**Cleves Visit Subjects - Summer 2021**

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| **Trustee** | **Pete Matthew** |
| **Subject Lead** | **Alex Mulea** |
| **Date** | **27th May 2021** |
| **Subject** | **PE** |

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| **QUESTIONS** | |
| How long have you been subject leader? | 2 years |
| Were you given sufficient training to be subject leader? | Yes – shadowed previous subject lead (Alister Nelson)– very practical handover, huge level of support. |
| Who do you go to if you need support? | Craig is a great support, check on what’s going on, new ideas to talk about. Very positive and approachable, with an open-door policy. |
| Do you feel well supported? | Yes!  Year leads for PE has helped ensure subject is consistently covered. |
| What steps have you taken to bring improvement or add value to the subject you lead? | Real PE – lower school, skills based, movement, strength, fitness.  Through Covid whole school has followed real PE  Competitions – get every pupil representing Cleves in a team.  Mini-Olympics – other schools come and participate as a class, so all children can compete at their level.  Carefully planned out curriculum map so that it shows clear progression and no repetition of specific sports across year groups. |
| Can you explain the curriculum intent for the subject for children’s four years at Cleves? | Yes – curriculum map shows the objective and progression through the year groups.  To provide an inclusive, broad and balanced PE curriculum that ensures all children benefit.  To develop emotional, social and physical skills.  For children to know basic skills and to be able to apply these in games or being introduced to new sports.  For children to enjoy physical activities and allow for an equal opportunity of learning experiences that are inclusive and adaptable for all needs.  To have the opportunity to participate and try out new sports and ones that they may show an interest in.  Developing key skills which can be transferable.  To counter obesity and promote mental health and well-being.  To demonstrate high quality provision and competitive opportunities to all pupils |
| What have you done to implement it? (Can you give one or two examples.) | Active 30 – 30-minute session a week in addition to 2 PE/Games sessions a week. Personal challenge to improve and progress. Challenge each half term.  Regular meetings with PE team to review what we have done.  Funding on equipment to support extensive game sessions. |
| What impact are you aiming to achieve over children’s four years at Cleves? | To have opportunities to try a wide variety of sports and to represent Cleves – find something they enjoy.  In 2018/19 625 pupils represented the school in a competition or festival. |
| How do you know you’re on track to achieving that impact? | Pupil voice – 2 children per class across the years to find out their views on PE and gain their ideas.  Feedback with year leads and class teachers  Participation levels in clubs and competitions/festivals.  Feedback from teachers in PPA and year team meetings. |
| Do you get the opportunity to carry out any monitoring (prior to Covid disruption?) | Year leads – curriculum map  Discussions with team in PPA to review lessons. |
| Do you keep evidence of your own work and of children’s work samples? | Use of videos to give good examples and opportunity to observe good practice |
| How would you describe outcomes in your subject area? | Through the broad and balanced curriculum, the children are able to develop their skills and progress through the clear planned progression of skills. Children are given the opportunity to try new sports and develop passions for them.  Enjoyment in lessons and having a positive attitude towards any sports and participating in games.  Having a strong concept of the basic fundamental skills in sports i.e jumping, catching, throwing, running.. |
| Why do you think identifying key knowledge is important? | Clear progression in the lessons allowed for children to identify what the next steps are. The curriculum map allows for the progression to be clear between lessons, units and even year groups. |
| How do you build in retrieval? | At start of each PE lesson – to bring back skills and then build on and add skills  Eg in football – keep seeing how you kick and control |
| How do you support colleagues? Can you give an example? | Being available to be observed, to go through lessons, the year leads know they’ve can get help.  Google drive lesson plans available a half term in advance so can see what progress is expected. |
| What next for your subject – is there scope for even more? | Getting back to competitions post Covid with other schools, inter house, etc when missing of bubbles is permitted.  Looking to add new sports and opportunities (eg mountain biking)  Looking to invite other outside groups  Teacher training day to give more confidence in teaching PE  More video lessons as a tool to support teachers. |
| How do you link your subject into other subjects’ curricula? | Measurement with maths  Writing own fitness plan  Dance/Gymnastics lessons can also mirror a topic being covered in the term. |
| Does safeguarding feature in your curriculum – and if so, how? | Trips off site – away fixtures, risk assessments  In school – changing rooms risk assessment.  Clean clothes and PE kits – care of the individual and spotting signs of neglect  Monitor the children for any signs of bruises |