



## **P.E. Policy Statement**

### **Introduction**

Our curriculum has been organised and established in consultation with the subject leader and staff and is continually developed through evaluation and feedback from teachers and support staff.

P.E. is a subject within the national curriculum 2014. This policy outlines the teaching, organisation and management of this subject at Avondale Primary School and reflects the school's values and ethos. It is intended for all teaching staff with classroom responsibilities. It is also intended for governors, parents, inspection teams, Local Authority Advisory/ Improvement Officers and copies are available upon request from the school office and on the school's website.

The responsibility of the implementation of the policy is of all the teaching staff. The headteacher and history subject leader will ensure that the policy is successfully implemented.

### **Rationale and Aims**

The National Curriculum 2014 states that, "*A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which 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.*"

We believe that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. A broad and balanced physical education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils.

Through the selection of suitably differentiated and logically developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential. A balance of individual, paired and group activities; co-operative, collaborative and competitive situations aims to cater for the preferences, strengths and needs of every pupil. Such activities, experiences within a range of areas of activity, aim to promote a broad base of movement knowledge, skills and understanding. They are also desirous of developing a pupil's ability to work independently and to respond appropriately

and sympathetically to others, irrespective of their age, gender, cultural or ethnic background. The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem-solving. Pupils are encouraged to appreciate the importance of a healthy and fit body, begin to understand those factors that affect health and fitness and develop an understanding of health and fitness which can inform their future decisions.

## **Aims**

The national curriculum for physical education aims 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.

These aims form the basis of what we believe physical education means for our pupils.

## **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 the to make actions and sequences of movement. They should enjoy communicating, collaborating and competing against each other. They should develop and 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, and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activities both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### 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
- Perform safe self rescue in different water based situations.

### **How P.E. is Structured In Our School**

Our scheme of work is structured by the national curriculum programmes of study for P.E.

In the Foundation Stage, physical development is interwoven within the seven 'areas of learning and development'. The Foundation team provide many cross curricular ways for pupils to develop skills and be physically active as well as providing teaching for children based on their need and level of physical development.

In KS1 and KS2 staff use the 'Champions' Scheme of Work by Rising Stars as a starting point for their lessons. This provides structure, ideas, progression of skills, differentiation, videos, resources and support for the teaching of P.E in accordance with national curriculum aims.

There are 6 sports units and 6 fitness units per year group to be covered throughout the year. Units should be taught in the order presented to allow for skill progression.

Children in Year 4, 5 and 6 attend swimming lessons at Darwen Leisure Centre for a term each. There are additional lessons offered for children in Year 6 who are not achieving the end of key stage expectation of 25m unaided swimming.

There are also opportunities for children to access OAA experiences at Robin Wood/PGL/Anderson Centre in KS2 and through age appropriate activities which take place on site in KS1.

## **Planning**

Planning is the responsibility of individual teachers and should:

- set clear objectives that are skills based,
- ensure work is matched to pupil's abilities and interests - so, often differentiated,
- ensure progression, continuity and subject coverage,
- be evaluated so teachers are able to reflect on the effectiveness of the lessons and assess the children's learning.

Planning exists on two levels:

Long term - a whole school curriculum map for P.E. outlines the units and focus for each year group over each academic year. Coverage of the national curriculum is ensured in this way.

Individual lesson - they outline the learning objectives and skills that must be taught within each lesson. Teachers deliver lessons from a set of planned, progressive objectives that have been designed to build on children's skills as they move through school. Therefore, national curriculum objectives and skills coverage is ensured. The plans feature suggested activities that teachers can adapt as they wish to suit their children's abilities, interests, current events, their own teaching style, the use of any support staff and the resources available, making sure the skills and objectives are taught.

## **Health & Safety**

The school will follow the safety requirements as laid down by the guidelines in "Safe Practice in Physical Education" (B.A.A.L.P.E.) with particular attention to:

- Jewellery
- Supervision of children
- Pupils with Special Educational Needs

In addition, teachers should ensure that there is a safe working environment for whatever activity is taking place.

Staff are aware of the support available to them should they require it and health and safety considerations and key points feature within CPD arrangements.

At Avondale children are also taught about how to manage themselves safely. This covers all areas of P.E. and is especially prominent in the moving of equipment. Children are taught from Reception how to do this safely and effectively.

All out of school activities will comply with the guidelines in Avondale's Health and Safety Policy.

## **SEN**

All pupils, including those with SEND, are entitled to participate in activities as prescribed by the national curriculum. Certain provision may need to be made in terms of:

- extended time to develop knowledge and understanding,
- differentiated activities,
- teacher/TA support,
- adapted recording systems,
- further aids or adapted equipment to allow access to practical activities.

For pupils who are working below year group expectations their progress is tracked using the P scales for foundation subjects.

### **Equal Opportunities.**

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability and including gifted pupils, ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible. Continuity and progression is facilitated by the structure and content of the Scheme of Work.

### **Inclusion**

The school is committed to providing effective learning opportunities for all children. Our school aims to provide a history curriculum which meets the specific needs of individuals and groups of children. This includes the three essential principles of:-

- setting suitable learning challenges,
- responding to children's diverse learning needs,
- overcoming potential barriers to learning and assessment for individuals and groups of children.

### **Resources**

Resources for P.E. lessons are available in the P.E. stockroom within the gym. The stockroom houses a wide range of resources which can be use in a variety of ways depending of the activity taking place. These resources are clearly marked by the subject leaders and it is the responsibility of staff to ensure that equipment in returned in an organised and safe manner. Additional activities taking place both on and off site will add to the opportunities available to our pupils.

### **Assessment, Record Keeping and Reporting**

The focus of assessment should be on the progression of skills. Assessment will be used to inform teaching in a continuous cycle of planning, teaching and assessment. Short term assessments will be an informal part of every lesson to check children's understanding and give information, which will help teachers to adjust day to day lesson plans. Pupil progress should be carefully monitored with regular feedback and involvement of pupils in the reflection of their work. Any under-performance should be addressed as soon as possible and exceptional talent noted whilst also ensuring the children have appropriate challenge and extension activities.

At the end of each term the class teacher will highlight the objectives that have been taught. They will make a summative judgement for each child against the year group skills and objectives that have been covered so far. Names are recorded on a tracker grid highlighting which pupils are:

- Below
- Within year group expectations
- Met / Secure
- Greater depth

At the end of the academic year this information is passed to the next class teacher and subject lead. The level that a pupil is working at in P.E. will be reported to parents in the end of year report.

### **Monitoring and Evaluation**

Monitoring of the standards of teaching and learning in history is the responsibility of the subject leader in consultation with the head teacher. Planning, book scrutiny, pupil voice and lessons will be monitored as part of the Whole School Monitoring and Evaluation Policy on a rolling programme. Key strengths from monitoring will be identified along with issues for development. Any additional actions to be taken are noted on the P.E. action plan for that school year. Subject leaders meet termly with the whole school curriculum lead to report and discuss findings and feedback at staff meetings. The subject leader produces an Action Plan at the start of each year and an annual Subject Report for the SLT and Governors in the summer term.

### **The Role of the Subject Leader**

The subject leaders for P.E. are Emma Thomas and Matthew Clegg.

It is the role of the subject leader to:

- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in geography throughout the school,
- support colleagues in their development of detailed work plans and implementation of the scheme of work,
- monitor progress and attainment in history,
- take responsibility for the purchase and organisation of central resources for history,
- keep up-to-date with developments in history education and disseminate relevant information to staff,
- produce an Action Plan at the start of each academic year,
- produce a report to governors at the end of each school year.

Their role is defined in detail in their subject leader job description and is linked to teacher appraisal.

### **Governors**

The link governor for P.E. is E Lowe. They have the responsibility of meeting with the subject lead half termly to discuss data, development of the action plan and any other issues. The link governor will then provide a report to feedback to the Full Governing Body. In addition to this, the subject lead will write a report to be discussed

and accepted at the Curriculum Committee Meetings. This will be a termly report for core subject areas and a yearly report for foundation subjects.

### **Background Documentation**

This policy was informed by reference to National Curriculum documentation 2014.

### **Review**

This policy will be reviewed by the headteacher and all the staff every two years and amendments presented to the Governing Body.

Date of last review: September 2019

Date of next review: April 2021