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# Physical Education Policy

**Date Written-** September 2022

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**Next Review-** September 2023

## **Introduction**

This policy outlines the learning, teaching, organisation and management of PE at Whoberley Hall Primary School. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the PE co-ordinator. The policy will also support the school's approach to encourage school staff and pupils to participate in a range of physical activities as part of a healthy lifestyle.

Physical Education and School Sport contributes to the overall education of pupils by helping them to lead full and valuable lives through engaging in purposeful physical activity. It develops physical competence and helps to promote physical development. It also helps to teach pupils through experience, to know about, and value, the benefits of participation in regular physical activity.

Through Physical Education and School Sport, we aim to:

- deliver broad, balanced and inclusive high quality PESS provision (within and beyond the curriculum) to raise pupils' attainment;
- increase the understanding of how high quality PESS can be used as a tool for whole school improvement – particularly in terms of behaviour management, attendance and attainment;
- improve the understanding of how high quality PESS can be used to support healthy lifestyles and physical activity;
- encourage more innovative interpretation of the Physical Education National Curriculum purpose of study to meet the needs of all pupils and to enhance achievement;
- develop cross-phase continuity to improve pupils' progress and enable young people to live a full and healthy lifestyle.

The basis of Physical Education and School Sport is the Physical Education National Curriculum (2014) which supports a range of activities including:

- Athletics
- Dance
- Games
- Gymnastics/Fundamental movement skills
- Outdoor and Adventurous
- Swimming and Water Safety Activities

These activities take place within the context of teaching and learning. General and specific skills are acquired, knowledge and understanding developed, and positive personal and social attitudes encouraged.

## Intent

At Whoberley Hall, our overall aim is to provide our pupils with a high-quality physical education curriculum. The curriculum is designed to increase the activity levels of the whole school through the provision of a supportive environment, conducive to the promotion of physical activity. We also aim to improve the following criteria through physical education and school sport:

- Increase the engagement of all pupils in regular physical activity;
- Raise the profile of PE and school sport across the school;
- Increase the confidence, knowledge and skills in teaching PE and school sport;
- To offer a broader experience of a range of sport and activities for all pupils.
- To increase participation in competitive sport.

Through high-quality teaching of our PE curriculum, the children will learn the following.

- To become skillful and intelligent performers;
- To acquire and develop skills, performing with increasing physical competence and confidence, in a range of physical activities and contexts;
- To learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking;
- To set targets for themselves and compete against others, individually and as team members;
- To understand what it takes to persevere, succeed and acknowledge others' success;
- To respond to a variety of challenges in a range of physical contexts and environments;
- To take the initiative, lead activity and focus on improving aspects of their own performance;
- To make informed decisions about the importance of exercise in their lives;
- To develop positive attitudes to participation in physical activity.
- To be able to swim 25 meters and have basic water skills by the time they leave for secondary school;
- To have the opportunity to represent Whoberley Hall in a competitive sport fixture.

The teaching of these skills will be taught progressively from reception to Year 6 with each skill getting more difficult over time. The teaching of PE in each year will build on the previously learned skills and will aim to develop these skills further.

Summary of the learning outcomes for each Key Stage (DfE, 2017)

### 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 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 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.

Ultimately, we seek to give our pupils positive experiences around PE and sport to help them to lead a physically active, healthy lifestyle.

## Implementation

All planning and implementation of PE at Whoberley Hall is based upon the PE scheme called 'Primary PE Passport'. This scheme offers the teachers a wide range of PE lesson plans. It helps to increase the confidence in the delivery of PE for teachers. Teachers will follow the long-term plan (LTP), completed by SLT and PE leader, throughout the academic year. Within this LTP, there are multiple units of work to teach the pupils. Each unit consists of around 6 lessons with detailed lesson plans and differentiation support. All teachers have experience using these plans and have shown that they can do this effectively. Not all aspects of PE require the same amount of time or the same degree of continuity for progress to be made. Emphasis is placed on fundamental movement skills, dance activities, games activities and gymnastic activities, to provide a foundation of basic movement skills and understanding. The scheme makes provision for pupils to experience a wide a range of activities by the end of Key Stage 2. With the high-quality lesson plans, teachers should be able to model the skills being taught correctly and clearly to enable the pupils to imitate the skills. From modelling the skills, teachers will give the pupils plenty of time for children to master skills through repetition. Teachers are instructed to differentiate activities/skills using the STTEP (space, time, task, equipment, people) principle. This principle makes it very easy to adapt activities to support all the needs of the

pupils. This is vital for the learning of pupils with SEND. These pupils are known by their class teacher and their needs are incorporated into the lessons. Teachers will use the STTEP principle for these pupils to ensure their learning is tailored to their individual needs.

To ensure the implementation of the PE curriculum is effective, the PE leader will monitor the teaching and learning throughout the year. The PE leader will offer support and guidance to all staff members involved with the teaching of PE and school sport.

Alongside the teaching of PE in the curriculum, school sport is a huge part of implementing our overall aims for the subject. The PE leader will arrange daily sporting afterschool clubs throughout the year. These clubs promote physical activity, teamwork, commitment and competition. Examples of sports on offer are football, multisports, gymnastics, cricket, chess. From these clubs and links with the local school sports organiser, competitive sport takes place against other schools.

It is also be noted that the governing body and PE leader expects the teachers to set a good example by wearing appropriate clothing when teaching PE. Attendance of PE lessons is vital and therefore pupils who are unable to physically participate in their physical education lesson need to provide a letter from home stating the reason for their non-participation, this needs to be recorded by the teacher and an alternative method of involving the pupil in the lesson should be used. Long term physical non-participation needs to be confirmed by a parent or guardian which may also be supported by a copy of a medical certificate. Regular physical non-participation needs to be monitored and recorded.

