

Booth Wood Primary School

Policy on Physical Education (PE 2021/2022)



The PE policy at Booth Wood Primary School is designed to reflect the primary PE entitlement as defined in the National Curriculum 2019. PE lessons and Sports Clubs offer opportunities for children to:

- acquire and develop skills: explore basic skills, actions and ideas with increasing understanding; remember and repeat simple skills and actions with increasing control and coordination for example catching and throwing a ball.**

- learn how to select and apply skills, tactics and compositional ideas: explore how to choose and apply skills and actions in sequence and in combination; vary the way they perform skills by using simple tactics and movement phrases; apply rules and conventions for different activities such as the travelling rule in Basketball.**

- take the initiative, lead activities and focus on improving aspects of their own performance: describe what they have done well or not so well; observe, describe and copy what others have done; use what they have learnt to improve the quality and control of their work for example a dance routine.**

- develop a knowledge and understanding of fitness and health: how important it is to be active; to recognise and describe how their bodies feel during different activities and to live a happy lifestyle.**

- receive teaching/coaching which ensures that when 'evaluating and improving performance', connections are made between 'developing, selecting and applying skills, tactics and compositional ideas', and 'fitness and health'.**

- to learn that winning isn't everything and that we have to lose in order to develop and learn from our mistakes; to encourage other teammates and set a good example to other members of my class and school; identify strengths and weaknesses in my sport and be able to set targets so that I can improve and achieve them.**

1 Aims and objectives

- 1.1 PE develops the children's knowledge, skills and understanding of how to play/officiate and manage a sport/activity, so that they can perform with increasing competence and confidence in a range of physical activities. These include Dance, Games, and Gymnastics. Swimming including water safety and self-rescue, 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 in terms of physical and mental skills. We enable the children to make informed choices about physical activity throughout their lives to maintain a positive and healthy lifestyle.
- 1.2 Our objectives in the teaching of PE are:
- to enable children to develop and explore physical skills with increasing control and coordination.
 - to encourage children to work and play fairly with others in a range of group situations.
 - to develop the way in which children perform skills, and apply rules and conventions, for different activities.
 - to show children how to improve the quality and control of their performance.
 - to teach children to recognise and describe how their bodies feel before, during and after 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 and work on their strengths and weaknesses.
 - to provide specialist support where individual children have particular gifts or talents or if a child is SEN then giving them maximum opportunities to succeed.

2 Teaching and learning style

- 2.1 We use a variety of teaching and learning styles in PE lessons and after school sports clubs. 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 or 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.
- 2.2 During lessons, our Sports Coach Mr Wolfe delivers all PE sessions. This provides increased subject knowledge and enables the class to be differentiated more effectively. All children are kept active for the vast majority of their PE lessons. With having a Sports Coach, it enables the children to have better PE lessons and therefore their progression and understanding of an active healthy lifestyle. We cover many areas in PE such as Gymnastics, Dance, Team Games, Athletics.
- 2.3 In all classes, children have a wide range of 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 800m run)
 - setting tasks of increasing difficulty, where not all children complete all tasks (e.g. varying ball skills for example being able to shoot a Basketball in the hoop from different angles and distances)
 - grouping children by ability, and setting different tasks for each group (e.g. different games such as keeping the ball up in the air in Football with only using your feet)
 - providing a range of challenges through the provision of different resources (e.g. different gymnastics equipment).

3 PE curriculum planning

- 3.1 PE is a foundation subject in the 2014 National Curriculum. Our school uses the 'Rising Stars Champions' as the basis for its curriculum planning in PE. We adapt this resource, which is based around the national curriculum, to meet the needs of our individual classes. As required, we teach Dance, Games and Gymnastics at Key Stage 1. In Key Stage 2, we teach compulsory Dance, Games (invasion, net/wall, striking and fielding) and Gymnastics, plus a variety of other activities: Swimming (including water safety and self-rescue) (year 6), Athletics, Outdoor and Adventure activities. (
- 3.2 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.
- 3.3 We use the Rising Stars Scheme 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 subject leader keeps and reviews these plans.
- 3.4 Our Sports Coach Mr Wolfe uses the Rising Stars scheme to create a daily plan for each PE lesson. This lists the specific learning objectives and expected outcomes, and gives details of how the lesson is to be taught. Mr Wolfe keeps these individual plans, and then he will discuss these plans with the class teachers on an informal basis.
- 3.5 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.
- 3.6 Parents and carers will be informed which PE activities are led by our Sports Coach Mr Wolfe.

