

Water Primary School

Happiness, Health & Opportunity



PE Policy

PE Lead Teacher: Mr. M. Smedley

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Mission Statement

At Water School our aim is to teach to inspire, motivate and nurture the next generation of creative and critical thinkers. We work in partnership with parents and the community to achieve the highest standards. Our main goal is to encourage our children to be resilient, respectful and independent learners, who are equipped for lifelong learning. Through stimulating, safe learning environments and excellent opportunities to succeed in and out of the classroom, we encourage children's progress and achievements.

Vision for PE at Water Primary School

At Water Primary School, we believe that physical education helps pupils to develop the skills, knowledge and competencies to live healthy and physically active lifestyles both at school and later in life. We value the vital contributions which physical education can bring, not only to a child's physical development but to the cognitive, social, emotional, moral and cultural development of a child.

We recognise that physical activity improves health, reduces stress, improves concentration, has a positive influence on academic achievement but also provides fantastic opportunities to develop communication and teamwork skills, therefore enhancing confidence, emotional stability, effective interaction with others, and creating a solid foundation to enable our pupils to develop to their full potential as learners and as the leaders and guardians of tomorrow. Our intent is that all children leaving Water Primary School understanding the importance and the benefits of keeping healthy and active and that they leave with positive experiences and memories of physical education, school sport and physical activity.

Responsibilities

The PE team consists of the subject leader, subject HLTA and external sports coach who deliver lessons with the support of the teaching assistants (TA's) directly and class teachers indirectly.

The Subject Leader will:

- ensure curriculum coverage, continuity and progression for the range of age, stage and ability
- ensure that the curriculum meets the requirements stated in the National Curriculum 2014.
- use relevant school, local and national data to inform targets for development and further improvement for individuals and groups of pupils;
- develop plans for the subject which identify clear targets, times-scales and success criteria for its development and/or maintenance in line with the school development/improvement plan;
- monitor progress and evaluate the effects on teaching and learning by working alongside colleagues, analysing work and outcomes;
- ensure pupils in the 'lower progress' group are making progress given extra opportunities for extra support and one-to-one support.
- be aware of current developments and research in the subject at both local and national level, and use this information to support subject and wider school development.
- oversee and ensure high quality of teaching and learning through observations;
- coach and support staff to teach the elements of the programme effectively;
- ensure whole school class and behaviour management strategies are applied to ensure the learning environment is appropriate for effective learning to take place consistently;
- hold regular meetings with members of the senior leadership team and PE team to share knowledge.
- liaise with the school sports co-ordinators and other external agencies to uphold extensive participation in sporting events.

- create extra-curricular timetables and provide a variety of sporting opportunities for all pupils.
- risk assess facilities, events, transport, trips under the supervision of the senior leadership team.
- liaise with all members of staff involved with PE, including class teachers, teaching assistants, welfare staff and volunteers.
- order and regulate the use of equipment.
- have an enthusiasm for the subject which motivates and supports other staff and encourages a shared understanding of the contribution the subject can make to all aspects of pupils' lives.

Curriculum Intent

We aim to provide a broad and balanced P.E curriculum which facilitates the development of the physical competence, confidence, knowledge and understanding and motivation of our pupils, to equip and encourage them to value and take responsibility for participation in lifelong physical activity, otherwise termed as 'Physical Literacy.'

The PE Curriculum

The curriculum for physical education at Water Primary 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 feeling confident and with competence and lead healthy, active lives.

EYFS

Children in EYFS will focus on developing their gross and fine motor skills as part of the 'Physical Development Early Learning Goals.' Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play and physical activity both indoors and outdoors, we support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow our children to develop proficiency, control and confidence.

Children will be taught (Gross motor skills) to 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.

Children will take part in physical activities, games, and be given opportunities in PE develop their fine motor skills and which will support classroom based physical development experiences. In the classroom environment children will be taught (Fine motor skills) to 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.

Children in EYFS will work on developing their fundamental movement skills of running, jumping, throwing, catching, kicking, striking as well as their coordination and balance.

At Water Primary we use the EYFS Framework and Lancashire Schemes of Work to support our planning and delivery of PE.

KS1

Using Lancashire Schemes of work to support our delivery and planning of PE, children will be taught to become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They will be given opportunities to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Children will 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. Children will participate in small-sided team games, developing simple tactics for attacking and defending and perform dances using simple movement patterns. Children will be given ample opportunities to develop their fundamental movement skills further.

