



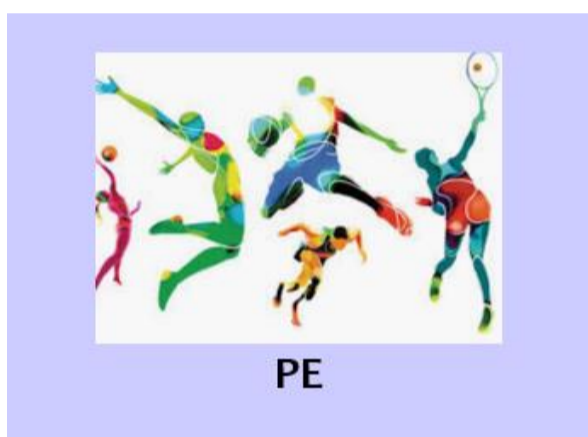
The Costessey Curriculum

Intent

At Costessey Primary School we instil ambition for all through **discovery**, **exploration** and **creativity**. We seek to build the academic, social, emotional, economic skills and physical to prepare children to take up their full place in our ever-changing world.

We continually strive to bring **real-life experiences** and opportunities into the curriculum and immerse the children within their current theme and make learning relevant.

We aim for all pupils to be physically active during their time at Costessey Primary School, engaging in sustained periods of exercise that increase their stamina. They will experience both competitive and individual sporting challenges and learn about the notion of fair play and sportsmanship as well as understand the role that Physical Education can play in helping them lead healthy, active lives.



Implementation

PE is taught on a weekly basis, for two hours at a time, from Reception up to Year Six. Children in Year Five are also receive swimming lessons in line with the National Curriculum expectations.

For PE, long term overviews and medium term plans are written by the Subject Lead to ensure the necessary coverage and progression as set out by the Knowledge, Skills and Understanding documents. Sessions are delivered by our sports coaches, with support from the teaching assistants who regularly work with that class, to encourage maximum participation.

All sessions are planned with a key skill which is to be taught, which children are encouraged to revisit and self-assess both during and at the conclusion of the session. These new skills will build on previous skills that have been taught throughout the unit and will be working towards a final assessment at the end of the half term.

All sessions begin with a warm up, child or teacher led, where all pupils will have a full body muscular and cardiovascular warm up. Children will then be taught a new skill that will be accessed through a wide variety of game and task based scenarios. All lessons will be differentiated to meet the individual needs of that child, with support and challenge both being provided if at all needed. Individual one to one support will also be provided out of lessons Where acute physical needs are identified, our sports coaches also provide individual and small group support outside of PE lessons and to increase a child's physical skills, confidence and fitness.

In PE, we aim to grow ambition by ensuring that PE lessons are accessible to all, no matter what their circumstances. Furthermore, at Costessey we provide children with the opportunity to access a vast array of 'extra-curricular' sporting clubs. We also feel that it is extremely important that children are exposed to a diverse range of sporting individuals, of different race, gender and ethnicities. Their stories are also taught across the whole of our curriculum, for example through PSHE, science and history.

Children are formally assessed against the Early Learning Goals, based on their aptitude in fine and gross motor skills. This will then be reviewed at the end of their time in EYFS. In Years 1-6, all children will be formally assessed against the National Curriculum targets at the end of each half termly unit. Further personalised interventions are then put in place where individual needs are identified.

Teachers and Sports Coaches will alert subject leaders and the senior leadership to any areas of concern as they arise. The subject lead will conduct regular lesson drop-ins in order to be able to provide swift support where necessary, assessing the appropriate level of challenge and adjusting as necessary. Teachers and subject leaders will work together to identify those pupils who would benefit from an additional level of challenge.

Medium Term Plans will be reviewed at the end of each term with a view to making any adjustments as necessary before the next cycle. Even where all sessions have been deemed successful, subject leaders will still review plans in the light of the next cohort, taking into account any specific needs or challenges presented by that particular year group.

'Subject Evaluation' days will take place throughout the year, involving the Subject Leader, member(s) of the Senior Leadership team and including pupil interviews plus visits to lessons.

Impact

As our curriculum is a progression model, children who are succeeding with the challenges provided in each year group can be deemed to have made progress from the previous year.

Teachers/Sports coaches will be aware of the learning journeys that their pupils are on and be able to provide examples of where they have adapted or deviated from plans to meet needs, evidencing that adaptation with work in planning.

Activities will be able to be tracked through a coherent sequence of lessons and misconceptions will be addressed with further activities. Subject specific vocabulary will be used in lessons with the expectation that they be used in Pupil Voice.

Alternative recording methods (e.g. video / voice recordings on Seesaw; use of an adult as a scribe) may be used to capture their progress in PE.

Pupil voice interviews will reveal children who are able to talk confidently about what they have learned and the structure of their lessons. They will be able to talk about the specific features of different subjects and demonstrate an understanding of how what they are studying now builds upon what they have studied previously, as well as where their studies will take them next. They will be able to talk about the benefits of exercise and its impact upon their bodies.

Children will be able to explain how they receive feedback from their teachers and how they know what it is they need to work on next.

Pupil work on display in communal locations will celebrate pupil success and showcase the range of sporting opportunities that Costessey Primary School provides.