Alexandra Park Primary School

Care, Aspire, Achieve

Physical Education Report 2026-27

Physical Education (PE) is a subject that provides children with the opportunity to express themselves outside of a classroom environment. PE gives children the chance to learn and develop skills through linked units over the primary school years. Being active plays an essential part in children's wellbeing, both physically and mentally. The children will learn the importance of exercise for their bodies along with the positive impact that it has on their social interactions. Children will be encouraged to communicate and cooperate as a part of a team, with exciting opportunities to represent Alexandra Park. At our school, we believe that participating in dance, gymnastics and sporting activities is essential for children to build self-confidence as well as developing their resilience. We will be entering a range of different competitions to ensure that there is opportunity for the children. Linked to our core values 'Aspire' and 'Achieve', PE can be a gateway for children's future. Through PE and our extracurricular activities, we are aiming to equip children with the necessary skills and determination to continue their journey, whether that is enjoying a new activity, representing a local team or becoming a professional player. Research has also shown that there is a positive correlation that links physical activity with children's academic learning.

Fundamental Great British Values

At Alexandra Park Primary School, we understand our responsibility in preparing children for their next stage of education and for the opportunities, responsibilities and experiences of later life, laying the foundations so that they can take their place successfully in modern British society. We promote a respect for and understanding of different faiths, cultures and lifestyles. The spiritual, moral, social and cultural development of each child is central to everything that we do as a school and central to our vision of "Care, Aspire, Achieve". This is evidenced through our teaching and learning, our inclusive environment and through the many opportunities provided for our children to understand democracy, law, liberty, mutual respect and tolerance.

Planning

At Alexandra Park Primary School, "Care, Aspire, Achieve" is at the forefront of our curriculum design. The PE curriculum is planned to engage and challenge our learners whilst encouraging them to show respect for others. We also want them to aspire to take on new sports and activities and achieve within them. Our aim in all foundation subjects is to embed our learning behaviours, which have been developed to raise standards and motivation across the school. PE is taught across the school twice a week (hour sessions) by the teaching staff. Teachers use the scheme 'GetSet4PE', which they adapt and alter to align with their class' needs.

Assessment

Within Physical Education, children are encouraged to explore the evaluation process by critically analysing their own and their peers' work. Throughout the lesson, teachers will assess through observations and questions and they will ensure that the learning is appropriately scaffolded. Teachers formatively assess by referring to the 2014 curriculum and the progression of skills document. Using professional judgment, teachers will adjust their planning from week to week to support/target specific children who need additional support or extra challenge. Other than this, teachers are aware of any physical difficulties that certain children may have and differentiate their planning accordingly.

Collecting Evidence

At Alexandra Park Primary School, we believe that all pupils should have the opportunities to share their pupil voice. Teachers and children have shown their enthusiasm and eagerness for the subject. The wide variety of sports

available means that all children can find something that they enjoy and can succeed in. From pupil voice, children have been able to talk freely about what they enjoy in their PE lessons, which aspects of PE they find challenging and how particular skills can be improved or made more challenging.

Enrichment Opportunities

- Working with external professionals (Sports coaches and Annemarie for Dance)
- Opportunities to participate in extra-curricular activities as well as internal and external competitions.
- A variety of different workshops
- Leadership roles – Sports Council

Targets for 2026-27

- To ensure that children's voice is represented through a Sports Council
- To ensure that the ECTs and any new staff are confident in planning and teaching PE.

Longer-term targets

- To ensure that lesson structure is clear and provides children with opportunities to retrieve, practice and reflect.

SEND

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Physical Education:
support for children with SEND and children not working at ARE



Possible indicators

- **Fine and/or gross motor difficulties**
- **Difficulty in the space**
- **Vision or auditory difficulties**
- **Sensory processing difficulties**

Individualised

Consider physical barriers, particularly with motor difficulties, consider alternative ways of being involved (recording, refereeing). Sensory breaks. Large, bright, shiny, tactile resources. Ear defenders or fidget toys when noise is echoed in the space.

Targeted

Pre-teach key vocabulary or discussion around unit.
Duration of activities is apt. Calm learning environment.
Clear/simple instructions, repeated, simplified, gestures, pictures, objects of reference.
Processing time given & key words emphasised. Consider working memory, verbally provide key vocabulary for children to apply.
Concrete examples through pictures, videos or modelling.
Structured, consistent routines.

Universal

Use of visuals or a physical example when learning new vocabulary/skills. Keywords, model and simple language in instructions.
Focus on core vocabulary and skills and ensure there are lots of opportunities for application.
Clear and precise names for strategies and techniques. Teaching through repetition and overlearning key words or skills.
Explicitly making links between units and to existing knowledge. Share teacher thought process aloud at each stage.
Ensure any equipment to be used is fully accessible to all and adapted for individuals as necessary to ensure all can fully participate.
Support learners to develop their fine motor skills through regular opportunities. Multisensory approach (video clips or pictures). Additional time.
Repeated learning. Modifying the activity to ensure that all learners can participate. Opportunities given to record in different ways e.g., video, photographs, demonstrating, word processing, COLA performance/events.
Verbal praise. Mixed ability grouping.
Feedback recognises progress and effort, as well as achievement. Peer feedback.