

Adopted by LGB in January 2018
Next Review Date: January 2021

E21C Trust Primary School **P.E. Policy**

Defining Physical Education

Association for Physical Education's view of Physical Education is as follows:

'The aim of physical education is to develop physical competence so that all children are able to move efficiently and safely and understand what they are doing. The outcome- physical literacy-is as important to children's overall development as literacy and numeracy.'

Physical Education is concerned with developing good quality performance whilst enabling every child to become independently active. In the E21C primaries, we endeavour to provide children with the background, skills and motivation to include physical activities as part of their lifestyle.

Aims

For Teachers:

- To develop an ability to plan a range of movement sequences, organise equipment and apparatus, and begin to design and apply simple rules.
- To develop an ability to remember, adapt and apply knowledge, practical skills and concepts in a variety of sports.
- To promote positive attitudes towards health, hygiene and fitness.
- To foster an appreciation of safe practice.
- To develop motor skills through a range of relevant movement based activities.
- To develop a sense of fair play and sportsmanship.
- To develop communication skills, encouraging the use of correct terminology, to promote effective co-operation.
- To foster an enjoyment, and positive attitude to, P.E. and sport both in and out of school.

For Children:

- To participate in a range of psycho-motor/movement activities in order to develop personal physical skills. (Practical attainment).
- To develop an awareness of simple physiological changes that occur to their bodies during exercise.
- To be given opportunities to develop imagination and co-operation to achieve shared goals.
- To be given opportunities to develop personal characteristics like initiative, self-reliance and self-discipline.
- To be given the opportunity to develop areas of activity of their choice in extra-curricular time.

Objectives

P.E. offers opportunities for children to:

- Become skilful and intelligent performers.
- Acquire and develop skills, performing with increasing physical competence and confidence, in a range of physical activities and contexts.
- Learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking.
- Develop their ideas in a creative way.
- Set targets for themselves and compete against others, individually and as team members.
- Understand what it takes to persevere, succeed and acknowledge others' success.
- Respond to a variety of challenges in a range of physical contexts and environment.
- Take the initiative, lead activity and focus on improving aspects of their own performance.
- Discover their own aptitudes and preferences for different activities.
- Make informed decisions about the importance of exercise in their lives.
- Develop positive attitudes to participation in physical activity.
- Encourage enjoyment through physical activities.
- Provide through experience, knowledge and understanding about the relationship between health and physical education.
- Work with others, listening to their ideas and treating them with respect.
- Co-operate and collaborate with others, in teams and groups, to achieve a goal together.
- Develop an understanding of fair play and fairness through knowing and applying rules and conventions.

Primary P.E. & Sports Premium

From 2013, all state sector primary schools nationally, have received Government funding to promote high quality sustainable P.E. & Sports provision within both curricular & extra-curricular settings. This annual grant is ring fenced.

The E21C primaries are committed to ensuring that this invaluable source of funding is allotted to areas of the P.E. & Sports programme that guarantee the further raising of Subject Leader management and professional teaching standards; increased resourcing and learning opportunities for our pupils. Other outcomes that we wish to subsequently address are:

- Evidence of healthier lifestyles
- Improved physical fitness levels
- Enhanced pupil confidence and application to other academic subjects

The schools apply the following DfE Vision Statement to the core of all planned initiatives associated with the Premium:

'All pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport'

The schools adhere to the published guidelines so as to ensure additional and sustainable improvements to P.E. and Sport thereby using the Premium to:

- develop or add to the P.E. and sport activities that our school already offers.
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

The schools address progress in accordance with the nationally prescribed five indicators that are:

- the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
- the profile of P.E. and sport is raised across the school as a tool for whole-school improvement
- increased confidence, knowledge and skills of all staff in teaching P.E. and sport
- broader experience of a range of sports and activities offered to all pupils
- increased participation in competitive sport

Link: <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools>

The schools also comply with meeting the statutory requirement, as instructed by DfE and HMI, to ensure that information on the use of the Primary P.E. and Sport Premium is made available to parents on its school website. Whilst accountability rests with all schools by way of how the funding is spent, it is the case that all schools must annually provide online evidence of actual spend and long-term impact based upon the following areas:

- The amount of premium received.
- A full breakdown of how it has been spent (or will be spent).
- The impact the school has seen on pupils' P.E. and sport participation and attainment.
- How the improvements will be sustainable in the future.

Link: <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools>

Content

Foundation Stage

The schools 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 and control of the way they move, and the way they handle 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.

Key Stage 1

During Key Stage 1, children build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to play and work with other children in pairs and small groups. By watching, listening and experiments with movement and ideas, they develop their skills in movement and their co-ordination, and enjoy expressing and testing themselves in a variety of situations.

Children:

- Find out what they can do as they explore a range of basic skills, actions and ideas, such as

running, jumping and turning, throwing or kicking a ball and responding to music in dance.

- Learn to practise by repeating what they have done in ways that make it better, such as making movements more controlled, effective or expressive.
- Use movement imaginatively to communicate ideas and feelings.
- Watch, copy and describe what they and others have practised, to build their awareness of how to improve the way they move and play.
- Recognise that their bodies feel different when they run short or longer distances, move slowly or suddenly, and lift heavy objects or float in water.
- Learn to use space safely when they work alone and with others, showing increasing control over their movements.

Key Stage 2

During Key Stage 2, children enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. They enjoy communicating, collaborating and competing with each other. Children develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.

Children:

- Enjoy being active, showing what they can do.
- Practise new skills across a range of activities that may include dance, gymnastics, games, swimming, athletic and outdoor and adventurous activities.
- Learn consistency by repeating their movements and linking their skills until their performance is clearer, more accurate and controlled over time.
- Pace themselves in challenges in activities such as swimming and athletic activities.
- Use their creativity in performing dances, making up their own games, planning gymnastic sequences, responding to problem-solving and challenge activities.
- Know how to improve aspects of the quality of their work, using information provided by the teacher and information and communication technology (ICT) opportunities, and increasingly help themselves and others perform effectively.
- Know why activity is important to their health and wellbeing.
- Understand the rules and conventions of taking part in different activities safely.

Long term planning

The schools are committed to delivering a broad and balanced range of activities. The areas of activity for **Key Stage 1** are:

Games

- Simple, competitive games, as individuals, pairs and small groups.
- To develop and practise the skills of competitive games, including a variety of ways of sending (throwing, striking, rolling and bouncing), receiving and travelling with a ball, and other simple games equipment.
- Elements of games play that include running, chasing, dodging, avoiding and awareness of space and other players.

Gymnastics

- Different ways of travelling on hands and feet, turning, rolling, jumping, balancing, swinging and climbing, both on floor and apparatus.
- Link series of actions both on the floor and using apparatus, and how to repeat them.

Dance

- Control, co-ordinate, balance, poise and elevation in basic actions of travelling, jumping, turning, gesture and stillness.
- Perform movement or patterns including some existing dance traditions.
- To explore moods and feelings, develop response to music through dances, by using rhythmic responses and contrasts of speed, shape, direction and level.

Areas of activity for **Key Stage 2** are:

Games

- Small sided versions i.e. invasion games – football, hockey, rugby, netball.
- Common skills and principles needed: striking/fielding - cricket, rounders, net - short tennis, basketball.
- To improve the skills of sending, receiving, striking and travelling with a ball.

Gymnastics

- Different means of travelling on hands and feet and how to adapt, practise and refine these actions on floor and apparatus.
- Emphasise change of shape, speed and direction.
- Practise, refine, repeat increasingly complex sequences.

Dance

- Compose, control, vary level, speed, continuity, size and shape.
- Traditional British dances.
- Dance forms from different times and places.
- Express feelings, moods and ideas and respond to music and create simple characters and narrative.

Athletics

- Refine techniques in running, throwing and jumping using a variety of equipment.
- Measure, compare and improve performance.

Outdoor and Adventurous Activities

- Perform activities in different environments.
- Problem solving.
- Receive skill instruction for activity.

Swimming (Key Stage 2)

- Swim 25m unaided.
- Develop confidence in water.
- Principles of safety and survival.

The coverage for all areas of activity for each class are set out in a curriculum map.

Medium Term Planning

We follow the National Curriculum programmes of study. This is supplemented using a range of support material.

The P.E. Leader will support colleagues in their implementation of the National Curriculum programmes of study and any support material, and ensure that all teachers within the school are fully informed with regards to resources, good practice and professional opportunities.

Short Term Planning

All teachers are responsible for short-term planning and delivery of the subject.

- a) Each lesson should follow the basic framework of:
- Warm up
 - Development of a theme
 - Concluding activity
- b) In the course of a lesson a child should have the opportunity to participate in at least one or more of the following phrases:

PLANNING - each child should have the opportunity to plan

- A clear action leading to a successful outcome
- An appropriate solution to a task
- A safe performance
- An imaginative performance

PERFORMANCE - the physical execution of that which the child has planned to do

- Accuracy
- Efficiency
- Consistency
- Adaptability
- Ability to do more than one thing at a time

EVALUATION

- Selecting key features
- Compare previous performances
- Making judgements both functional and aesthetic

Building on Children's Earlier Experiences

Before embarking on Key Stage 1 and 2 planning, the school should endeavour to source prior attainment standards.

Progression

Skills will be developed through all areas of activity. Continuity and progression is ensured through the use of progressive stages for each area of activity. Units of work are planned based on children's previous experience and future targets.

Differentiation

The school employs the principle of STEP for adjusting lesson activities for differentiation. Some children with particular needs may require different activities, for example, with a particular focus on fine motor skills if hand to eye coordination proves to be a challenge.

S = change the space available

T = change the time allowed

E = change the equipment, e.g. softer or larger balls, different sized bats

P = change the people, e.g. size of the groups

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 confident and able in the area of activity being taught. Staff should indicate where they feel they need any assistance so that appropriate support can be provided by either the P.E. Leader or the regional P.E. advisor through INSET. All colleagues who attend any CPD courses must provide feedback/ disseminate the information to their colleagues via the weekly staff meetings.

Extra-Curriculum Activities

The schools provide a range of P.E.-related extra-curricular activities for children. These encourage children to further develop their skills in a range of activities. The schools send details of the current club activities to parents/carers at key times of the year. The schools may choose to use outside agencies, staff and suitably qualified and DBS checked parents/carers to help develop different aspects of the P.E. curriculum.

Inclement Weather

In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made so as to ensure regular P.E. instruction. These may include class based activities around the objectives, or rescheduling the activity for another day. If the indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning intentions to be achieved.

Effective Teaching of Physical Education

The range of activities for children in Physical Education will by necessity require a variety of teaching styles. A rich scope of proven, appropriate methods will be skillfully employed by the teacher to maximise the possibilities for the children in our care. Safety, participation, challenge, creativity, spontaneity, sensitivity, persistence, fun and enjoyment are all key features that are customarily contained within the repertoire of the caring, responsible teacher.

Throughout the key stages, pupils will be taught with an emphasis on the following 4 strands:

- Acquiring and developing skills
- Selecting and applying skills
- Knowledge and understanding of fitness and health
- Evaluating and improving performance

Ultimately the quality of teaching is assessed by its impact upon learning and progress attained

Teaching is GOOD when:

- *Teachers have a clear understanding of the value of their subject which they communicate effectively to pupils.*
- *Teachers and external coaches/practitioners have a good level of specialist expertise which enthuses and challenges most pupils.*
- *They use a wide range of resources and teaching strategies to promote good learning across all aspects of the subject.*
- *Good planning based on what pupils already know, understand and can do ensures that all pupils are fully included and challenged to achieve their best.*
- *Good relationships and high expectations also promote good learning for all pupils.*
- *The use of ICT enhances pupils learning, progress and enjoyment of physical education and provides opportunities to observe and analyse work for improvement.*
- *Teachers ensure that pupils are active and engaged in physical activities throughout the lesson.*
- *Time in lessons is used effectively and pupils are expected to work hard for sustained periods of time.*
- *Activities develop pupils' physical competence and knowledge of the body action as well as promoting their physical fitness.*
- *Non-performing pupils are engaged purposefully with other roles, such as observation and feedback, coaching, umpiring/refereeing.*
- *Pupils are encouraged to perform at maximum levels in relation to speed, height, distance, strength and accuracy.*
- *Pupils' progress is systematically checked throughout all Key Stage.*
- *Assessment data is used by teachers and coaches to plan further challenges for more able pupils and to provide additional support for the less able.*
- *Pupils are given opportunities to assess their own and others' performances and suggest improvements.*
- *Assessment of pupils' progress is regular and accurate; this enables teachers to gauge how well individual pupils are progressing and identify those who need further challenge or additional support to help them achieve.*

Teaching is OUTSTANDING when:

- *Teachers communicate high expectations, enthusiasm and passion about their subject to inspire pupils to do their best.*
- *Teachers and external coaches/practitioners have a high level of confidence and expertise both in terms of their specialist knowledge across a range of activities and their understanding of effective learning in the subject.*

- *Teachers and external coaches/practitioners ensure pupils' outstanding.*
- *Learning and progress through well planned and well organised lessons.*
- *They use their extensive subject knowledge and expertise to show pupils the step-by-step stages of learning new skills, and how to apply skills in different activities and situations.*
- *They use a very wide range of innovative and imaginative resources and teaching strategies to stimulate all pupils' active participation in their learning and secure outstanding progress across all aspects of the subject.*
- *Time in lessons is maximised to engage all pupils in vigorous physical activity.*
- *Enjoyable and highly effective learning is promoted through excellent relationships, regular praise and feedback.*
- *ICT is used very effectively to support observation and analysis to improve work further.*
- *Expectations of all pupils are consistently high which ensure that pupils of all abilities learn new skills, find out how to use them in different ways, and link them in order to accurately repeat actions, sequences or team tactics.*
- *The pace of learning is rapid and pupils are expected to work very hard and to be physically active for sustained periods of time and to persevere when they begin to tire.*
- *Non-performing pupils are engaged very purposefully with other roles, such as observation and feedback, coaching, umpiring and refereeing.*
- *Pupils are expected to perform at maximum levels in relation to speed, height, distance, strength and accuracy.*
- *Pupils' progress is systematically checked throughout all Key Stages.*
- *Assessment data is used by teachers and coaches to plan further challenges for more able pupils and to provide additional support for the less able.*
- *Teachers and external coaches/practitioners question pupils to check their understanding and provide expert advice on how to attain exceptionally high levels of performance.*
- *Pupils are given frequent opportunities to assess their own and others' performances and make suggestions for how they could be improved.*
- *Pupils' progress is systematically checked throughout all Key Stages. Assessment data are used by teachers to plan further challenges for more able pupils and provide additional support for less able pupils to enable them to exceed national expectations.*

Association for Physical Education

<http://www.afpe.org.uk/news-a-events/728-outstanding-teaching-in-physical-education>

Examples of Cross-Curricular Links

- **English:** writing sequences, following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama.
- **Maths:** measurement, shape and space, sequences, number, angles, position and movement, rotation and time.
- **ICT:** Children use capturing and recording equipment (cameras and videos) for evaluation/development of skills. Videos of professional/skilled athletes are also used to help develop good technique.
- **PSHCE :** following rules, living healthily, co-operating with others and understanding fairness and equality.
- **Geography & Creative Curriculum:** African Dance and Anglo-Saxon dance.

- **SMSC:** P.E. provides many opportunities that support the social development of our children. Groupings allow children to work together and give them the chance to develop respect for the abilities of other children through collaborative and co-operative work, while gaining a better understanding of themselves.

Safe Practice

All teachers should make read the health and safety arrangements for the areas of activity that they are teaching. The schools follows the '**Safe Practice in Physical Education and School Sport 2016**' that includes lesson management, jewellery, clothing and changing procedures. A copy of this is kept in the staff room and is an essential read for staff teaching P.E. in the interests of planning and delivering high quality, safe lessons. It is the responsibility of the P.E. Leader to ensure that staff are periodically notified of any important updates regarding subject specific health and safety guidance.

Accident procedures: Teachers should deal with situations using professional judgement. In more serious cases the trained first aider will be sent for by a responsible child. All accidents should be recorded in the school accident book.

Any damage, breakage or loss of resources should be reported to the P.E. Leader and site manager as soon as possible. Any damage observed done to a piece of apparatus which could cause subsequent injury must be isolated from use, and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.

Furthermore:

- Children will be taught to lift, carry and replace equipment safely.
- All equipment will be checked by the teacher before use.
- When working outdoors teachers will establish certain boundaries.
- All children change into appropriate clothing for all P.E. and games lessons.

Reminder: No items of jewellery should be worn - with the exception of studs. Long hair should be tied back.

Non-participants: Children not participating should bring a note explaining the reason for this request. The child should accompany the class and take an alternative role if at all possible. Class teachers will ensure that spare P.E. kit is available for any occasional circumstances where a child does not have their own in school.

Equal Opportunities and inclusion

The teaching is generally intended to be suitable for a mixed ability, whole class approach. However, when appropriate, ability groups will be set so that particular skills can be developed and all children are working on suitably differentiated tasks.

Children with special needs will be included in any physical education lesson. If a programme needs to be adapted then the teacher in charge will do this in consultation with the P.E Leader or SENDCo (if applicable).

The schools shall endeavour to ensure an equal interest in the subject for both boys and girls. The cultural diversity of our children will be recognised and respected. All children are encouraged to take part in and are taught all areas of the P.E. curriculum.

Assessment

As with all other subjects, reference must be made to the schools' assessment policy.

Assessment for learning will be undertaken through short term (daily/weekly) observations of children's working efforts, through discussion with the children, and through their own self-assessment. Assessment of learning will be made through medium term (summative) assessments and longer term (formative) assessment

Reporting

This is done annually to parents in the form of a commentary in relation to the end of key stage descriptions, and during open evening discussions.

Role of the P.E. Leader

The role of the P.E. Leader involves needing to:

- Provide suggested schemes of work/supporting materials and support planning.
- Support colleagues in all aspects of the curriculum.
- Maintain and replace equipment.
- Ensure areas for lessons are safe.
- Assist with recording keeping and assessment of the subject.
- Monitor the teaching of the subject at school.
- Attend meetings and courses, which will inform future development of the subject and ensure other staff are aware of courses themselves.
- Ensure standards remain high in each year group through
- Deliver effective monitoring of the subject.
- Oversee the extra-curricular provision for sport and ensure there is a varied range of clubs and intra and inter extra-curricular competitions that involve as many pupils as possible.
- Ensure that ring fenced annual Primary P.E. and School Sports funding is allocated appropriately so as to meet DfE statutory expectations.

Organisation and resources

The P.E. Leader is responsible for the provision and monitoring of equipment.

Planning and P.E. manuals are kept in the shared drive so that they are accessible to all staff colleagues.

Quality Assurance

The P.E. Leader will be given the opportunity to observe class lessons in order to ensure that high quality P.E. is being delivered throughout the school. Periodic observations of curricular and extra-curricular sessions led by quality assured external coaches, should also be made.

Both School Office and P.E Leader should keep and regularly review copies of quality assurance details of any used external coaches with information to consist of:

- a) DBS clearance
- b) Minimum Level 2, preferably Level 5 qualified status
- c) Valid insurance