



CASTILION PRIMARY SCHOOL

Engage, Enthuse, Empower



Reviewed	Agreed by Staff	Review Date	Committee responsible for review
September 2020	September 2020	When necessary	Learning and Achievement

PHYSICAL EDUCATION (PE) POLICY

Rationale

PE develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety and athletics. PE promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives.

All children are entitled to a progressive and comprehensive Physical Education programme which embraces the Statutory Orders of the National Curriculum and the Early Years Foundation Stage Goals which takes account of individual interests and needs.

Objectives

The PE policy at Castilion Primary School has been designed to reflect the Primary PE entitlement as defined in the National Curriculum 2014. The purpose of study is outlined in the National Curriculum (2014) as:

'A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.'

P.E. lessons offer opportunities for children to:

- develop competences to excel in a broad range of physical activities
- be physically active for sustained periods of time.
- engage in competitive sports and activities.
- lead healthy, active lives.
- maximise the overall amount of time spent in being physically active within lessons.
- provide staff with opportunities to continue their professional development in delivering quality PE lessons.
- provide adequate resources for effective delivery of the curriculum and where possible, funding.
- develop a knowledge of safety and an appreciation of the principles of safe practice through correct handling of PE equipment and a commitment to ensuring safe and effective exercise procedures.
- enlist the support of adults other than teachers (AOTT) who may be professionally qualified, to contribute to the provision of extra-curricular activities.
- provide safe and stimulating areas that children can play and be active.
- organise specific events that promote and raise the profile of activity, including competitions within the local community.

Sports Premium (see the Sports Premium page on our school web site for more details)

The Government has provided funding to schools in order to maintain and improve the provision of physical education and sport. Schools receive PE and sport premium funding based on the number of pupils in years 1 to 6.

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that schools should use the premium to:

'Develop or add to the PE and sport activities that your school already offers make improvements now that will benefit pupils joining the school in future years' (DfE, 2016).

Teaching and learning style

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children, and we encourage the children to evaluate their own work as well as the work of other children. Within lessons, we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

Teachers must ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas and fitness and health.

In all classes, children have a wide range of physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results (e.g. timed events, such as an 80m sprint);
- setting tasks of increasing difficulty, where not all children complete all tasks (e.g. the high jump);
- grouping children by ability, and setting different tasks for each group (e.g. different games);
- providing a range of challenge through the provision of different resources (e.g. different gymnastics equipment).

Planning and assessment

The school aspires to providing each pupil with an average of 45-90 minutes of physical activity per week across Foundation and both key stages. Allowing for various other school activities 36 weeks can be assumed for physical education teaching and each area of activity is allocated time accordingly. The summer term is used to create extra opportunities for the increased use of PE within other curriculum areas and so meeting national requirements of 2 hours of PE per class per week.

PE is a foundation subject in the National Curriculum. Our school uses the national scheme of work as the basis for its curriculum planning in PE. We have adapted the national scheme to the local circumstances of the school. As required, we teach dance, games and gymnastics at Key Stage 1. In Key Stage 2, we teach compulsory dance, games and gymnastics, plus two other activities: swimming and water safety, and athletics.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader devises this plan in conjunction with teaching colleagues in each year group. All aspects of PE are taught at the same time across the school, dance is taught in Autumn term, gymnastics in Spring term and games/athletics in summer term.

We use the national scheme of work as the basis for our medium-term plans. This gives details of each unit of work for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans.

Class teachers complete a weekly plan for each PE lesson. This lists the specific learning objectives and expected outcomes, and gives details of how the lesson is to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.

Parents and carers will be informed which PE activities are led by approved instructors and not directly by a member of teaching staff e.g. swimming, after school clubs and sports day.

Teachers assess children's work in PE by making assessments as they observe them working during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways in which to improve. Teachers record the progress made by children against the learning objectives for their lessons by recording the children who are emerging, expected and exceeding at the end of weekly lessons. At the end of a unit of work, teachers make a judgement against the new curriculum objectives. They do this by recording the children who are emerging, expected and exceeding. Teachers record this information and use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the school's annual report to parents and carers. The teacher passes this information on to the next teacher at the end of each year.

EARLY YEARS FOUNDATION STAGE (see the EYFS policy)

We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence, control of the way they move, and care in the handling of tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. Physical development within the EYFS framework is one of three prime areas for learning. The two related early learning goals are:

- Expected level • Moving and handling – Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. • Health and self-care – children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
- Exceeding level • Moving and handling – Children can confidently hop and skip in time to music. • Health and self-care – Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

Children access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. In addition to this, they also have a weekly PE lesson.

