

PE Non-negotiables 24/25

Timings and PE Kit

- Each class will have two PE lessons per week (In Years 4 and 5, Swimming contributes towards one of these sessions).
- Lessons should be delivered by the class teacher or a covering teacher.
- Children should come to school wearing appropriate PE kit on their PE days. PE kit expectations are as follows:
 - Black shorts or jogging bottoms & a plain white t-shirt.
 - Black trainers (When PE is indoors, trainers should be removed and children work in bare feet).
 - Sports Jacket or Sports Hoodie.
 - All jewellery, including earrings, must be removed. Teachers must not remove earrings.
 - Where children are not wearing appropriate kit, or jewellery has not been removed, please speak with the child's parents.



PE Lessons

- All classes follow the *Get Set 4 PE* scheme of work. Topics for each half-term are identified on the PE long-term plan.
- In mixed-age classes, teachers should use their professional judgement to determine which year group planning to follow. In most cases, to ensure progression of skills, this will be the younger year group.
- Teachers should use *Get Set 4 PE* assessment criteria, vocabulary pyramids and progression ladders to ensure lessons are sufficiently challenging for all pupils, and identify gaps in prior learning.
- One *Get Set 4 PE* lesson should take place over two weekly PE sessions to ensure children develop fluency before applying skills in a competitive environment.

Lesson Structure

- Every PE lesson should begin in the classroom. This should begin with retrieval of relevant vocabulary, substantive knowledge and disciplinary knowledge, including how to be safe & healthy. In PE this is;
 - 1) Factual knowledge around rules, tactics and strategies (E.g. The names of passes in Netball)
 - 2) Being able to follow a success criteria to develop a skill or compete in a game (E.g. Understanding how to retain balance when completing a handstand)
 - While in the classroom, the warm-up activity should be explained to pupils so that as soon as they are in the lesson space, activity can begin.
 - Teachers should be familiar with what equipment is required in advance of the lesson, and where appropriate, select a number of pupils to assist in setting this up.
 - The warm up involves: a) Mobility exercise to prepare the joints; b) Pulse raising activities to prepare the cardiovascular system; c) Stretches to prepare the muscles and associated ligaments/connective tissues.
 - The main lesson should involve staff making expectations around activities and practice explicit through demonstration.
 - A success criteria should be shared with pupils clearly and precisely and ample time should be provided to practice. Visual and verbal reminders can be given to avoid misconceptions
 - Pupils should only apply skills in a competitive environment when they have had sufficient time to practice a skill.
 - All pupils should be active, and time should not be lost waiting for a turn, or waiting for equipment.
 - *Get Set 4 PE* provides ideas on how to adapt activities to ensure challenge for all. If unsure, use STEP (Space, task, equipment, people).
 - When the lesson is finished, pupils, under the supervision of the teacher, should put equipment away.
 - When back in class, to conclude the lesson children should reflect on what has been learned (E.g. What did you have to do differently to sprint compared with when you jogged?)

Assessment and Evidence

- At the end of each unit of work, the assessment tracker on *Get Set 4 PE* will be used to assess each pupil:
 - 1) < shows the pupil is working towards the expected standard.
 - 2) = shows the pupil is working at the expected standard.
 - 3) > shows the pupil is exceeding the expected standard.
- Two videos per unit should be uploaded to the *PE Evidence 24/25* folder on the shared drive. These could demonstrate;
 - 1) Explicit teaching, including demonstration and/or success criteria, and subsequently how a pupil/pupils has applied this to develop a skill.
 - 2) Evidence to support your end of unit judgement.
 - One double page spread in the PE floor-book per unit, including:
 - 1) Key vocabulary that has been taught (Use Vocabulary grids on *Get Set 4 PE*)
 - 2) Pupil views- What have the children learnt? What have the children enjoyed?
 - 3) A short summary of the skills taught.
 - 4) Photographs of activities completed or skills being demonstrated.