

PE POLICY – 2019

Intent: Participate, Be healthy, Enjoy

This policy outlines the aims, organisation and management for the teaching and learning of Physical Education (PE) at Courthouse Green Primary School. It is based on participation, healthy lifestyles, excellence and enjoyment. It is supported by the national guidance and national curriculum for PE.

Aims and Objectives

PE develops knowledge, skills and understanding so that our children can perform with increasing competence and confidence in a range of physical activities. These include dance, gymnastics, swimming, games, athletics and outdoor adventure activities. PE promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and it promotes positive attitudes towards a healthy lifestyle – we then enable children to make informed choices about physical activity throughout their lives.

In the teaching of PE to our children we –

- Enable children to develop and explore a range of sports and physical skills with increasing control and coordination.
- Promote the participation in sport and physical activity, providing both recreational experience and the opportunity to experience competitive sport.
- Encourage children to work and play with others in a range of group situations.
- Develop the way in which children perform skills and apply rules and conventions for different activities.
- Show children how to improve the quality and control of their performance.
- Teach children how to recognise and describe how their bodies feel during exercise.
- Develop the child's enjoyment of physical activity and sport.
- Develop an understanding of how to succeed and how to evaluate individual successes.

Teaching

We use the Real PE curriculum in all of our PE lessons. Our principal aim is to develop the children's fundamental movement skills and collaboration skills whilst also ensuring that for the large proportion of the lesson children are active and doing. We do this through a mixture of whole-class teaching and individual/group activities. Teachers are able draw attention to good examples of individual performance as models for the other children, we use perfect model examples from experienced sports specialists and those can be shown via other media 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 available to us within the REAL PE curriculum.

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 a 60m sprint;
- setting tasks of increasing difficulty, where not all children complete all tasks, e.g. balance challenges;
- 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 equipment
- differentiated tasks that enable children to achieve the aim of the lesson, regardless of ability

Organisation and implementation

We teach PE twice a week in each class. Each class is allocated an indoor PE lesson each week, during this time class teachers deliver the skill element of their current Real PE unit. An outdoor lesson each week is given during PPA time and our PE specialist follows up the indoor lesson with the games and assessment element of the current Real PE unit. There is also an opportunity to participate in OAA during residential trips to Skern Lodge (year 5) and a camping trip for year 4. Swimming is delivered in years 3, 4 and 6 for a month each year via Elite Sports who supply us with an on-site swimming pool and instructors. Year 3 and 4 children have a lesson each day during the school day and year 6 children that did not meet the 25m expectation during year 4 are invited for additional lessons at the end of the day. A significant amount of money has been ring-fenced in order to ensure that our children can swim after having several years whereby less than 50% of children could meet the milestone expected at the end of year 6. This year we have 93% of children swimming in year 6. **Prince William??**

EYFS

We encourage the physical development of our children in the reception classes as an integral part of their learning. The children develop confidence, control of the way they move, spatial awareness and care in the handling of 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. EYFS children use our outdoor learning spaces several times throughout the week. In 2018, reception children started having their own discrete Real PE lessons in addition to their EYFS lessons. This has helped a great deal in preparing them for PE lessons throughout their school career.

PE and cross curricular links

Technology

Children regularly use iPads in PE lessons to record performance and use it as tool to give feedback, either to team mates or on their own performance. We also have GoPro cameras that can be used to record performance in activities that are not delivered indoors. The perfect model is often taken from sources on the internet and shown to the children via iPads or on screen projection to enhance their learning and understanding of a task.

PHSE

Children learn about the benefits of healthy eating and exercise and how to make informed choices about their health. They learn to work as part of a team and gain experience in leadership. They learn to reflect on achievements and identify their strengths and weaknesses. They learn to manage their feelings when they are not always successful and develop strategies for this. Children learn the skills necessary to succeed in competition and manage the fine line between competitive stress and aggression.

The teaching of PE offers opportunities to support the social development of our children via the way in which we expect them to work together in lessons. There are several times when children are asked to discuss their ideas and performance enabling them to develop a respect for others. Their reflection on strengths and weaknesses also develops a respect for one another's abilities and encourages cooperation to complete a task. Children develop self confidence, self esteem and self knowledge when taking part in physical activity. They take responsibility for their actions each time they play a game and acknowledge the rules and laws of that game. They understand the notion of democracy when appointing sports leaders and abiding by the decisions that they make when taking part.

Science

Children are taught about the direct impact of exercise on their bodies and how exercise benefits various body systems. They are taught how muscular strength can improve performance, particularly in gymnastics, dance and athletics. Children are taught the laws of physics when developing gymnastic skills – ie, balance, structural strength and momentum.

Maths

Children are taught about symmetry, sequences, ordering, rotation, angles and shapes in gymnastics and dance. They use fractions; speed, distance and time; measuring and recording; estimating; map orientation and scales when taking part in many other physical activities.

English

Children are encouraged to describe what they have done, what they have seen and to consider how they could improve performance. They use new, **subject specific** vocabulary that is specific to the activity they are doing or use familiar vocabulary in a new context.

PE and Inclusion

We teach PE to all children, whatever their ability or individual need. Through PE, we provide learning opportunities that enable all children to make good progress. We strive hard to meet the needs of children with SEN, disabilities, those with special gifts and talents and those who have English as an additional language – we take all reasonable steps to achieve this. To help with this further, the PE lead has attended a national Inclusive PE course that has aided us significantly in planning for those with extra needs.

Our planning includes an assessment of whether we need to alter any of our delivery for individual children. For instance, whether equipment needs to be adapted, teaching styles need to change, aims and objectives need to be differentiated, timescales lengthened or shortened for completing tasks or whether group work or individual practise may be more suitable. The necessary intervention is always put in to place to ensure that children can perform the basic FMS.

PE also contributes to children's **SEND action plans** where a target may be based on physical development or social interaction.

All of our children are catered for in after school provision as well as during lessons. Where extra support may be required in lessons, we would endeavour to provide similar support for extra curricular activity if the risk assessment suggests that it is necessary.

Our children with additional needs also have opportunities throughout the year to attend SEND specific competitions and our teams from the Speech and Language Base have all enjoyed competing in boccia, archery and indoor curling this year.

Assessment

Teachers and specialists assess children's work in PE through observation during lessons and with the Real PE colour assessment. There has been CPD during 2016/17 and **ongoing coaching support to staff whose subject knowledge requires development** to ensure that staff are familiar with assessment grids and how to make a determination as to whether they are making progress in line with ARE. Learning objectives from each unit of work (6 throughout the year) determine the assessment criteria. These are completed by the end of each unit of work and are used to inform the overall judgement at the end of the year on progress made. This information is then passed on to the teacher for the following year. In addition to assessing physical skills, Real PE also offers the opportunity to assess other core skills such as – cognitive ability, collaboration, resilience and healthy lifestyle.

As well as teacher assessment, children are expected to evaluate their own work from year 1 upwards. Children also peer assess in order to make an assessment of progress and by which to consider their own performance and feedback skills.

All assessment material is kept on a shared staff One Drive folder as evidence of good practise at the school.

Resources

There are a wide range of resources to support the teaching of PE across the school. Sports premium funding and allocated PE budget have meant that we are able to fully provide equipment of a high standard that in turn allows

for a curriculum that offers breadth and depth. Most equipment that is used is kept in the PE cupboards and is rotated to the outdoor garage when not being used for that half term of work. We expect all children to handle equipment with respect and safely during their PE lessons or at extra curricular clubs. The field and playground are used for outdoor lessons.

Health and Safety

We ensure that all general health and safety requirements apply to PE lessons and sporting activities. We encourage children to consider their own and others' safety at all times. We have risk assessments completed for all activities in line with Coventry City Council guidance and AfPE 'Safe Practice in Physical Education and Sport'. Staff always point out the hazards associated with each activity to children and inform them with how to ensure that injury does not occur.

We expect children to change in to PE kit for PE lessons and for staff involved in PE lessons to wear appropriate PE kit. No jewellery is allowed and long hair should always be tied back.

Indoor kit – red t-shirt, black shorts or joggers and pumps or clean trainers

Outdoor kit – red t-shirt, black joggers or shorts, sweatshirt (preferably black) and outdoor trainers and football boots where required.

Extra curricular activities

The school provides a range of PE and sport related activities for children to attend at the end of the school day and during lunchtimes. These encourage children to further develop their skills in a range of sports and activities. The school sends details of provision for the following term out to parents prior to breaking for each holiday. The school currently caters for approx 350 children per week in extra curricular clubs and we always look to enhance our provision wherever possible to meet the needs and wants of our children. This is found via pupil voice surveys.

The school also plays regular fixtures against other schools and takes part in Sainsbury's School Games competitions in a number of activities. In addition to this, we also run inter-year competitions as part of the Challenge Cup at lunchtimes. Children and staff enjoy this opportunity to show off the skills they have developed in lessons.

During this school year we will look to further increase provision for our children in school as we aim to meet the targets of the School Sport and Activity Plan (DfE, July 2019). In addition we will seek every opportunity to signpost and encourage our children to take up physical activity out of school to achieve the 60 minutes of activity a day.

Monitoring and review

The coordination and planning of the PE curriculum are the responsibility of the PE lead in school. She will also complete the following –

Support colleagues in their teaching by allowing for CPD opportunities and keeping them informed of current developments in the subject.

Give the headteacher an annual summary report in which the strengths and weaknesses in PE are evaluated and areas for further improvement indicated.

Provide a report to governors, headteacher and parents on how Sport Premium Funding is allocated and used in school. This will also be published on the school website at the end of each school year as outlined by DfE.

Review this policy on a yearly basis.

Reviewed by Kate Halfpenny – August 2019

Next review – July 2021