



Physical Education

Summer term 2019

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Governing committee responsible:	Pupils, Strategy & Resources committee		
Governor approval:	No	Website:	Yes
Staff responsible:	Head Teacher Subject Lead	Date produced:	Summer term 2019

Introduction:

Purpose:

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, 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.' At Clarborough Primary School, we aim to provide the pupils with a PE curriculum that has high quality teaching ensuring 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 and lead healthy, active lives. We also aim to provide a safe and stimulating environment with adequate equipment enabling children to access a wide variety of sports whilst gaining the knowledge and understanding of how to lead a healthy and active lifestyle.

Aims and principles:

To fulfil the requirements of The School Curriculum in Maths we aim to:

- Ensure our pupils are successful learners by being included and respected.
- Help pupils to know they are safe and nurtured so they can be the best they can be.
- Ensure our pupils stay active and healthy.
- Show pupils to become effective contributors, confident citizens and to become globally aware.

The National Curriculum sets out programmes of study for key stages 1 and 2. This ensures continuity and progression in the teaching of physical education

The EYFS Statutory Framework 2014 sets standards for the learning, development and care of children from birth to five years old and supports an integrated approach to early learning. This is supported by the 'Development matters' non statutory guidance.

To fulfil the requirements of The National Curriculum in PE we aim to teach our pupils to:

- To ensure ALL pupils are included in physical activity and give them the opportunity to reach their full potential regardless of ability, age, gender, cultural or ethnic background.
- To increase pupils' participation in and enjoyment of physical activity within and outside the curriculum meeting the Government's recommendation.
- Develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.
- Increase the ability to select, link and apply skills, tactics and compositional ideas.
- Appreciate the concept of fair play by having positive attitudes towards understanding and applying the conventions and rules of competition.
- Improve pupils' health and develop an understanding of the importance of activity in maintaining a healthy lifestyle by taking ownership of their own fitness levels through a variety of different personal best challenges.

- Provide pupils' the opportunity to use what they have learnt to improve the quality of their performance and to know how to evaluate their own and others' success.
- To allow pupils to work in environments which are safe, familiar, different and challenging.
- Promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.
- Develop the ability to work both independently and co-operatively; to communicate with and respond positively towards others whether as participants, team members, organisers or spectators.
- Provide opportunities for cross-curricular learning within PE lessons.

At KS1: Pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, 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.

At KS2: Pupils should continue to implement 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 succeed in different activities and sports and learn how to evaluate and recognise their own success

Consultation:

In order to implement the physical education curriculum, all teaching staff were consulted and agreed to maintain the aims and principles set out within this policy. The Head Teacher and Governors were consulted and encourage the use of the wider community to embed learning experiences.

Sources and references:

- National Curriculum for PE: Programmes of Study
- Early Years Foundation Stage (EYFS) Framework

Procedures and practice:

Intent:

Our aim is to empower students to develop healthy habits, instil fitness literacy and become lifelong participants of physical activity. At Clarborough Primary School, we aim to provide children with then opportunity to participate compete in and enjoy a wide variety of school sport. Our aim is to create a safe and stimulating environment where children feel involved, engaged and challenged. We would like our children to develop their physical ability, tactical knowledge, leadership capacity, fitness and teamwork. The way in which our physical education curriculum is devised and delivered allows the children to improve their mental, social, emotional and physical well-being.

Implementation:

Pupils at Clarborough Primary School participate in weekly high quality PE lessons meeting the national requirement of 2 hours per week. Our PE programme and curriculum is designed to allow all pupils the opportunity to achieve the national curriculum aims. It incorporates a variety of sports to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses. We specifically aim to meet the needs of ALL our pupils to allow them to achieve their full potential in a fully inclusive approach. This will be achieved by:

- Offering a differentiated curriculum to develop competence in a broad range of physical activities.
- Sustained periods of physical activity.
- Promoting and encouraging relevant social and self-help skills.
- Developing pupils mental health and well-being.
- Raising pupils expectations of themselves.
- Offering a variety of teaching and learning styles.
- Building on pupils existing skills and engaging them in a wide variety of competitive sports and activities.
- Competing in both intra and inter school competitions.
- Promoting school club links wherever possible.
- Promoting Sports Leadership throughout the curriculum.

Through our creative approach to teaching and learning we also seek to explore and utilise further opportunities to use and apply PE across all subject areas.

Impact:

Our curriculum aims to improve the wellbeing and fitness of all children at Clarborough, not only through the sporting skills taught, but also through the underpinning values and disciplines PE promotes. We strive to ensure that our children's attainment is in line with or exceeds their potential when we consider the varied starting points of all our children. We measure this using a range of materials, whilst always considering the age-related expectations for each year group. We intend the impact of our PE curriculum to have a long lasting impact on the physical and mental health of our pupils. Children will leave Clarborough having the knowledge and understanding of how and why we must lead a physically active lifestyle.

Roles and responsibilities**Governors:**

The Governors ensure this policy links to the whole school approach to teaching and learning and have approved this policy.

Head teacher:

To ensure staff adhere to and uphold the policy.

Teachers:

The Government recommends that two hours of high quality PE a week, swimming is taught during key-stage 2, and opportunities for all children to join in a variety of extra-curricular sports clubs run by staff and outside agencies. This gives them the opportunity to develop their skills, enjoy performance and encourage sport as part of a healthy lifestyle.

During PE lessons, children should remain physically active for at least 10 consecutive minutes by the end of KS1, and 20 consecutive minutes by the end of KS2.

Opportunity and provision in PE and extra-curricular activities will be planned and delivered to meet the needs of all pupils. PE experience will reflect the whole school policy on promoting equal opportunities for all pupils.

Pupils:

To demonstrate a conscientious attitude towards their learning of PE with an aim to be the best they can be.

Parents and carers:

To support the teaching and learning of PE, parents and carers are welcomed and invited in to lessons to share their experiences through the use of photographs, video links or resources.

Aspects:**Equal opportunities:**

At Clarborough we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. We believe that children should have equal access to and participation in a range of physical education activities.

The PE curriculum is differentiated to suit the needs of all children, including those with special educational needs and disabilities. We take into account the targets set for individual children in their Individual Support Plans (ISPs). All necessary adaptations will be made to enable all children to access the curriculum.

- Class teachers will ensure that spare PE kit is available for any occasional circumstances where a child does not have their own in school.
- Lessons will provide good quality experiences that are suitably challenging for all pupils.
- Children will undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.
- For children with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of pupils.
- For the purposes of competitions, all children will be given the opportunity to participate in the experience.

Health and Safety:

- All staff have due regard for the current Association for Physical Education (AfPE) PE guidance 2012 when preparing and delivering PE lessons:
- Pupils are taught how to improve their own abilities to assess risks.
- First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident.
- Inhalers for pupils suffering from asthma are made readily accessible
- Children with diabetes are monitored closely throughout and after PE lessons by staff.
- Regular checks are made on all equipment.
- The subject leader makes termly visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear.
- Any items constituting a danger are taken out of use immediately.
- All large items of equipment are inspected annually by an independent safety expert.
- Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- Pupils are made aware of safe practice and understand the need for safety when undertaking any activity. (e.g. not lifting Hockey stick above the waist, not jumping or running in front of others, etc).
- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings.
- Teachers ensure that no jewellery is worn in lessons and long hair should be tied back. If earrings cannot be taken out, they are taped over.
- Pupils wear suitable footwear when travelling to and from the hall.
- If a child has no trainers/pumps for outdoor PE they use their shoes if the activities are on the playground.
- The School Office Admin Assistant liaises with teachers/support staff and sports coaches to arrange after school clubs/ Holiday Sports clubs/ attendance of teams at external Sporting competitions.
- Where necessary she liaises with the Educational Visits Co-ordinator to ensure that the appropriate paperwork is completed.

Planning:

Teaching and organisation:

Long term planning

The National Curriculum for Mathematics 2014, Development Matters and the Early Learning Goals (Physical Development) provide the long term planning for PE taught in the school. Please see the PE curriculum map developed by the PE coordinator.

Lesson Structure:

Teaching styles and strategies provide opportunities for children to participate in a range of activities and evaluate their own performance. Careful planning ensures time is spent in organising and resourcing lessons and activities. Children experience a range of opportunities to work individually, in pairs or in groups over time.

Example of lesson Structure:

- At the beginning of each lesson, the teacher explains the intention of the lesson and informs as to how the children can be successful in achieving the lesson aims.
- Lessons then commence with an introduction/warm up to prepare children physically for exercise.
- There is direct teaching of skills and subsequent skills practice by the children, under the supervision of the teacher.
- Children are then provided opportunity for children to independently and cooperatively practice the skill(s), in context (such as a game or another related area of PE).
- There may then be a celebration and sharing of individual achievements and a concluding / 'cool down' activity' to prepare children to return to a normal-state both physically and mentally.
- Finally, lessons end with a closure discussion linking directly back to the intention and success criteria shared at the beginning. This is an opportunity for children to reflect on their learning and progress.

Special educational needs & disabilities (SEND)

Weekly PE lessons are inclusive to pupils with special educational needs and disabilities. Differentiation should enable all pupils to achieve the best of their ability. Differentiation can be catered for in a range of ways, such as;

- Grouping children by ability and setting different tasks for each group.
- Providing a range of challenges through the provision of a variety of appropriate resources / equipment, individual, paired and group work.
- Providing extension activities or more skills based activities for higher ability children.

Homework/ involving wider community:

As a school we aim to inspire and engage children's interest in sporting activities through providing a wide range of opportunities within school enabling them to compete within the local community and provide links to local clubs to further their development and involvement in physical activity.

Resources:

There is a variety of equipment and resources available to enable pupils to achieve objectives, which are best suited for their age and stage. There is access to both indoor and outdoor equipment stored in the hall or outdoor shed, respectively. The condition of the resources available are continually monitored and checked by teaching staff. Furthermore, an external provider provides us with quality assurance ensuring the safety and quality of equipment used within school.

Assessment:

As good practitioners, we (external providers and teachers) are continually assessing our pupils at Clarborough Primary School. All teachers are responsible for monitoring standards using the assessment procedures described in this policy. This is overseen by the PE co-

ordinator termly and follows our Assessment Timetable. Teachers will assess the children's learning in one of two ways: formative and summative assessment.

Formative assessment may include:

- Assessment is usually carried out by teachers in the course of the normal class activity.
- This is done mainly through observations and sometimes through discussion with children.
- A photographic/video record is sometimes used to document some of their work.
- Discussion with individuals or groups of pupils
- Collaborative work
- Self and peer feedback

These ongoing assessments inform future planning and teaching. Lessons are adapted readily and short term planning evaluated in light of these assessments

Summative assessment may include:

- Termly PE Assessment (KS2)
- Physical development levels and progress are recorded by the EYFS teachers for each child

Assessments are shared with teachers and progress of the pupils are discussed and appropriate intervention considered and put in place where appropriate.

Monitoring and evaluation:

The PE Co-ordinator is responsible for the ongoing monitoring cycle. Every term they will monitor the teaching from the external provider and teachers, carry out assessments and pupil voice interviews. Here feedback will be collected, evaluated and then shared with staff to help inform future planning.

Conclusion:

Monitoring and review:

The PE co-ordinator is responsible for the production and implementation of the action plan. The PE co-ordinator is responsible for the curriculum mapping for the subject and for providing the detailed resources.

Other documents and appendices:

Please see the school website for lunchtime and afterschool clubs or follow the school on Twitter for regular fixtures and sporting updates @TeamClarborough.

Please see our uniform policy for guidance on what uniform the children are expected to wear.