

Physical Education including Swimming Intent, Implementation and Impact

Intent	<p>At Pear Tree our Physical Education (PE) including Swimming curriculum intends to meet the individual learning needs of each student. Our pre-formal learners will develop an internal mapping and awareness of themselves and the different parts of the body and begin to understand how to use these in different ways, as well developing an awareness of their space and environment, developing coordination skills, control, manipulation and movements of the body in various ways and contexts. Our semi-formal learners will develop skills and techniques and demonstrate an acquisition of fine and gross motor skills with more consistency when applying them to new experiences. They will transfer learnt behaviours in multiple physical activities and new contexts and develop their ability to express themselves and be creative, whilst also being supported to become more resilient and improve their confidence and self-esteem within a range of physical activities. Whilst our formal learners will master skills and techniques that can then be applied, sequenced and used within a breadth of sporting activities, game situations and for competition, whilst also developing the ability to work as part of a team and developing their leadership skills. Furthermore learners will consolidate all prior learning and further develop knowledge and understanding of different ways to get healthy and maintain a healthy lifestyle, understanding the positive effects this can have on the body and mind.</p>			
	<p>Our curriculum is designed to ensure that every learner will gain the skills and knowledge in PE including Swimming to enable them to successfully prepare for and transition into each phase of their education and ultimately into adulthood. Every student at Pear Tree School accesses a minimum of 2 hours per week high quality PE and school sport whether it be the daily drop in sessions, access to the outside learning environment, PE lessons, sensory circuits, listen and move, swing therapy, aerobics, rebound therapy, sensory dance and the majority of students access a swimming session once a week in either our school hydrotherapy pool or the local swimming pool supported by members of school staff. We believe that out of school learning has an important part to play in raising student achievement and extending opportunities for participation. We believe that it can have an impact on health and fitness, attitude to sport, attitude to school, improved behaviour, increased attainment, increased confidence and self-esteem, improved social skills, teamwork and leadership skills.</p>			
Implementation	Planning and Teaching	Assessment	Cultural Capital	Personal Development
	<p>The unique contribution that PE can offer to the general development of the student with special educational needs is that movement is common to most activities. Therefore, a well-structured curriculum programme can enhance his or her physical, social and intellectual development. The teaching of PE including Swimming at Pear Tree School has to provide a wide range of physical and sensory activities which cater for students with a profound and multiple learning disability with a limited range of movement skills as well as the more able students who are capable of experiencing advanced physical skills.</p>	<p>This is carried out in line with Pear Tree School Policy on assessment, recording and reporting and will include the recording of achievements against targets set as learning outcomes on lesson plans. Assessments are ongoing throughout lessons to provide quick and constructive feedback to students. This progress is monitored throughout the year for all students against Steps and National Curriculum Level Descriptors for PE and for those who it is relevant, using Routes for Learning. Assessments for each student are recorded three times throughout the</p>	<p>Students have the opportunity to take part in the Lancashire Youth Games, Blackpool Youth games, Football sessions, Boccia, Multi-skills, Gymnastics events, Swimming galas, disability cricket events, the Lancashire New Age Kurling competition, Tag Rugby tournaments, the Lancashire Schools Dance Festival, wheelchair dance, outdoor and adventurous activities as well as several intra school sports events throughout the school year.</p> <p>Links are made with local sports clubs and students are encouraged to attend e.g. AFC Fylde, Blackpool Community Trust, Mini Links Golf</p>	<p>At Pear Tree School there is high importance placed on developing body awareness, body mastery and fundamental, expressive and functional movement skills.</p> <p>In addition, PE including Swimming also supports in the development of various skills such as teamwork, independence, Growth Mindset, resilience, problem solving, communication, regulation, behaviour for learning, as well as being with friends, the experience of the excitement of competition,</p>

	<p><u>Seedlings</u></p> <p>The students in Seedlings are taught aspects of physical development as set out in the Early Years Foundation Stage Development Matters document. Regular daily opportunities within the Early Years environment are planned for and provided for children to access appropriate equipment, facilities and activities in order to develop their motor skills, develop and build strong muscles and bones, improve their balance, spatial awareness, co-ordination, mobility and improve both their personal, emotional and social skills, as well as improving their physical and mental health.</p> <p><u>Compass Centre</u></p> <p>As part of the Compass Centre curriculum, physical activity is a vital aspect of this, with various physical activity sessions being incorporated within each student's individual timetable on a daily basis. Each student requires a very specific timetable in order to ensure that they are regulated in order to access the day.</p>	<p>year against the Steps and National Curriculum Level Descriptors. Three pieces of evidence per year (one piece each term) and any additional WOW moments are captured and recorded using Evidence for Learning. There are regular discussions with the physiotherapy professionals and staff to provide feedback on progress, which then in turn impacts future planning and next steps for relevant individuals.</p> <p><u>Swimming</u></p> <p>Swimming assessments are ongoing throughout each swimming session and shared with students at the time and next steps verbally given as and when required. Three pieces of evidence per year (one piece each term) is captured and documented using Evidence for Learning which is then linked to the appropriate framework (swimming scheme of work or progression of skills). At regular times throughout the year the PE subject coordinator moderates the swimming evidence and provides verbal feedback to the Aquatics Co-ordinator and further discusses progress and next steps.</p>	<p>amongst others. We have strong links with our local Primary and Secondary Schools who join us for sports activities periodically throughout the year.</p> <p>We regularly use local sports coaches to enhance our lessons and provide further opportunities for the students to develop their skills, knowledge and understanding of a variety of sports as well as trying new sports. In order to ensure the safety of children and young people participating and that the delivery of these sessions is appropriate and being delivered by qualified and competent staff; as a school we ensure that the coaches meet the relevant requirements set out in the Lancashire Guidance.</p> <p>As a school if we enter into a contract with an external provider we ensure the contract contains a specific term that any coach that is provided will meet the Lancashire's guidance on qualifications for delivery of the sessions.</p>	<p>developing self-esteem and confidence, receiving encouragement and ultimately having fun.</p>
<p>Impact</p>	<p>At Pear Tree our students will have gained the skills and knowledge needed to prepare them for the next phase of their education and ensure they are prepared for their adult life. They are able to apply the skills and knowledge they have learnt in real life contexts that are relevant and important to them in their learning journey. This is evidenced through observation, assessments and recorded through Evidence for Learning. The role of the subject coordinator is central for the successful support and promotion of PE teaching in the school. In order to do this the subject coordinator alongside the HLTA (PE)/ Aquatics Co-ordinator needs to systematically monitor the effectiveness of the provision and evaluate its impact on standards. Monitoring and evaluating curricular strengths and weaknesses to ensure and maintain high standards in the quality of teaching and learning is a vital part of the curriculum development process. This in turn affects future planning and the delivery of the subject, which ultimately has a positive impact on the participation, engagement and progress of the students.</p>			