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All Saints National Academy

Physical Education Policy

Policy Review

This policy will be reviewed in full by the Local Academy Committee on an annual basis.

The policy was last reviewed and agreed by the Local Academy Committee on 17th May 2023

It is due for review on 17th May 2024.

Signature Date

Academy Representative

Signature Date

Chair of Local Academy Committee

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1. Aims and Objectives- Intent

1.1 Physical education 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, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus, it enables and empowers them to make informed choices about continuing physical activity throughout their lives; to maintain and improve their mental and physical health

1.2 The aims of PE are to:

- provide children with a minimum of two hours per week of physical activity
- enable children to develop and explore physical skills with increasing control and co-ordination;
- encourage children to work and play with others in a range of group situations;
- advance how children perform skills and apply rules and conventions for different activities;
- increase children's ability to use what they have learnt to improve the quality and control of their performance;
- improve children's ability to control equipment and use it effectively
- teach children to recognise and describe how their bodies feel during exercise;
- to cultivate the children's enjoyment of physical activity through creativity and imagination;
- to develop an understanding in children of how evaluate their own success and succeed at a range of physical activities

2. Teaching and Learning Style- Implementation

2.1 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/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.

2.2 In all classes there are children of differing 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 using the STEPS method of differentiation:

- Space – reduce or increase the space available to make a task more or less challenging
- Time – alter the time allowed to complete a task, or challenge children to participate at their level for an equivalent amount of time
- Equipment – provide a range of equipment to match the ability of the child e.g. different gymnastics equipment or different sized balls.

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- People – children should work in considered groups of either similar ability to adequately challenge or differing ability with a view to support each other, the size of the group is also important for skill development
- Safety – children of different levels should be able to complete tasks and feel safe to do so despite their ability, race or gender;
- Or setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump; provided the children who have finished are set a task to keep them physically active

3 PE Curriculum Organisation - IMPLEMENTATION

3.1 PE is a foundation subject in the National Curriculum. The statutory requirements can be found in Appendix A. Our school uses the Twinkl scheme of work as the basis for its curriculum planning in PE. We teach dance, games and gymnastics at Key Stage One.

3.2 In Key Stage Two we teach compulsory dance, games and gymnastics, Outdoor and Adventurous Activities plus two other activities: swimming and water safety, and athletics.. We further support the development of pupils and staff through targeted specialist delivery supported by the Government Sports Funding allocation.

4 The Foundation Stage - IMPLEMENTATION

4.1 We encourage the physical development of our children in the reception class as an integral part of their work and ability to lead a happy, healthy life. 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. These underpin the curriculum planning for children aged three to five years of age.

4.2 We facilitate the children in developing proficiency, confidence in and control of the way they move, along with their handling of tools and equipment. This occurs through indoor and outdoor Continuous Provision and discrete PE lessons. We give all children the opportunity to undertake activities that offer appropriate physical challenge, by using a wide range of resources to support specific fine motor, gross motor (including core strength, balance and co-ordination) and life skills e.g. using the toilet and dressing. the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: meaningful, manageable and motivating.

5 Equal Opportunities including Teaching PE to children with Special Educational Needs - IMPLEMENTATION

5.1 At our school we teach PE to all children, whatever their ability or needs. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE 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.

5.2 Assessment of the Fundamental Skills allows us to monitor each child's attainment against age related expectation and consider if our practices are maximising their ability to

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

5.3 When progress falls significantly below the expected range, the child may have special educational needs. If the child has not already been acknowledged by the SENDCO it is our duty as teachers to draw attention to the child's difficulties and seek expert help. Intervention through the Graduated Approach 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.

5.4 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, for example a sports event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils

6 Contribution of PE to Learning in other Curriculum Areas - IMPACT

6.1 English

PE contributes to the teaching of English in our school by allowing children to acquire technical vocabulary to describe what they feel or have learnt. PE encourages them to evaluate their own and others performance. Poetry can be an inspiration for dance and the motion/emotion connected with sport can improve creative writing.

6.2 Computing We use ICT to support PE teaching when appropriate, which makes using technology purposeful. In dance and gymnastics children may make video recordings of their performance and use them to develop their movements and actions. Older children compare each other's performance from recordings and use these to improve the quality of their work. In addition to our current use of ICT, we introduce 'Computational Thinking' concepts and approaches in PE to support pupil development. These include: Logic Skills - predicting and analysing a game situation; Algorithms- making steps and rules to follow for success; Decomposition Skills - break down skills into parts to ensure quality of learning; Patterns Finding - to analyse team games and predict and plan for situations in games; Abstraction Skills - to remove any unnecessary detail in order for pupils to focus on specific skill elements; Evaluation skills- making judgements in order to develop and improve across all areas of PE. All of these concepts are met through Tinkering, Creating, Debugging, Persevering and Collaborating approaches.

6.3 Personal, Social, Health and Citizenship Education (PSHCE) Children learn about the benefits of exercise and healthy eating on the body and mind. We qualify them to make informed choices about these things through to adulthood. They acquire teamwork skills and build tolerance of others. PE encourages rule following and instils a sense of fairness and resilience.

6.4 Spiritual, Moral, Social and Cultural Development The teaching of PE offers opportunities to support the social development of our children through the way we expect them to interact with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Performing in the same space

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enables children to develop a respect for one another's ability level, and encourages them to co-operate across a range of activities and experiences. Children learn respect and how to work together, developing a better understanding of themselves and of each other.

7 Assessment and Recording - IMPACT

7.1 Teachers assess children's work in PE by making dynamic assessments as they observe them during lessons. They informally record the progress made by children against the learning objectives to inform planning for the next lesson.

7.2 During a half-term unit of work teachers will work on and assess one or two Fundamental Skills to confirm pupil progress. They record this information, using it to both plan future work for each child and inform the teacher in the next year group. This way, activities aren't repeated and the new teacher has an accurate gauge of their pupils' capabilities. These records also enable the teacher to make an annual assessment of progress for each child for PE as a whole. This forms part of the child's annual report to parents.

7.3 The PE Subject Leader and PE Support Assistant, keep photographic and video evidence of a sample of children's skill performance. (in an electronic workbook) This demonstrates the expected level of achievement for each year group for each Fundamental Skill and PE unit and provides less experienced teachers with coaching points.

8 Monitoring and Review - IMPACT

8.1 The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader and class teachers. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leaders give the Headteacher an annual summary report in which they evaluate the strengths and weaknesses in the subject and indicates areas for further improvement. Information to support this summary report can be gleaned through lesson observations, staff questionnaires and pupil voice.

8.2 Children from each cohort are consulted on a regular basis, along with members of the academy parliament, to gauge the popularity of PE and their opinions on current provision in school. These meetings are crucial to advise the subject leader, when it comes to planning resource purchase and the curriculum offer.

9 Health and Safety

9.1 The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. 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 jewellery is to be worn for any physical activity. The AfPE Code of Practice book can be downloaded if needed for guidance.

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10 Clothing

10.1 The school has a PE uniform which must be worn for all lessons. It consists of a white t-shirt with black shorts. In winter, leggings and jogging bottoms may be worn alongside a school PE hoodie. These items can only be purchased from the school office.

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Appendix A

Early Years Statutory Framework

Physical Development 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. They handle equipment and tools effectively, including pencils for writing. 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. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Statutory Framework for KS1

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

Statutory Framework for KS2 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.

Statutory Framework for Swimming and Water Safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. 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