KS2

Using Lancashire Schemes of work to support our delivery and planning of PE, children will 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 will develop and enjoy communicating, collaborating and competing with each other. They will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Children will be taught to: use running, jumping, throwing and catching in isolation and in combination. They will play competitive games, modified where appropriate (badminton, basketball, cricket, football, netball, handball, tchoukball, rounders and tennis), and apply basic principles suitable for attacking and defending. Children will develop flexibility, strength, technique, control and balance (through SAQ activities, athletics and gymnastics). Children will 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.

Curriculum Organisation - Implementation

The EYFS, KS1 and KS2 PE curriculum satisfies the requirements within the National Curriculum. All year groups are timetabled for 2 hours of PE and Physical Activity each week with additional intervention/support groups in place throughout school for those children that have been identified – this ensures equal access of the curriculum to all children, provides positive experiences and development of important fundamental skills, and helps to develop confidence and our school core values of: self-belief, resilience, and respect.

Objectives

Physical development:

- Children will master the fundamental movement skills; walking, running, hopping, skipping, jumping, rolling, throwing as well as catching, kicking and bouncing a ball.
- Children will participate in a range of physical activities, such as athletics, games, gymnastics, dance, swimming and outdoor and adventurous activities
- Children will develop flexibility, strength, technique, control and balance.

Social and emotional development:

- Children will enjoy PE.
- Children will work independently, in pairs and in groups.
- Children will communicate with and respond appropriately towards others using verbal and non-verbal communication.
- Children will develop confidence in their own skills and abilities through plenty of opportunities to practice during curriculum time and extra-curricular clubs.

Cognitive development:

- Children will develop decision making and problem-solving skills.
- Children will develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- Children will develop their observational skills, evaluate performances, provide and respond to feedback to refine their work.
- Children will understand the importance of safety during different types of physical activity.
- Children will understand the short and long term effects of exercise on the body and the role of exercise in a healthy lifestyle
- Children will be given opportunities to be creative.

Spiritual, moral and cultural development:

- Children will promote fair, honest and respectful behaviour in competitions and at any other time in PE and PA sessions.
- Children will display positive behaviour and attitudes towards themselves and the subject.
- Children will be able to promote, encourage and display the school games values; teamwork, respect, passion, self-belief, honesty and determination and the core values of Water Primary School: respect, resilience, self-belief, active and healthy.
- Children will experience opportunities to celebrate sporting success.

Enrichment opportunities within the curriculum

At Water Primary we use enrichment opportunities to inspire our children and give them additional experiences, knowledge and memories to cherish. Examples are visits to school from GB Athletes, Forest School Days, Professional sportsmen/sportswomen visits to school, trips out to Wimbledon Tennis Championship, Matchday

Experiences at Burnley FC, fishing trips, as well as having our own Intra-School Events and Competition at playtimes and lunchtimes.

Curriculum Planning

The planning of the curriculum is organised in three phases:

- **long term planning** which shows the organisation of the PE topics across the year for each year group, and the coverage and progression of knowledge, skills and understanding in the 'PE Skills Progression' document.
- **medium term planning (If using Lancashire Scheme of Work)** which demonstrates the progression of knowledge, skills and understanding within each topic;
- **short term planning (If using Lancashire Scheme of Work)** which explains how children will build on their existing understanding with the new learning specified as focused learning objectives for each given lesson.

Formative Assessment

Use of formative assessment: new learning built on children's existing knowledge and understanding; decisions about what children need next (support, extension, next step); ambition for all children to access year group expectations; use of intervention.

Professional Development of Staff and Use of Resources

CPD opportunities are provided to all staff in school to enhance their confidence, knowledge, expertise and experience in the subject. The PE Coordinator provided these opportunities following meetings and discussion with Rossendale School Sport Partnership.

We have a fantastic facility to deliver our PE curriculum together with an abundance of resources – 3G area, grassed area besides school, playground space, Forest School grounds and the option of using 'The Valley Leadership Activity.'

IPads are available to use in PE and PA lessons and activities.

