

Headteacher's weekly newsletter



Physical Education at Haywards Farm School

Haywards Farm School PE curriculum follows the Real PE programme for Years 1-4 and follows national curriculum PE guidance for upper KS2/KS3 students, as well as taking into consideration students capabilities, gaps in learning, metacognitive ability and special educational needs and outcomes. The PE curriculum works alongside occupational therapist outcomes and advice, creating an environment that is inclusive and progressive for all students' abilities and needs. Considering all of these factors PE is then differentiated accordingly and monitored and informed through using the BSquared progression steps tool (which is the National curriculum statements broken down into manageable outcomes to show progress) and Real PE assessment tools, ensuring inclusivity and metacognitive development is at the heart of the PE curriculum.

Emily is our PE Lead at Haywards Farm School



The national curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities.
- Are physically active for sustained periods of time.
- Engage in competitive sports and activities.
- Lead healthy, active lives.

Dates for the diary:

Students will focus on developing such skillsets through daily Thrive morning sessions, one 2 hour PE lesson a week with the PE lead and/or Real PE lessons for one hour a week taken by their class teacher for Lower KS2/KS1.

Monday:

- Cherry Class & Red Oak Class - Stables
- Willow Class- Paddocks
- Maple Class- Stables

Pupils working at Key Stage 1 Level

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Tuesday:

- Willow and Maple class sailing

Pupils working at Key Stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to recognise their own success.

Thursday:

- Willow Class- Stables
- Maple Class- Paddocks
- Cherry & Red Oak Class Paddocks

Impact

Students leave Haywards Farm School more physically literate and with the opportunities necessary to lead a healthy, active lifestyle. Students motor skills will develop as well as cognitive and communication skills such as reflection, confidence, self-esteem, teamwork, and leadership. Using these cognitive and communication skills will enable students to apply such skills to other areas of their school experience therefore supporting the young person holistically in their school life.

Friday:

- KS1 Cooking
- Willow & Maples Class enrichment



PERSONAL DEVELOPMENT

Our approach to ensuring personal development is at the heart of our day-to-day life at Haywards Farm:

Haywards Farm School has a culture of supporting all of its students to make fair and tailored progress towards their personal development through the “Thrive” Platform.

At Haywards Farm School all of our children are assessed by our trained Thrive practitioners to identify what developmental stage they are at. From this an action plan is then created providing strategies and techniques to support and/or catch-up children to right time development.

Thrive in Practice

- Uses relational strategies to meet the needs of children and young people when they are experiencing change, loss or significant life events.
- Uses targeted reparative work to fill the gaps where children’s needs have not been met at the right time in their earlier development.
- Supports right time development.

Level 1: Delivered in the classroom through strategies that will benefit all pupils in the class but in particular the pupil who requires Thrive. These will be built into daily routines, tutor time and when supporting the pupil with learning. Strategies for the teacher will be provided by the Thrive licensed practitioner.

Level 2: Small group interventions led or overseen by one of the Thrive Practitioners. Groups will be made up of pupils who have the same ‘interruption’.

Level 3: Mix of 1:1 sessions and group sessions. Pupils receiving 1:1 sessions will be given strategies to use outside of the Thrive sessions by the practitioners.

Level 4: Entirely focused on offering a pupil 1:1 sessions with the aim of working towards Level 3 when deemed appropriate.



How else do we support personal development?

Other ways in which personal development is embedded within Haywards Farm school is through enrichment activities which are linked to the curriculum and happen every week. Assemblies, Mental health support and check ins, PSHE, and a physical education curriculum which enrich and are often held in the community. It is important to provide our young people with opportunities to access guided support amongst the community to support the implementation of skills learnt through personal development within the school setting, out into society, assisting students with being able to transfer these skills from school into the wider community.



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