



Teaching Physical Education at KJA

The teaching of PE at Kensington Junior Academy should lay the foundations for our pupils enjoying healthy, active lives beyond Key Stage 2. It should allow them to develop their physical skills, teamwork, resilience and enjoyment of being active.

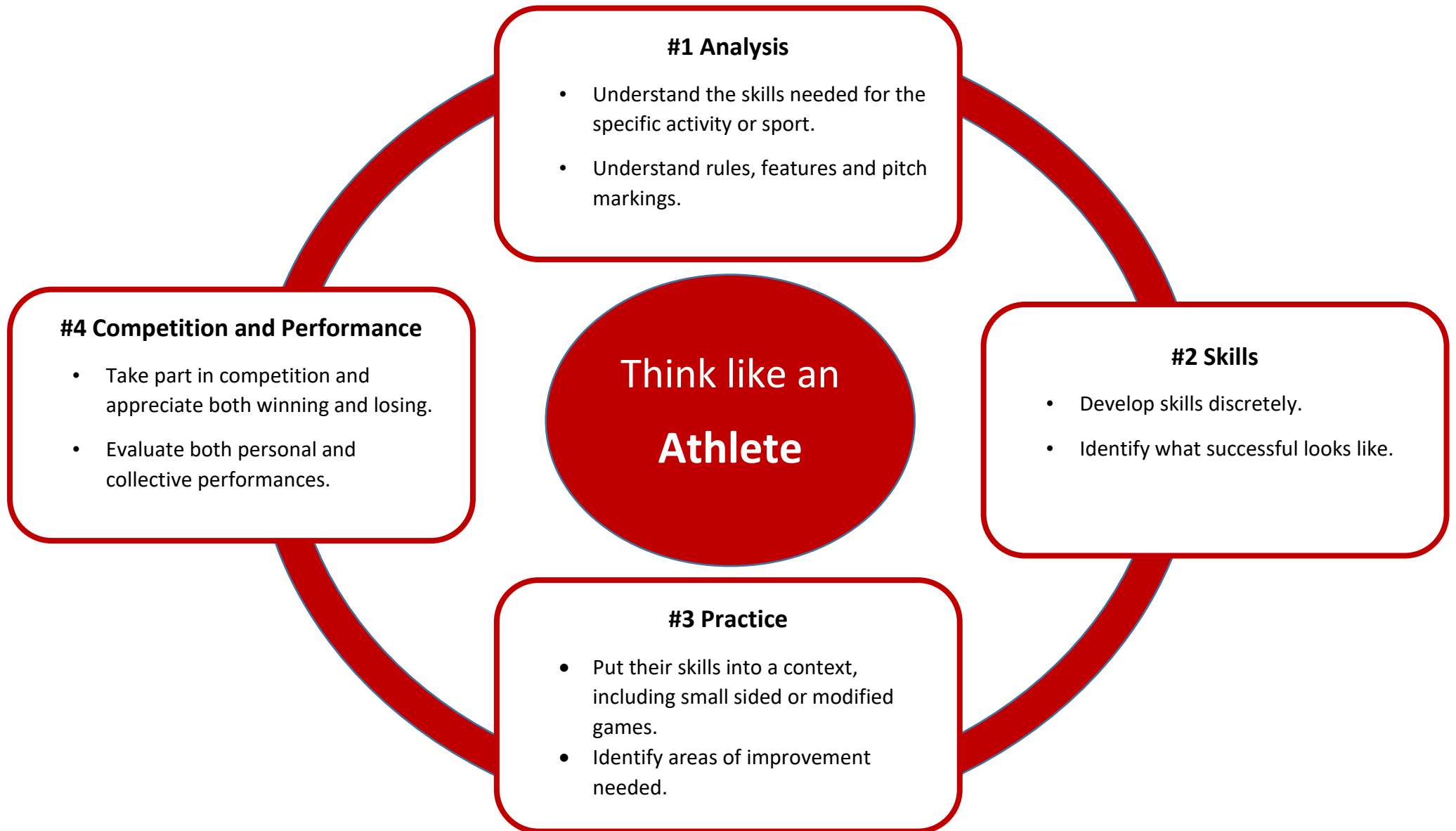
The learning at KJA is rooted in the five Learning Behaviours and combines practical skills with greater knowledge, which will prepare pupils for life in a world where understanding, adaptability and transferable skills are critical.

Our core intent is to enable all pupils to:

- Develop a love of being active and provide opportunities to be active for sustained periods.
- Analyse, evaluate and improve their skills needed for specific sports.
- Engage in meaningful competition at an appropriate level, striving for personal bests.
- Experience and excel in a broad range of physical activities and sports.
- Develop personal character traits, such as teamwork and resilience.

Physical Education is taught discretely through the Real PE scheme of work. Teaching Staff follow a process model to ensure pupils become adept at '*Thinking like an Athlete*'.

A Process Model for PE

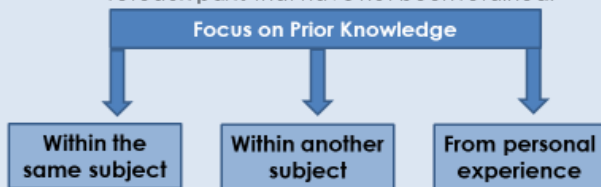


In order to **'Think like an Athlete'** pupils will work through four distinct areas:

Link It

Focus on Prior Knowledge

- Be proactive in helping pupils to **recall prior learning** from previous units of learning within the subject or from other subjects.
 - Give time to, and respect, any **personal experiences** pupils may bring to the learning.
- Ensure **pupils are secure in their prior knowledge** within the subject before starting new unit of learning.
- Where appropriate, use a diagnostic assessment to check on retention and then reteach parts that have not been retained.



Learn It

- **Present new learning to pupils in small chunks** to prevent cognitive overload.
 - Effectively the **composite and component** examples work for this.
- **Provide effective modelling** and plan time for guided and independent practice.
- Ensure there are opportunities for pupils to **develop their substantive knowledge** alongside **disciplinary knowledge**.
- Start with an activity to focus on **being a scientist, historian or a geographer (artist, technologist)**
 - Ensure you have **rehearsed any new concepts** and checked understanding.
 - **Use talk for learning** to comprehend new concepts and vocabulary.
 - **New Vocabulary**
- Ensure that there are opportunities for pupils to learn new vocabulary (speaking frames, etc).

Check It

- **Create checkpoints** throughout the lesson to ensure that pupils have understood the current learning.
- **Mark in the moment** and provide instant feedback to pupils. Ensure you **pick up on pupils who are falling behind**.
- When possible, **provide rapid intervention** for those pupils that need it.
- Use retention assessments to help you **gain a picture of any gaps** that may be occurring.

Use the information from above to target intervention through peer support and teacher and TA support.
Identify individuals who need additional challenge.

Show It

- Ensure that there are opportunities for pupils to **showcase** their learning.
- Ensure that this **links the disciplinary with the substantive knowledge**. For example, in history ensure that you link in the impact the period studied had on our lives today. Give pupils time to challenge the quality of the evidence.
- Maximise opportunities to **develop cross curricular activities**, independent writing, knowledge displays, group activities that could be filmed and shared as well as through debate and drama.
- Provide ample opportunity to showcase their new skills and new knowledge in a **variety of ways**.
- In addition, provide **opportunities to use the new vocabulary** they have acquired in other areas of the curriculum.

Outcomes of Learning