KEY STAGE 1

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.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.
- participate in team games, developing simple tactics for attacking and defending.
- perform dances using simple movement patterns.

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 develop an understanding of 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 evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination.
- play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.
- develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics).
- perform dances using a range of movement patterns.
- take part in outdoor and adventurous activity challenges both individually and within a team.
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and Water Safety

All schools must provide swimming instruction. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- perform safe self-rescue in different water-based situations.

Contribution of PE to teaching in other curriculum areas

English

PE contributes to the teaching of English in our school by encouraging children to describe what they have done, and to discuss how they might improve their performance.

Mathematics

PE contributes to the teaching of mathematics by encouraging children to measure and record what they do accurately.

Science

PE contributes to the teaching of Science. Through the 1/7 theory lessons which take place at the beginning of each half term, children learn to understand their bodies and why/how physical activity not only improves their physical appearance but also aides a healthy mind. Children explore what a healthy diet is and the need for a balanced diet.

Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

Healthy Eating

The school recognises that physical activity is just one element of healthy lifestyles and actively promotes healthy eating to help combat child obesity. Displays in the hall show children the importance of a balanced meal. Children are provided with various activities during lunchtime and break times to encourage them to be physically active. Children are only permitted to have water as a drink during school hours and healthy school lunches are made in the onsite kitchen. Chocolate, sweets and fizzy drinks are not permitted in children's packed lunches.

Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way in which we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to cooperate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

Computing

Information and communication technology (computing) enhances the teaching of PE, where appropriate, in all key stages. In dance and gymnastics, children make video recordings of their performance, and use them to develop their movements and actions. Music composed on the computer is sometimes used for creative dance. Older children compare each other's performances from recordings, and use these to improve the quality of their own work. A digital camera can record experiences during outdoor activities.

Equal Opportunities and Inclusion (see Inclusion policy)

The school is committed to allow all pupils their entitlement to participate in the physical education programme, in which there are no barriers based on race, gender, culture or ability. The school acknowledges its responsibility to both children experiencing difficulty, and displaying considerable talent. Children are encouraged to participate at their own level, with special needs provision provided through differentiation and support.

We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. All children should be able to benefit from all the activities. Children should be taught in mixed groups where appropriate (See Teaching and Learning policy). We also monitor the children's level of participation in clubs at the end of each year in order to help develop our provision.

Where pupils have specific disabilities and/or health conditions, the school will ensure that they can take an active part in all physical activity opportunities offered both within and outside of school. This would be approached through modifying activities, (equipment rules), parallel activities (participation in a different way) adapted games which can be played by all, separate activities (an alternative).

Each teacher is responsible for enforcing the equal opportunities policy of the school and not merely offering equal access. It is important that boys and girls are given the same praise, time, expectations and access to experiences during the development of skills and attitudes whilst participating in physical activities.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – equipment, teaching style, differentiation – so that we can take some additional or alternative action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps to ensure that our teaching is matched to the child's needs.

Intervention through SEN support will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE.

We enable all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school (a sports event at another school, for example), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Teachers meet regularly to review individual evidence of children's work against the national exemplification material produced by the QCA and the Department for Children, Schools and Families.

Health and safety

It is the general teaching requirement for health and safety that applies to this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no potentially dangerous jewellery is to be worn for any physical activity. Girls and boys are given separate changing areas from the age of eight. No child should ever sit outside a PE lesson due to no kit. School will provide spare kits to those children.

Staff Continued Professional Development (CPD)

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader or subject specialist. All staff who attend any CPD course must provide feedback/disseminate the information.

Out of School Hours Learning (OSHL)

The school provides a range of PE-related activities for children out of school hours. These encourage the children to develop their skills in a range of the activity areas. The school informs parents of the current club activities on a regular basis. Most clubs are available to pupils of all abilities. The school also participates in regular fixtures, festivals and events alongside other schools. Some of these activities introduce a competitive element to team games and allows the children to put into practice the skills that they have developed. These opportunities foster a sense of team spirit and co-operation amongst our children. Every opportunity is taken to provide realistic exit routes for pupils to continue their involvement in local community clubs. AOTT's are encouraged to become involved in supporting the schools OSHL provision.

Resources

There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help to set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field for games and athletics activities, and the local swimming pool for swimming lessons.

Monitoring and review

The Head Teacher, Deputy Head and Assessment Leader will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' books and reports, lesson observations, learning walks and sampling teachers' planning.

Senior Leaders and Subject Leaders will carry out quality assurance, assessment moderation, book and planning scrutinies as part of their monitoring process.

Signed: Head Teacher

Date:

Signed: Chair of Governors

Date: