

Physical Education Policy

Working Together, Aiming High, Shining Brightly

'Let your light shine before others'

Matthew 5:16

Intent

We aim to provide a high quality physical education curriculum that develops physically literate children and inspires all pupils to aim high, succeed and shine brightly by taking part in sport and physical activity for life.

Implementation

A progressive balance of activities alongside individual, team, co-operative and competitive opportunities aims to cater all pupil's needs, wants and abilities. The development of core skills/fundamental movement skills underpins all that we do. We believe the development of balance, agility and co-ordination leads to physically literate children who have the skills and desire to take part in PE and activity. In addition to the development of physical skills, we believe it is just as important to provide a curriculum that develops the three other domains of learning: cognitive, social and knowledge and understanding of health. These are developed through effective pedagogy, progressive schemes of work and effective assessment. Values education is an important part of the curriculum and children are taught and are expected to shine brightly and demonstrate the School Games Values.

We will provide:

- 2 hours high quality P.E for every child and the opportunity to take part in up to 5 hours of high quality P.E and school sport in a typical week.
- Progressive lessons to develop balance, agility and co-ordination.
- Opportunities to develop children's physical, cognitive, social and health skills
- A broad and balanced curriculum that provides progression in all areas of activity and caters for all pupils.
- Games for understanding lessons in KS2 to support the development of the 4 domains of learning and the understanding of skill transference
- Opportunities for self and peer assessment through observation and use of ICT
- The ability to work independently, in pairs or small groups and communicate with and respond positively towards others.

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- The promotion of the School Games Values and school values
- Opportunities to lead others and develop leadership skills
- Opportunities to swim and achieve a minimum of 25m and self-rescue skills by the end of key stage 2
- Balanceability and Bikeability sessions throughout the school to develop cycling life skills
- Innovative methods for children achieving the 30 mins of physical activity in school each day and a physical activity policy detailing this.
- Regular inter and intra school competition from Key stage 1
- Extra curricular opportunities for all pupils across a broad range of activities
- PE CPD for teachers
- Promotion of community clubs and the signposting of children based on interests or talent.

Impact

By the time our pupils leave Milton Ernest:

- It is our intention that all children will have developed their core physical, cognitive and personal skills in order to be physically literate and enjoy and participate in sport and activity for life.
- They will have developed a range of physical and thinking skills across a broad range of areas including gym, invasion games, striking and fielding games, net wall games and dance.
- They will show an understanding of skill transference, particularly in games.
- Through the teaching of school games values, the children will demonstrate fair play , respect, determination, teamwork and resilience.
- They will have the confidence and self-esteem to take part in new opportunities with enjoyment and will show a passion for activity.
- They will be creative in all areas of the curriculum
- Children will be able to lead others
- Children will provide feedback on what was good and what could be improved in a performance.
- They will recognise the need to be active for a minimum of one hour a day and understand how PE can contribute to this.
- They will achieve 30 minutes of activity a day within school

- All children will have 2 hours of high quality physical education with many pupils achieving beyond 2 hours through attendance at clubs
- Clubs will be well attended due to desire to take part in activity
- They will have the skills and knowledge to lead a physically active lifestyle and recognise how activity can have a positive effect on mental health.
- Most children will develop life skills and be able to ride a bike, self rescue and swim a minimum of 25m unaided.
- Children will enjoy taking part in competitive sport with some achieving success

Staffing:

Most lessons throughout the school are taught by a P.E specialist following planned schemes of work. The children are taught in class groups which includes a year 1/2 class, a year 3/4 class, a year 5/6 class and a reception class. Reception lessons are taught by the class teacher following schemes written or approved by the P.E co-ordinator.

Entitlement:

The school provides all pupils in KS1 and KS2 with over two hours high quality Physical Education a week. This is delivered through two lessons a week. Units of work are blocked so that for a set period of time all the lessons are on the same area of activity e.g. Seven weeks on gymnastics.

Foundation Stage:

Here the lessons are structured so that there are 2 sessions per week aimed at physical development and the core skills of balance, agility and co-ordination. These are approximately 1 hour in duration and provide pupils with the opportunity to match the early years statements. Children also have daily access to the outside area where they can continue their physical development through use of a range of resources including a climbing wall, obstacle resources, wheeled toys and PE equipment. In addition, the children receive Balanceability sessions to support their bike riding and core skill development.

Curriculum Planning:

The physical education curriculum and scheme of work developed at the school covers all areas of activity outlined as statutory in the PE National Curriculum and more including multi skills, gymnastics, dance, athletics, invasion games, striking and fielding games and net wall games. At upper key stage 2, we also provide additional experiences including Boxercise.

The long term plan, time-table and scheme of work is centrally planned by the PE co-ordinator.

The school follows progressive schemes of work provided by the P.E co-ordinator. These utilise resources/teaching approaches from a range of publications including Teaching games for understanding (Tgfu) TOPS, Key steps, Multi skills, plus additional schemes written by the specialist P.E co-ordinator. Relevant units will be made available to all staff who teach them.

The school delivers multi skills schemes of work to all children in reception and key stage 1 at the beginning of the autumn term. These schemes support the development of the fundamental movement skills that the children can utilise in all pe sport and activities.

Cognitive development is an important part of the key stage 2 curriculum and most games schemes are taught using the teaching games for understanding approach.

Swimming is taught by the specialist coaches. Children attend a block of lessons in the spring term. These take place at a local pool and are delivered by trained coaches. Children are taught in small ability groups. Children attend a block of swimming in years 2, 3, 4 and 5. Children in year 6 who have not achieved the expectation by year 5 will continue to swim in year 6.

Teaching and Learning:

The organisation of PE in the school promotes teaching and learning. Lessons are blocked in units of work to promote greater depth of understanding, developing of skills, contextual application of these skills and the ability to perform reflectively.

Children are presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams. They will learn how to think in different ways to suit the different challenges. They will be given the opportunity to demonstrate their learning, using a range of communication styles, allowing for effective assessment. This assessment will be used to inform planning and promote greater learning.

The structure of the scheme of work will promote teaching and learning as it provides both continuity and progression. This scheme of work specifies progression of skills, knowledge and understanding, social and health development.

Assessment , Recording and Reporting:

Pupils work will be assessed throughout each unit of work using formative assessment methods. Children's core skills are assessed using assessment sheets provided by the co-ordinator. Pupils are assessed in all other units of work using the four areas of development (physical skills, thinking skills, social skills and health related skills). At upper key stage 2 children are given the opportunity to self assess and set targets for social and health related skills using the assessment sheets provided by the co-ordinator. Pupil's progress will be monitored by the P.E co-ordinator and individual class teacher.

Where possible, pupils will also use ICT to record their achievements, evaluate and improve their own and others performance and to enhance learning. This will include use of Ipads and video. The co-ordinator uses Seesaw to record children's progress in all areas.

In accordance with the school's policy, parents will receive PE grades in the end of year report. It will indicate to the parents whether the individual is working in line with, above or below national expectations.

Equipment and Resources:

All resources are regularly reviewed in order to ensure they are appropriate to the range of ages, abilities and needs of the children in order to enhance learning. They are also checked for quality and safety by the P.E co-ordinator. An annual check is provided by an outside agency for all large apparatus.

Gym resources are kept in the store cupboard in the village hall.

All other resources are located in the P.E shed in the garden area.

Resources should be returned to the place they were taken from in good condition and working order. The pupils are encouraged to:

- Look after resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place (staff should oversee)
- Be told of any safety procedures relating to the carrying or handling of resources.

Any damage, breakage or loss of resources should be reported to the PE Co-ordinator 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.

Teaching books, schemes and resources for teachers are located in the Key stage 1 classroom.

Safe Practice:

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. This school follows the “Safe Practice in Physical Education and school sport” guidance provided by AfPE. A copy of the AfPE booklet is located in the staffroom. ***(The Subject leader will make all staff teaching PE aware of this and share the appropriate risk assessments with staff – as indicated)***

Risk assessments for the village hall, green, playground and all areas of activity can be found in the risk assessment file in the office, on the school server in the risk assessment folder or from the P.E co-ordinator.

All staff and pupils must be taught how to handle and carry apparatus and resources appropriately. They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others. The children will use apparatus plans in gymnastics to help with the assembly and storage of the resources

Equal opportunities and inclusion, differentiation:

Every pupil has equal access to national curriculum physical education. Learning experiences are differentiated in such a way as to meet the needs of all pupils.

Any classroom support provided must extend into physical education lessons as appropriate.

All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

The school will guard against children being removed from physical education lessons.

Staff Continued Professional Development (CPD):

All staff who teach P.E should take part in professional development to ensure secure subject knowledge, awareness of safe practice 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 through INSET.

Out of School Hours Learning (OSHL):

The school offers the opportunity of an after school sports club, gymnastics club, football club, table tennis club and archery club. These are open to any pupil in the relevant year group. Staff will notify pupils and parents of any cancellation/ rearrangements of clubs as soon as possible. Football, table tennis and archery are run by outside agencies that the P.E Co-ordinator has assessed as being competent to deliver. Outside agencies are provided with the relevant risk assessments and safe guarding policies



Milton Ernest
C of E Primary



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Role of the Co-ordinator:

- Producing a flexible scheme of work, with lesson ideas to support its implementation.
- Supporting colleagues in all aspects of the curriculum.
- Organising the maintenance and replacement of equipment.
- Purchasing new equipment in line with the school budget.
- Ensuring areas for lessons are safe.
- Assisting with the record keeping and assessment of the subject.
- Monitoring the teaching of the subject at the school.
- Attending meetings and courses, which will inform future development of the subject and ensure other staff are aware of courses themselves.
- Ensuring that pupils have the opportunity to become involved in the extra-curricular clubs to further develop skills and talents.
- Ensuring standards remain high in each year group through effective monitoring of the subject.
- Develop leadership and volunteering opportunities for all children
- Develop intra and inter school competition.
- Identify and provide opportunities and pathways for gifted and talented children
- Produce an annual action plan detailing the use and impact of the PE and school sport premium

Spirituality in Physical Education

P.E supports spiritual development by increasing children's knowledge and understanding of the body's performance when they are physically active; this leaves pupils amazed at the body's ability and range of movement. Through Dance and sports such as Gymnastics pupils are being creative, expressing feelings and emotions in their performances. Allowing pupils' reflection time to evaluate their experiences allows them to build a positive mind-set and promotes progression. Pupils will also see a sense of awe and wonder when observing elite performance from professional athletes and their peers. Through a well-balanced PE curriculum, students are able to explore many activities and also take on many different roles within sport such as leader or coach. A concept curriculum approach has values linked to each scheme of learning. Children are encouraged to reflect on the value at the end of each session and discuss the wider implications that this can have on their lives. This supports the windows, mirrors, doors model.

Windows, Mirrors, Doors model is to be used in PE and helps to describe the journey, from experience/skills/knowledge taught (window) through reflection (mirror) to growth and self-motivation moving forward (door).



Review of policy: December 2023

Policy agreed by:

Staff:

Governors:

Review date: December 2025