



## **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, Intent 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."*

### **Intent**

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, experienced 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 the 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 fit and healthy body/lifestyle, 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.

## **EYFS**

Physical development in one of the three prime areas within the Early Years Foundation Stage. Each prime area is divided into Early Learning Goals, for physical development these are:

**Gross Motor Skills** – Children at the expected level of development will: -

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

**Fine Motor Skills** – Children at the expected level of development will: -

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Pupils will partake in a range of carefully planned activities linked to the areas of learning and development, that will aim to help them work towards achieving key aspects of the early Learning Goals. Individual lessons and units of work are followed through out the 'GetSet4PE' scheme.

## 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. Planned activities, taught alongside our 'GetSet4PE' scheme, will aim to develop both the fine and gross motor skills.

In KS1 and KS2, teachers use the 'GetSet4PE' Scheme of Work to teach PE lessons. This provides structure, consistency across school, ideas, progression of skills, differentiation, videos, resources and support for the teaching of P.E in accordance with national curriculum aims.

Our progressive and inclusive PE curriculum focuses heavily on skill development in KS1 prior to the application of skills across many different sports in KS2. The units should be taught in the order outlined in the PE curriculum long term plan and whole school overview to allow for skill progression.

Children in Year 4, 5 and 6 attend swimming lessons at Darwen Leisure Centre for a half 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 a whole host of opportunities for children to access OAA experiences including planned visits to: Robin Wood and Outdoor Elements OAA centre in KS2 and through age appropriate activities which take place on site in KS1. Our OAA provision is also enhanced through our development of our own Forest School provision. All pupils in EYFS through to Year 5 experience a half term of Forest School.

### **Planning**

Planning is the responsibility of individual teachers and should stem from the planning with 'GetSet4PE'. The lesson planning should:

- set clear objectives that are skills based,
- ensure work is matched to pupil's abilities and interests - so, often adaptive teaching is utilised,
- 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.

### **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

With regards to jewellery (specifically earrings), it is expected that they are removed for PE lessons for health and safety reasons. If they are unable to be removed by the pupil or parent/guardian prior to the PE lesson, then pupils will have the opportunity to have their earrings taped up and safely covered at home prior to coming into school. This is not the responsibility of members of staff and must be completed at home. It is then at the class teacher's discretion as to whether the piercing is taped to a satisfactory level which would minimise the risk of injury. The teacher supervising the group has the legal responsibility to ensure the taping is fit for purpose. If the teacher considers the taping to be unsatisfactory to permit safe participation, they will need to make adaptations in terms of how the student takes part in the practical aspects of the lesson. The amount of tape used needs to be sufficient to prevent the piercing penetrating, for example, the bone behind the ear should not receive an unintentional blow from someone or some item of equipment, such as a ball.

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.

### **PE Kit**

It is compulsory for all children to wear a plain white T-shirt, black shorts and pumps/trainers (activity dependent). Black leggings/tracksuit bottoms are also permitted when the weather is cold. We also have an Avondale sports hoodie that can be worn for PE lessons.

### **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,
- adaptive teaching strategies,
- teacher/TA support,
- adapted recording systems,
- further aids or adapted equipment to allow access to practical activities.

In P.E lessons, teachers apply the 'STEP' strategies in order to differentiate activities and to meet all individual needs.

S – space

T – task

E – equipment

P – people

## **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 PE 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.
- Inclusion in a range of extra-curricular opportunities.

## **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. A yearly equipment audit is also carried out by the PE lead. 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.

Staff should use class mobile phones to take weekly photos/videos in order to evidence some of the learning that has taken place at the end of each lesson for each unit of learning. These photos should uploaded to the PE page on Canva alongside the corresponding learning objective. They will make a summative judgement for each child against the year group skills and objectives that have been covered so far. Children should be assessed using the end of unit assessment criteria

statements provided by the scheme of learning. Assessment is recorded termly using Insight with summative judgements:

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 P.E. is the responsibility of the subject leader in consultation with the head teacher. Planning, 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 areas 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.

### **Sports Days**

Separate sports days are held for children in Key Stage One and Two in the latter part of the summer term. This is an opportunity for all children to participate and demonstrate their sporting skills with others. Activities are age appropriate and children are encouraged to be as active as possible. Parents, family and friends are welcome to attend these events and share in the successes of the school.

### **Extra-Curricular Activities**

At Avondale we provide a wide range of extra-curricular activities for children in both Key Stage One and Two. These are run by dedicated members of staff and aim to enhance event specific skills, team spirit and commitment.

The aims of extra-curricular activities are:

- To promote a positive attitude towards regular physical activity.
- To extend the physical fitness of the pupils.
- To allow the opportunity for co-operation and a sense of commitment to be experienced.
- To provide the opportunity to partake in sports within a competitive environment.
- To recognise the value of sportsmanship between team mates and opponents.
- To increase participation across a range of different sports.
- To partake in a range of competitions/events/festivals.

Information regarding fixtures and events to be shared with parents and consent granted for attendance both at club sessions and externally held fixtures.

Children are given the opportunity to represent Avondale in both competitive and inclusive festival type events across the year.

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

The subject leaders for P.E. are Matt Clegg and Sophie Birch.

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 P.E. throughout the school,
- support colleagues in their development of detailed work plans and implementation of the scheme of work,
- monitor progress and attainment in P.E.
- take responsibility for the purchase and organisation of central resources for P.E.
- keep up-to-date with developments in P.E. 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.
- produce a yearly evaluated sports premium plan that outlines how the money has been spent and how this has impacted PE and sport at Avondale.

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. She has the responsibility of reviewing the subject action plan for the previous twelve months, agreeing the new subject development plan, ensuring that it is consistent with the whole school development plan as well as looks at specific subject development. As part of this report data will be shared with the subject governor to review the academic attainment of PE across school. A subject report will be provided to the identified governor in the Autumn term and the subject governor is required to provide challenge and ask questions regarding the subject report. Each year subject leads present to the governing body regarding strengths and areas for development within the identified subject area. This is so committees have a greater understanding about different subject areas and regarding the role of subject leadership.

## **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: Summer 2025

Date of next review: Summer 2027