4 The Foundation Stage

- 4.1 We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage 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, control of the way they move, and care in the handling of 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 such as basic throwing and catching.

5 Contribution of PE to teaching in other curriculum areas

- 5.1 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.
- 5.2 Spiritual, moral, social and cultural development.
The teaching of PE offers opportunities to support the social development of our children through the way in which we expect them to work with each other in lessons. Groupings allow children to work together, show good teamwork skills, 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 cooperate 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.

6 PE and ICT

- 6.1 Information and communication technology enhances the teaching of PE, where appropriate, in all key stages. In dance and gymnastics, children make video recordings of their performance, and use them to develop their movements and actions. Music composed on the computer is sometimes used for creative dance. Older children compare each other's performances from recordings, and use these to improve the quality of their own work. A digital camera can record experiences during outdoor and indoor activities.

7 PE and inclusion

- 7.1 We teach PE to all children, whatever their ability or individual needs. 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 excellent progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; English as an Additional Language (EAL).
- 7.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – equipment, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps to ensure that our teaching is matched to the child's needs. Children with Individual Education Plan (IEPs) may have specific targets relating to PE.
- 7.3 We enable all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school (sports events at another school, for example), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

8 Assessment for learning

- 8.1 Our Sports Coach assess children's work in PE by making assessments as they observe them working during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways in which to improve. Teachers record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, our Sports Coach make a judgement against the National Curriculum levels of attainment. Mr Wolfe then records this information and uses it to plan the future work of each child. These records also enable our Sports Coach to make an annual assessment of progress for each child, as part of the school's annual report to parents and carers. Our Sports Coach passes this information on to the class teachers at the end of each year.
- 8.2 The PE subject leader keeps evidence of children's work/assessments. This demonstrates what the expected level of achievement is in different areas of PE activity in each year of the school. This is formatted on the computer and is set up like a report.

9 Resources

- 9.1 We have a wide range of resources and equipment to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help to set up and put away this equipment as part of their work and teamwork skills. By so doing, the children learn to handle equipment safely. The children use the school field for Games and Athletics Activities, and the local Swimming Pool for swimming lessons. We have fantastic facilities at our school with a MUGA, which is used for ball games such as Football. We have an artificial playground, which is used for games like Hockey and Tennis, and we have Gym equipment, which is used a lot at break, and lunch times, which keeps our children fit and healthy.

10 Health and safety

- 10.1 It is the general teaching requirement for health and safety that applies to 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 for example shorts, t shirts and trainers. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no potentially dangerous jewellery is to be worn for any physical activity. Girls and boys are given separate changing rooms from the age of 7.

11 Extra-curricular activities

- 11.1 The school provides a range of PE-related activities for children at the end of the school day. These clubs are delivered by our Sports Coach. These clubs 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 and carers at the beginning of each term. The clubs are all linked to the competition schedule set out by Charnwood College. The school plays regular fixtures against other local schools. 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 cooperation amongst our children. We offer a big variety of sports which gives our children the best opportunity in competitions.

12 Monitoring and review

- 12.1 The coordination and planning of the PE curriculum is the responsibility of the subject leader, who also:
- supports colleagues in their teaching, by keeping informed about current developments in PE and provides a strategic lead and direction for this subject.
 - gives the headteacher an annual summary report in which she evaluates the strengths and weaknesses in PE and indicates areas for further improvement.
 - uses specially allocated regular management time to review evidence of the children's work, and to observe PE lessons across the school.
 - Plans events and competitions inter school and intra school.
- 12.2 The quality of teaching and learning in PE is monitored and evaluated by the headteacher as part of the school's agreed cycle of lesson observations.
- 12.3 This policy will be reviewed at least every two years.

Signed:

Date: