Physical Education Policy

Senacre Wood Primary School

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INTRODUCTION

The National Curriculum states that:

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 that 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.

At Senacre Wood Primary School, we strive to provide a physical education that encourages participation in physical activities and healthy active lives. Across our curriculum, we aim to provide a wide range of opportunities to help our pupils develop confidence when taking part in physical activities. We place importance upon the character values of fairness and respect that are intrinsic to sport.

INTENT

At Senacre Wood Primary, we follow the aims of the National Curriculum to ensure that all pupils:

- *develop competence to excel in a broad range of physical activities*
- *are physically active for sustained periods of time*
- *engage in competitive sports and activities*
- *lead healthy, active lives.*

National Curriculum 2014

Using the National Curriculum for PE, we aim to ensure that all pupils:

- develop a love for physical activities by having opportunities to learn and practice new skills/sports.
- understand the importance of regular physical activity and how physical fitness positively impacts health.
- can develop fluency with the fundamentals of physical activity such as coordination, strength, flexibility and endurance that are required to perform or compete in a range of sports and activities.
- are encouraged to reflect upon their own performances during PE lessons and suggest ways to make improvements.

In essence, we would like all pupils at Senacre Wood Primary to take away positive experiences from their PE lessons that will encourage them to engage with physical activities outside of school. Pupils should build upon and develop skills year upon year demonstrating a good understanding of a range of sports and other physical activities. PE lessons should provide many fantastic opportunities for pupils to demonstrate their sense of teamwork, fairness and respect.

IMPLEMENTATION

PLANNING

We have adopted a scheme of work from Get Set 4 PE. The scheme of work is used across all year groups and provides teachers with individual lesson plans across a range of sports and physical activities. Each lesson includes time allocated to warmups, learning and practising of specific skills and then implementing skills in a game-based activity. To meet the needs of their classes, teachers are able to adapt the plans from the scheme of work.

In KS1, planning is based around specific skills, such as throwing, catching, balancing, sending and receiving etc. In KS2, children will build upon these skills and apply them to specific games. Specific sports are taught in alternate years e.g. Years 3 & 5 and Years 4 & 6 are taught the same sports. This is so that any skills learned in the lower years can be revisited and built upon and any misconceptions can be addressed over time. The expectations for each year group are outlined in the skills progression document. Yoga has been introduced in Year2 This is to encourage mindfulness, particularly towards the end of the year, where children are starting to transition to a new key stage. Parkour has been introduced to Years 4 and 6. This is being introduced as a new skill as feedback from pupil voice showed that most pupils would like to try something new and different.

Termly PE lessons are mapped across the academic year for each year group to ensure that each class learns about the six principal areas of physical education, which include:

- Dance.
- Gymnastics.
- Team games.
- Athletics.
- Outdoor and adventurous activities.
- Swimming.

SWIMMING

National Curriculum

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.

At Senacre Wood, our pupils in year 4 have a weekly swimming session at our local leisure centre, Maidstone Leisure Centre. This occurs from term 1 through to the end of term 4. They are then assessed against the national curriculum aims where children who have not yet met these aims are required to continue their swimming provision in terms 5 and 6. Pupils in years 5 and 6 who are also yet to achieve these aims are also required to continue their swimming provision in terms 5 and 6.

LESSONS AND ENVIRONMENT

In years 1 to 6, each class will participate in 2 hours of timetabled physical activity. In EYFS, there are two weekly lessons lasting 30 minutes each.

Each lesson will include the following:

- Opportunities to demonstrate teamwork and positive social interaction.
- A positive and inclusive learning environment.
- A safe and supportive space for students to learn and grow.
- Opportunities for students to learn and practice good sportsmanship.
- Enjoyable activities that encourage children to be active throughout their lives.
- Time to reflect on the benefits of physical activity to our mental and physical well-being.

ASSESSMENT

Formative assessment - Teachers assess children's knowledge, understanding and skills in Physical Education by making observations of the children participating during lessons. Children will receive verbal feedback from teachers to aid progress in the subject.

Children are encouraged to be critical of their own performance, highlighting their own next steps. Teachers are to use the 'PE Skills Progression' document to support their assessment of individual skills.

Peer to peer assessment is also encouraged in PE as it is another useful form of assessment that allows children to support each other and develop a deeper understanding of the skills and techniques required for success.

Summative assessment - At the end of each unit, teachers are to assess children's overall performance and ability, highlighting any children who are exceeding or emerging. For example, this could be achieved through participation in a competitive game or in a dance or gymnastics lesson, it could be through a final performance. This is logged on Get Set 4 PE, where an overall assessment of Emerging, Meeting or Exceeding is given based on an average of all objectives across the unit. This is then provided as feedback to the PE Leader to inform and improve future practice.

PHYSICAL EDUCATION IN EARLY YEARS FOUNDATION STAGE

The development of gross motor skills is a key part of physical education at this stage of a child's life and we therefore ensure that the learning environment in EYFS enables pupils to develop these vitals skills. The EYFS area of the school encourages children to explore through many physical activities such as climbing, digging, filling and jumping. This style of physical development takes place daily in EYFS.

PE lessons at this early stage are usually between 30 and 40 minutes long and focus on key skills needed that will be developed upon in later years. These lessons should develop a child's agility, balance, jumping ability, aim and coordination. In our PE lessons, our EYFS learners are also beginning to familiarise themselves with common sports equipment like balls, bats, hoops, cones and other equipment.

EQUAL OPPORTUNITIES AND INCLUSION OF ALL LEARNERS

Although the learning objectives are statutory, we acknowledge that when taking account of these, some objectives may take longer to achieve than others, depending on children's varying abilities. Productive repetition of some ideas will be vital for reinforcing each concept, and vocabulary used when teaching needs to be checked against understanding. We understand that practical experiences are the most valuable educational tool and are essential for pupils with special educational needs.

It is the teacher's responsibility to ensure that all children can access the learning for each PE lesson. This may lead to discussions with the PE lead for support with differentiation.

IMPACT

In order to ensure we measure impact, we check whether learning has been retained by assessing children against different skills for each unit in PE. The information gathered impacts the future planning of teaching and learning opportunities, ensuring we are responsive to the needs of our learners.

The following methods are also used to support measuring the impact of PE teaching across the school:

- Pupil voice – carried out by the subject leader. This will allow the leader to understand the quality of the lessons/learning as well as the engagement and excitement of the pupils and can be compared across year groups/key stages.
- Formative assessments; in PE this can be achieved regular retrieval and application, we can check children's retention of previously taught skills using our PE skills progression document.

ROLE OF THE PE SUBJECT LEADER

The role of the PE subject leader is to ensure that there is a quality provision of physical education at our school. Along with SLT, they ensure the subject is monitored using a range of methods which inform the development of PE teaching and learning. Following monitoring, outcomes are shared, with colleagues and relevant stakeholders, in a timely manner and areas for improvement are swiftly and effectively acted upon.

- To lead in the development and promotion of PE throughout the school.
- To monitor the planning, teaching and learning of PE throughout the school.
- To help raise standards in PE.
- To provide teachers with support in the teaching of PE.
- To monitor and maintain high quality resources.
- To keep up to date with new developments in the area of PE.

Seaford Head Primary School