability’ requests (eg can I borrow your pen?) to generate opportunities to thanks and recognise.
- **Cooperative skills-** see E8- tell them—show them---let them

E2.Establish a learning culture- growth mindset & learning powers

‘Ability grouping has minimal effects on learning outcomes and profound negative equity effects.’ J Hattie 2009

Imperative:

Every interaction we have with pupils aims to encourage a growth mindset.

- **Describe learning-** Praise learning by describing/ acknowledging it specifically and/or describing how it makes you feel. eg ‘You have used really strong adjectives. This description paints a really clear picture of the scene for me. I feel like I’m actually there.’
- **Make effort visible**—give pupils effort –related criteria to be able to self-evaluate their level of effort.(p.51 pocket book)
- **I don’t know (CAN’T DO IT) YET-** as the class motto- as opposed to I don’t know or I can’t do this.
- **Mindset heroes-** talk about celebrities and normal people who illustrate growth mindset. Class share times when they have learnt from mistakes and/or times when they had a fixed mindset and beat it. Also share famous failures- eg Albert Einstein, Walt Disney, Oprah Winfrey
- **Targets-** encouraging pupils to be looking for the next step in their learning—start target statements with ‘I am beginning to...’ or ‘I am learning to,,,’ rather than ‘I can...’
- **Fail. Fail again.** Fail better as a mantra
- **‘What I learnt’ exit cards-** careful to use only when learning has taken place as opposed to consolidation.
- **Split screen objectives**—include two layers of objectives in any one lesson- one regarding the core learning, the other to fulfil the skills implicit in achieving that

E3: High expectations & formative intervention—look at FI sheet from EM

Imperative: Our assumption is that all pupils will achieve the learning and we do everything possible to make it happen.

If a pupil or pupils struggling to understand the learning we support them:-

- **Excellent examples-** best generated by pupils.
- **Peer support-** pupil works with another pupil on the skill they are struggling with

- **Mini lesson** –within a lesson for those struggling
- **Support the skill-** eg if they are struggling to solve a problem because of times tables knowledge- then give them the times tables to refer to.



E4.Engaging activities to start unit/ lesson:

- **Stimulus-** look at objects/ pictures/ video- discuss

E5.Quality of Teacher Questions (ref also techniques to develop MASTERY)

‘The kinds of questions teachers ask determine how far the discussion will deepen and further children’s learning and understanding.’

‘The dialogue between pupils and a teacher should be thoughtful, reflective, focused to evoke and explore understanding and conducted so that all pupils have an opportunity to think and to express their ideas.’ Black & Wiliam 1998

Imperative: We use a wide range of questioning techniques to stimulate learning and generate data to inform teaching; we try to use as few words as possible; we try to ask questions that cause thinking; we rarely use closed questions.

- **Keeping it open**
- **Tell me-** don’t always ask why because it’s too interrogative—instead use ‘tell me’ which invites conversation and is more pen ended. Say, ‘Tell me what you have done.’ // Say, ‘Tell me what you’re going to do first.’
- **Keep it challenging**
- **Compare**
- Why is this one better than that one?
- **Analyse**
- How could you change this to make it clearer?

E6, Engaging ways to get a response/ keep them on task

- Quality of practical activity
- Accessibility

E7.Dealing with wrong answers or no answer

Develop a culture where all responses and mistakes are valued and where it feels safe to ‘have a go’

- **Practise---**Ensure you give pupils the appropriate amount of time.

E8: Working together, talking

- **Talk partners-** again the pupils need to be trained in use of. Change talk

partners weekly- on rolling basis. Pupils need to discuss/ decide what makes a good talk partner and review their perf as talk partners .

- **Peer teachers** - pupils chosen to teach an extension of the lesson to a small group or to a partner
- **E9: Engaging with Challenge**
- **Embrace difficulty-** encourage children to embrace difficult tasks and mistakes and to persevere. eg 'It's great that you're finding that tricky- it means you are learning.'
- **The pit**—talk to pupils in terms of the learning pit—describing the place we find ourselves in when we don't know how to do something/ when the learning is a challenge—display pictures of the pit.
- **Extension-** possible extension tasks for pupils to move onto if they have achieved the learning.
- **Mild spicy hot**—get pupils to evaluate the level of the challenge they face/ have faced.
- **Bullseye-** model of darts board showing comfort in the middle section/ challenge in the next layer out and panic in the layer beyond- this used by pupils to identify how they are feeling about a task.

E10: Organisation

Top 10: We do not group children by ability

- **Flexible groups**— groups decided daily or within a lesson- based on ongoing evaluation of learning.

Clarity of Learning

CL1: Know their starting points

- **What went wrong-** take a look at a performance or skill and work out/ discuss where it went wrong

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CL2: Be clear about the end point and the big picture

Imperative: Pupils know what the learning is/was and the success criteria for that learning.

- **Sharing the learning intention-** needs to be clear and unambiguous. Careful to separate clearly the task instructions from the learning intention; provide examples alongside the learning intention to ensure they are fully understood.
- **Working out the learning intention-** provide the pupils with an activity/ model text/ challenge/ mistake/ model making a mistake- and then ask them to predict the LI or come up with the success criteria.

CL3: Be clear about the steps to get there

- **Success Criteria-** The purpose of the success criteria is to make the children absolutely sure about what is in the teacher's mind as the criteria for judging their work . The success criteria can take many forms.
- **Model success criteria-** instead of a list, success criteria could be a good model of the learning- eg a child / adult showing the skill

Pupils generating their own success criteria is a very effective way of engaging and evaluating understanding at the outset.

- **Demonstrations to help pupils generate success criteria-** pupils watch a demonstration of a technique or skill// a good or bad demonstration/ teacher making mistakes and work to generate their own success criteria for the learning.
- **Excellent examples-** best generated from previous performances by pupils. Carry out pre-mortems on these pieces. V good use if compare against a not so excellent but still excellent example- decide with pupils why is one even better. Important to do this with narrative writing to show 'ticking the test criteria boxes' text against a 'successful' performance
- **Comparing examples-** examples of 'products' that could be compared:-; in PE video clips;
- **The learning journey displayed**—either showing stage reached in Gym for example- rolling progression

CL4- How can we help our vulnerable/SEND learners with this?

- Songs/Retells/Video clips
- Child led - e.g. PE buddies
- Beat the teacher
- Using pupil interests
- Make the pupil an active participant in their own learning - own the consolidation

Re Pupil autonomy:

Pupil Autonomy

PA1: Pupils exploring their own ideas and questions

- **Pupils as teachers**—pupils conducting mini-lessons for other pupils; pupils writing their own test rather than doing the test; pupils explaining a concept in their own words rather than completing an exercise.

PA2: Pupil self-evaluation

'For formative assessment to be productive pupils should be trained in.'

- **Journal entries-** pupils record their understanding re a topic or concept in their books or reflection journals
- **Traffic Lights-** pupils verbally state -red, orange or green – to communicate how confident they feel.
- **Self evaluation prompts** -use standard prompts for self evaluation eg 'I changed my attitude about...'

PA3: Pupil independence

- **Resourcing-** ensure pupils have resources available in class generally and for specific lessons to ensure they feel fully supported in their learning.eg step by step diagrams for gym skills, appropriate apparatus for games

PA4: Pupil to pupil Feedback

Remember feedback needs to be kind, specific, helpful

- **Include develop your own—** pupils listen to your oral feedback and then make their own.
- **Peer Evaluation of work---** partners mark performance or one group marks another's.
- **Two Stars and a Wish–** Pupils give each other 2 things they liked and one thing to improve

T1: Generating thinking/ P4C (ref also techniques to develop MASTERY)

- **Bad models** – provide pupils with a poor example of some learning and ask them to analyse where it goes wrong and how to improve.
- **True or false// right or wrong—**say which statement true/ which false
- **Which one is better?** Provide pupils with two or more examples of the learning eg video of a forward roll, and they discuss which one is better and why.
- **6 steps to success--** * break down a solution to a problem using 6 steps to success.
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T2: Thinking about thinking- metacognition

See 'Think' resources where you see a *

- **Neurons—**study with the children what happens physically when we learn something.
- **Barriers and bridges-** Pupils identify what are the key barriers and bridges to them achieving a skill or some learning.

Proof of Learning (PL)

PL1: All student response systems

Imperative: We rarely use hands up unless 'asking' a question.

- **Talk partners-** again the pupils need to be trained in use of. Change talk partners weekly- on rolling basis. Pupils need to discuss/ decide what makes a good talk partner and review their perf as talk partners . Create cards to show how expected to behave as talk partners
- **Randomiser/ numbers on each chair/ Lolly pop sticks--**Have lolly pop sticks with pupils' names written on. Vary the way you use the lolly pop sticks, for example have a 'joker' stick
- **Hand signals-** thumbs up down or sideways// 5 finger scale of understanding or confidence.

PL2: Picking up on and responding to needs quickly:

Imperative: We respond to children's needs as close to the coal face as possible.

- **Stay on the carpet-** Pupils self-evaluate how confident they are to start working independently- using traffic lights/ thumbs up etc- if feeling panicked or lacking confidence then teacher re-explains or shows in different way.
- **Do a quick check-** move quickly around room picking up on how well the pupils 'get' the learning. Work out how many pupils are struggling and respond immediately through-
- **Discussing mindset-** talk specifically about how they feel/ importance of challenge/ where they are on the dartboard/ what they could do to improve their emotional response.
- **Peer support-** pair them up with someone who does understand/ provide group with an expert.
- **Mini-lesson-** provide those pupils who need it with another mini-lesson-
- **Simplify the skill-** Change the task for the group who are struggling to make the learning more accessible for them.
- **Go back to the beginning-** start again with the group who are struggling and take them right back to the beginning of your teaching to the point where they do begin to understand.
- **Repetition/ practise/ over-learning-** provide those struggling with further opportunities to repeat and over-learn the skill/ concept.

PL3: Feedback pupils to teacher (ref also techniques to develop MASTERY

Top 10: We evaluate learning at every stage to make sure children are progressing.

- **Create a game-** to help pupils to demonstrate their understanding
- **Examples-** pupils illustrate their understanding using different kinds of examples
- **Presentation 1:** younger pupils—present new learning to a younger pupil to help them understand.
- **LSA's observing** - all pupils/ some pupils across class and checking their understanding.

PL4: Retrieval Practice

- Revisit the learning - can they apply the ball skills they learnt in term 1, to an invasion game that will be taught in term 3?
- **Keyword grid** -Pupils have to write short definitions for each of the words and then put into a paragraph to then share with a peer. Partners then edit each others to make it stronger.