Parental Involvement

Parents and carers are key stakeholders in the education of children and have a critical role to play in helping their child to reach their potential. We can support parents and carers in many ways to get involved in their child's education. We welcome involvement and will provide a range of opportunities for this. We recognise that parents and carers are a child's first and most enduring educators and we aim for the school and parents and carers to work closely. This can have a very positive impact on a child's development but relies on a two-way flow of information and knowledge.

During the academic year, we will invite parents and carers to:

- Sporting Events and Competitions
- Open Classroom events
- Class assemblies
- Parent / teacher evenings
- Welcome evenings at the start of the year
- Specific events held for giving information about school or the curriculum
- School concerts and fairs

In addition, we will communicate information about school events and our curriculum through the following

- A termly curriculum newsletter
- Regular newsletters and updates
- Text messages
- Social Media (Twitter)
- Our school website
- End of year school report

We operate an 'open door' policy that ensures parents and carers can always communicate with us.

In PE, we have regular contact with parents regarding extra-curricular clubs and fixtures and aim to create good working relationships to access extra support and encouragement for the children at these events.

Assessment and reporting

The PE Lead and TA's continue to assess the progress of pupils through observations during PE lessons and PA activities from Years 1-6.

Teacher assessment will be carried out in all other activity areas and may or may not be recorded.

Evidence through pictures, videos or/and 'Floor Books' may be recorded for each class.

Special Educational Needs

In PE, if children are identified as needing additional support because they are falling behind age related expectations, they may access extra opportunities to master and develop skills in school and through invitations to attend additional sports leaders or multi-skills clubs, one to one or small group learning, and support from the teaching assistants as directed by the lead teacher in PE.

Able, Gifted and Talented

At Water Primary School we recognise that children who are AG&T have special needs, and therefore require special arrangements to ensure that the curriculum which they access is appropriately challenging and engaging.

In a similar vein to SEN, teaching staff have a duty to implement the school's AG&T policy with particular reference to:

- * Providing appropriate access for pupils with special needs to a broad, balanced and challenging curriculum; including the National Curriculum that is appropriate to an individual's special educational needs. This may or may not involve children being provided access to elements of a curriculum which is above their current Key Stage.
- * Ensuring that learning materials, teaching methods or learning experiences are differentiated according to need, and those activities should stimulate and challenge pupils, whilst being within the compass of their attainment.

In PE, if children are identified as AG&T, they are often invited to attend extra-curricular clubs, become sports leaders, attend sporting fixtures and advised of local clubs in the area, as well as given more challenging work in their PE lessons.

Health and Safety within PE

All department staff are required to familiarise themselves with the Health and Safety policies of the school and department taken from the most recent edition of AFPE's 'Safe Practice in PE and Sport.'

People:

Teachers delivering physical education need to:

- understand their obligations relating to their duty of care
- be suitably experienced, dressed appropriately in their Water PE kit, and competent to teach the physical activity being offered
- use regular and approved practice
- be aware of any child/pupil at risk
- ensure acceptable pupil behaviour at all times
- clarify the role of and monitor the work of other school staff, contracted workers and volunteers

Pupils engaged in physical education should be:

- dressed in their PE kits wearing appropriate footwear for the lesson they are taking part in
- given opportunities to think about safe practice in relation to themselves and peers
- guided to develop their knowledge and understanding relating to responsible participation and progress
- sufficiently skilled and confident in the tasks set
- appropriately supervised when undertaking a leadership role.

Context:

Facilities should provide:

- hazard free playing surfaces
- sufficient space allocated to the activities
- a regular and systematic maintenance programme
- appropriate usage

Equipment should be:

- inspected annually
- regularly maintained
- regularly monitored for wear and tear
- checked before use
- used appropriately and stored safely
- disposed of when condemned

Monitoring of the implementation - Impact

The PE Lead will discuss the implementation of the PESSPA on a termly basis and make necessary amendments to enhance learning in school.

Progression in knowledge, skills, understanding

This can be seen in the PE 'Progression of Skills' document.

Use of feedback to improve learning

As much feedback as possible is given to children whilst they are taking part in their PE lessons. If required, classroom-based learning will occur to enhance knowledge, understanding, and deepen learning.

Monitoring and Evaluation of the policy

It is the role of the post holder with responsibility for this policy to monitor its effectiveness and suitability of purpose. Any proposed changes will be presented to the School's Leadership Team before wider appropriate consultation is undertaken as directed by the Head Teacher. The final document will be presented to the Governing Body for approval.