



## Abacus Primary School

# Physical Education Policy

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Written by: Lisa Keeley

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### 1. **Intent:**

Abacus Primary School believes that Physical Education (PE), is experienced in a safe and supportive environment, it is essential to ensure children attain optimum physical and emotional development and good health. Our curriculum aims to improve the wellbeing and fitness of all children at Abacus Primary School, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes.

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities.

Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus, we enable them to make informed choices about physical activity throughout their lives.

### **The aims of PE are:**

- To enable children to develop and explore physical skills with increasing control and co-ordination,
- To encourage children to work and play with others in a range of group situations,
- To develop the way children, perform skills and apply rules and conventions for different activities,
- To increase children's ability to use what they have learnt to improve the quality and control of their performance,
- To teach children to recognise and describe how their bodies feel during exercise,
- To develop the children's enjoyment of physical activity through creativity and imagination,
- To develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.
- To develop children's engagement in competitive, non-competitive sports and activities,
- We want PE lessons to embed all of the lifelong cooperative skills needed: work in a team, communication, leadership and fair play,
- To increase resilience within the children, independence, determination and confidence to succeed.

### **Roles and responsibilities:**

The physical education subject leader is responsible for:

- Ensuring progression and continuity across the key stage through the development of the long-term plan.
- Supporting colleagues in the implementation of the short-term planning and providing support within each unit of work.
- Monitoring progress and standards within the subject.
- Keeping up to date with developments in physical education and disseminating information to the rest of the teaching staff.
- Planning CPD for colleagues to improve confidence in their delivery of the subject
- Lead on initiatives to improve outcomes for the children such as Healthy Schools and The Daily Mile.

### Class teachers:

Plan and teach sequences of lessons to build on previous skills using the scheme of work from Getset4pe. Monitor and assess children's learning against the learning objectives and record on the assessment record on the getset4pe website. It is the teacher's responsibility that healthy and safety of the children remain the key focus throughout the lesson by continually assessing any risks.

### Assistant Leader for PE:

Our assistant leader for PE (HLTA) takes responsibility for organising all the out of school competitions that are held locally within the sports partnership. They also complete all the paperwork for the sports awards and takes a lead in running of sports clubs at the school. Release time is provided for this role. The assistant leader supports the PE Leader in delivering the PE aims of the school.

## **2. Implementation**

### How the subject is taught across the school:

All pupils at Key Stage 1 and 2 will be taught PE for 2 hours per week following the scheme of work. In the Autumn year 6 and in the Spring terms Year 4 will participate in 30-minute swimming lessons at Wickford swimming pool. In the Summer term Year 3 will have swimming lessons in preparation for when they reach Year 4 in the next academic year.

At Key Stage 1 it is divided into 3 main areas of activity:

- Games,
- Gymnastics,
- Dance.

At Key Stage 2 it is divided into 5 main areas of activity:

- Games,
- Gymnastics,
- Dance,
- Swimming,
- Athletics,
- Outdoor adventurous activities.

In both Key Stages it is expected that a positive attitude towards health and fitness will be promoted.

All pupils should have equal opportunities to participate and gain confidence in different physical activities regardless of their ability, gender and culture/ethnic background. There must be flexibility with the teaching to allow for differentiation, enabling individuals to achieve their potential in all areas of PE. Opportunities must be created which promote an understanding and appreciation of each other's

abilities.

Where possible, teachers should use cross-curricular links to enhance and develop the pupil's curriculum.

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as an 80m sprint,
- Setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump,
- grouping children by ability and setting different tasks for each group, e.g. different games,

Providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

### **Organisation:**

#### **Foundation Stage**

We encourage the physical development of our children in the foundation class as an integral part of their work. As the foundation class is part of the EYFS of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

#### **English**

PE contributes to the teaching of English in our school by encouraging children to

describe what they have done and to discuss how they might improve their performance. The Active English scheme allows staff to plan activities that get children up and moving including during GPS (Grammar, Punctuation and Spelling).

### Maths

The Active Maths scheme that Abacus subscribes to incorporates physical activity for lesson starters which are embedded when lessons are being planned and taught.

### Information and Communication Technology (ICT)

We use ICT to support PE teaching when appropriate. In dance and gymnastics children make video recordings of their performance, and use them to develop their movements and actions. Older children compare each other's performance from recordings and use these to improve the quality of their work.

### Personal, Social and Health Education (PSHE) and Citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

### Spiritual, Moral, Social and Cultural development

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

### Extra-curricular activities

The school provides a range of PE-related activities including football, athletics/cross country, gymnastics, rounders, tag-rugby, netball, dodgeball and dance for children either before school, during lunchtime or at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term. The school also plays regular fixtures against other local schools and participates in area competitions. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

Sports Ambassadors (trained pupils from years 3, 4, 5 and 6) and Activity Leaders

are on duty to coordinate a range of active playground games and challenges most lunch times.

### Health and Safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area.

No jewellery should be worn at any time during a PE activity. Earrings will need to be removed and can no longer be taped. This is due to injuries received by several pupils across Essex. Therefore, children will need to be able to independently remove their earrings otherwise they will be unable to take part in PE. Long hair should be tied back in a style that is safe even when upside down.

Pupils should be suitably dressed in PE for all activities. For hall activities pupils should wear shorts and T-shirt. Dance and Gymnastics should be done in bare feet, unless children have a foot complaint.

### Curriculum Planning

PE is a foundation subject in the National Curriculum. Our school uses the Getset4PE scheme of work as the basis for its curriculum planning in PE. This scheme provides progression of skills for each area covered and gives pictorial, videos and music clips for support enabling all teachers to deliver lessons with confidence. As required, we teach gymnastics, dance, games and athletics at Key Stage 1 and Key Stage 2.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader devises this plan in conjunction with teaching colleagues in each year group.

We use the Getset4PE scheme of work as the basis for our medium-term plans. This gives details of each unit of work for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The lesson plans ensure that there is progression and that all objectives for that unit follow a sequence and expected outcomes and gives details of how the lesson is to be taught giving examples including pictorial and video clips.

We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.

To promote daily physical activity, in line with the government's child obesity plan, we promote The Daily Mile. The Daily Mile is simple and free and gets children out of the classroom for fifteen minutes at least 3 times a week outside of PE lessons to run or jog, at their own pace, with their classmates, making them fitter, healthier, and more able to concentrate in the classroom. The Daily Mile Foundation believes "No Human Is Limited" and wants to ensure every child has the opportunity to enjoy being physically active, outside with their friends.

### **Teaching PE to children with Special Educational Needs**

At our school we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

Where a child may have a specific medical or physical need identified, then the school would liaise with any professionals involved in the management of the child's care and make recommended adaptations to the provision.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, and differentiation - so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

During the school year there are a variety of sports festivals that we take part in for SEND pupils.

We also offer Gym Trail on a weekly basis and this focuses on fine and gross motor development in small groups.

### **Resources**

There is a wide range of resources to support the teaching of PE across the school. The children use the large and small hall, school playground, all-weather pitch or school playing field for games and athletics activities and the local swimming pool for swimming lessons.

The resources are stored predominantly in the large hall or in the outside storage facility.

If staff need new or more resources for PE they should inform the subject leader.

### **Primary Sports Funding**

The School work as a collaborative unit in terms of taking all decisions; this will include decisions on funding, resourcing and time tabling. Ultimately, decisions on funding will rest with the Head teacher. The 'PE and Sport Premium' is designed to help primary schools improve the quality of the PE and sport activities they offer their children. Schools receive PE and Sport Premium funding based on the number of children in Years 1 to 6. Information about the school's funding allocation and how it is spent each year is published on the Abacus Primary School website under 'PE and Sport Premium'.

### **Assessment arrangements.**

Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit.

They record the information using the *Getset4PE* assessment tool and use the information to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

Every year group/phase compete in intra-sports competitions at the end of each unit. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

Each class has a curriculum journal where pictures of sporting events, intra sport competitions and individual achievements can be show cased.

### **Home school partnership opportunities**

Parents are encouraged to attend Sports day and competitions to support, celebrate and promote physical activity. Children are encouraged to share their out of school achievements and these are celebrated on the school newsletter.



### **3. Impact**

#### **How will this policy be monitored and reported?**

P.E is taught as a basis for lifelong learning, where the children have access to a wide range of activities in the belief that if taught well and the children are allowed to succeed, then they will continue to have a physically active life. A high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically- demanding activities. At Abacus Primary School, we provide opportunities for children 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.

#### **Monitoring and Review**

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader e.g. lesson drop ins, pupil perceptions, staff meeting time and staff audits. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leader gives the head teacher an action plan in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

Case studies are also being collated to demonstrate the impact of PE and sport on key young people at our school.

This policy needs to be read in conjunction with the Health and Safety Policy, Education Visits Policy and SEND Policy.

SEND and PE

1. Recommended strategies to support differentiation:

a) QFT

- **SPACE - changing distance, height, size and location:** safe zones and playing areas, use targets that are closer, use smaller areas or playing over shorter distances, using flat areas such as playgrounds or halls, using bigger spaces to allow for more reaction time or an enclosed area to restrict space.
- **EQUIPMENT - change what is being used:** use larger balls which are easier to see or catch, using coloured balls that are easier to see, using balls that make a noise, using tennis rackets instead of rounders or cricket bats, using lighter equipment which moves more slowly e.g. scarfs or beanbags.
- **TASK - changing rules, roles, progressions, conditions or complexity:** adding conditions to games e.g. everyone must touch the ball, changing the speed of the activity e.g. everyone must walk, simplifying an activity e.g. less passes to make the task easier or harder, pupils taking on different roles e.g. coach, official, using role lanyards, using bigger spaces to allow for more reaction time.
- **PEOPLE - changing groupings or how children play together:** working in mixed ability groups, working in similar ability groups, playing uneven sided games e.g. 5v2, using buddy systems, focus on praise and how the children interact with each other as opposed to score or outcome.

b) Additional School Intervention and Support

- Do PE when you have support staff
- Make sure planning or units reflects your class
- Specialist equipment

c) High Needs

- Strategies will be followed from within the child's EHCP or from any specialist advice received.

2. Recommended Assessment Tools, Resources and Interventions:

- Word pyramids
- Progression ladders for each area
- Overview and key skills document
- Non-participant task cards

3. Monitoring SEND

- SEND will be routinely monitored as part of subject monitoring during the academic year.

- The subject leader will use a checklist of recommended strategies above to identify good practice through their observations, climate walks, conversations with pupils and work scrutiny.
- The subject leader will use Target Tracker data (and One Plan data where relevant) to identify progress of SEND pupils in their subject, as well as evidence from exercise books and other sources.