



<p><b>What will you see in PE lessons?</b></p> <p>Pupils will work with a variety of equipment (eg. gym bars, benches, reversaboard, balls specific to the sport) and also general measuring equipment (e.g. tape measure) when needed. They will also often be working in pairs or groups enhancing their teamwork skills, turn-taking and cooperation. The setting up of the equipment is modelled, where possible, so as the pupils progress, they can set out the apparatus needed independently, under the supervision of the teacher.</p> <p>Pupils are challenged by the teacher, their peers and themselves to push themselves further in their topic, whether this is achieving a longer distance in the long jump or improving and employing their tactical skills on the sports field. The use of questioning is key to extending and challenging pupils' knowledge and skills.</p> <p>Lessons see pupils working predominantly physically. However, clear instructions and demonstration are given by the teacher using subject/game-specific vocabulary which the pupils are encouraged to use.</p>	<p align="center"><b>Primary PE</b></p>	<p><b>What will you see that is specifically linked to Liverpool College and extends beyond the National Curriculum?</b></p> <p>From KS2, pupils at Liverpool College benefit from a 1-hour PE lesson and a 1-hour Games lesson each week. PE covers the key PE objectives from the National Curriculum and Games lessons allow discrete games to be taught eg. football, netball, dance, hockey, rugby and rounders.</p> <p>Fixtures across KS1 and 2 happen across the year for a variety of sports and abilities.</p> <p>In both KS1 and KS2, we have subject specialist teachers from outside of the school or from the Upper School PE department who teach groups in PE and Games lessons.</p> <p>Inter House Sports competitions provide competitive games and experiences for all pupils in KS1 and 2.</p>
<p><b>What formative / summative assessment will you see in PE?</b></p> <p>Formative assessment happens each lesson as the skill taught is observed by the teacher to assess the pupil's understanding. This is then re-demonstrated to clear up misunderstandings or addressed again in the following lesson.</p> <p>Summative assessment takes place at the end of each topic and grades are collated at the end of each term/assessment point. Teachers assess against an assessment ladder of objectives covered and the pupils' understanding of these. Pupils are then given an ARE grade.</p>	<p><b>What will you see in pupils' PE books?</b></p> <p>PE is not recorded in books. However, each child has their own assessment ladder which the teacher completes as each objective/skill is taught to build up a continual picture of what pupils are confident with and what needs to be revisited.</p> <p><b>When looking at the research review series and our current pupils, what common misconceptions will be addressed and when?</b></p> <p>A common misconception in gymnastics is how to perform a forward roll correctly. This is often highlighted in KS1 and will be addressed in year-group Gymnastic lessons to improve this technique by Chapter 3.</p> <p>Another misconception is the technique of standing triple jump in Indoor Athletics. This technique is developed throughout year groups in KS2 and the pupils will progress up to Chapter 6 where they will participate competitively and use the skills learnt within other areas too.</p>	<p><b>Data from the last twelve months reveals particular strengths in:</b></p> <p>Athletics</p> <p><b>Data from the last twelve months reveals a current focus must be on:</b></p> <p>Outdoor Adventurous Activities &amp; Orienteering</p>