## **Impact**

Our PE curriculum offers high quality and well-planned lessons which encourage physical and mental progression. Through the use of the PE scheme and high-quality teaching of PE, the impact of PE will be clear to see.

The impact of the PE curriculum will be seen through:

- Pupil's will speak enthusiastically about their PE and sport learning and articulate what they are learning and why it is important.
- Children will be excited and passionate about PE, keen to participate and speak enthusiastically about their learning.
- Children will be able to use appropriate vocabulary accurately, independently, to demonstrate their understanding of skills learned.
- Children will understand why physical activity is important and will understands reasons for this.

In order to ensure our aims have been met, we scrutinise the learning through:

- Observing pupils in lessons.
- Interviewing the pupils about their learning (pupil voice)
- Monitoring of the PE Passport assessment data. From this data, the PE leader will have discussions with class teachers regarding pupils who may have not met the desired standard in certain skills. These children will be a key focus for teachers in future units. Due to time constraints and limited staff, extra interventions fro PE cannot take place.
- Sharing good practice in staff meetings.

## **Expectations**

### **By the end of EYFS children will:**

The physical development of young children must be encouraged through the provision of opportunities for them to be active and interactive and to improve their skills of coordination, control, manipulation and movement. They must be supported in developing an understanding of the importance of physical activity and making healthy choices in relation to food. It is important that practitioners;

- Allow sufficient space, indoors and outdoors, to set up relevant activities for energetic play.
- Plan activities that offer physical challenges and plenty of opportunities for physical activity.
- Give sufficient time for children to use a range of equipment to persist in activities, practicing new and existing skills and learning from their mistakes.
- Introduce appropriate vocabulary to children, alongside their actions.

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.

### **By the end of Key Stage 1 children will:**

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.

(National Curriculum Physical Education, 2014)

### **By the end of Key Stage 2 children will:**

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 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

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.

(National Curriculum Physical Education, 2014)

## SEND

At Whoberley Hall we teach PE to all children, whatever their ability or circumstance. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. All teachers understand each child's individual need and will differentiate learning outcomes using the STTEP principle.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

## Inclusion

All areas of Physical Education and School Sport aim to promote equal opportunities in accordance with the school Equal Opportunities Policy, which recognises that each pupil should have access to the curriculum regardless of gender, race, disability or learning difficulty. The full range of activities in PE and School Sport will be made available to all children, irrespective of age, race, gender or ability. All activities will be differentiated to support the inclusion of all pupils. Teachers will be responsible for ensuring this occurs.

## Impact and Assessment

The impact of learning is measured against the key objectives within sequence of learning. The impact will be assessed solely by the teacher. Assessments will be teacher-based assessments during all PE lessons. Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit. They record the information on the PE Passport app and use the information 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 child's annual report to parents.

The teaching of PE at Whoberley Hall will be monitored by the PE leader. The PE leader will complete lesson observations and pupil voice. This will give the PE leader information about how to improve PE and School Sport further in the school.

## **Roles & Responsibilities**

### The Head teacher will:

Actively support and encourage staff, praising good practice and supporting staff development, in-service training (particularly for the PE Leader) and resources. The Headteacher has the responsibility for ensuring that the Physical Education and School Sport Policy is implemented in line with the Physical Education National Curriculum and report regularly to the school Governors and parents.

### The PE leader will:

- Provide sequences of skills and knowledge to be taught via the online PE scheme platform.
- Support colleagues in planning and teaching the subject specific concepts, second order concepts and developing their skills in teaching and assessing PE.
- Carry out subject monitoring and evaluation of practice.
- Use feedback from monitoring to develop an action plan for PE with realistic and developmental targets.
- Keep up to date on new developments in the use of PE in the curriculum and inform staff in staff meetings and training days.
- Promote PE throughout the school with the idea of themed days/weeks and family learning challenges for home, such as sports day and sports clubs.
- Complete Curriculum Effectiveness Review Cycle every half-term around PE.
- To update and replenish PE resources to ensure high quality teaching can occur.
- To arrange competitions and fixtures with and against other schools in the city.
- To attend PE and School Sport CPD.
- To liaise with other PE leaders at other school about how to improve provision.
- Ensure the PE scheme planning is of high quality.
- Organise new activities for the pupils to take part in.

### The Class Teacher will:

- Be responsible for planning and implementing the sequence of lessons for each PE unit as set out in this policy.
- Be responsible for the health and safety of pupils in their lessons.
- Be responsible to assess the pupils' abilities.
- To ensure the whole curriculum is taught to pupils.

## **Resources**

There are 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 which is situated in a small shed on the school playground. The hall contains a range of large apparatus, and we expect the children to help 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 playground and field for games and athletics activities and the local swimming pool for swimming lessons.

### **Health and Safety and PE Kit**

The general teaching requirement for health and safety applies in this subject. We encourage the children to always consider their own safety and the safety of others. Accidents and injuries should be dealt with in line with the school's health and safety policy. It is the responsibility of the teacher or supervising member of staff to take note of any medical conditions of individual children in their class so they can participate safely and as fully as possible. Asthmatics will need to an inhaler on site and with either them or a member of staff during activities.

Pupils are expected to wear the correct school PE kit. The PE kit is as follows:

- Correct colour house PE t-shirt.
- Black shorts or jogging bottoms (limited branding).
- Trainers or plimsolls.
- Black, unbranded hoodie/jumper for cold weather.
- No jewellery to be worn for health and safety concerns.
- Hair must be tied back.

M West (Physical Education co-ordinator)

Review Date: September 2023