

Mulbarton Primary School Physical Education Policy 2018

POLICY STATEMENT AND CURRICULAR AIMS:

At Mulbarton Primary School we believe that physical education is an essential part of children's learning and well-being. We provide a broad and balanced programme for the delivery of PE across the school. In KS1 and KS2 our activities are based on the National Curriculum objectives and include; multi-skills, invasion games, athletics, gymnastics, dance and swimming.

Our school thrives on developing the 'whole child' with a holistic approach to teaching. We follow a scheme of work called 'Amaven' which focusses on developing children's physical skills with time to apply those skills. This scheme also allows us to continue our challenge-based learning ethos. Children have a choice of challenges to choose from within their lessons, allowing them to achieve their own personal best. They are also encouraged to take on different roles such as leadership, refereeing, etc.

Mulbarton Primary is a member of the *Norwich School Sports Partnership* where all children are given the opportunity to take part in out-of-school festivals, competitions and events. In-school we provide the opportunity, and encourage, all children to join one of our extra-curricular activities. These have included; football, tennis, gymnastics, multi-skills, fencing and street dance.

Aims:

The purpose of study and the aims of the national curriculum for physical education (2014) state:

Purpose of study: *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.*

Aims

The national curriculum for physical education aims to ensure that all pupils:

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- 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
- lead healthy, active lives.

The Schools aims for PE:

In line with our school vision, of having a 'stimulating' learning environment, being 'happy', 'respectful', 'valued' and 'ensuring everyone achieves their full potential', we aim for children to:

- to have access to quality and stimulating sport provision
- to enjoy sport and have positive attitudes towards PE.
- to achieve their full potential in PE and Sport.
- to have improved levels of fitness and health.

PE and sport premium funding:

The school receives £14,765 PE and sport premium. The school uses this funding to meet the following requirements, reporting back annually on the impact of its plans to:

- *Meet national requirements for swimming and **water safety***
- *KI 1 - The engagement of **all** pupils in regular physical activity (30 mins/day)*
- *KI 2 - The raising of the profile of PE and sport across the school*
- *KI 3 - The increased confidence, knowledge and skills of **all** staff teaching PE*
- *KI 4 - The broader range/experiences of sports and activities offered to **all***
- *KI 5 - The increased participation in competitive sport*

Link Governor:

Our PE and sport Link Governor is Amanda Smith.

Our detailed sports premium spending plans are available on our website:

<http://www.mulbartonprimary.norfolk.sch.uk/sports-premium.html>

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Entitlement:

The school provides all pupils with the full entitlement of two hours high quality Physical Education a week. This is delivered through two lessons of 1 hour duration. Units of work are blocked so that for a set period of time all the lessons are on the same area of activity. All staff follow a long-term PE plan that ensures the same delivery is occurring across the school.

Foundation Stage:

Physical Development (PD) - *Statutory Framework (2017)*
PD is one of the three crucial areas for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food

In our school the children have constant access to physical activities through their continuous provision, have an outdoor session on the balance bikes and a lesson with our PE coach once a week.

Lessons are enriched by planned access to after-school / lunchtime clubs to allow the pupils to extend their learning and develop towards excelling in sport. This is further enhanced by links to outside sports clubs wherever possible.

Curriculum Planning:

How does PE support other areas of the curriculum?

English

PE contributes to the development of Speaking and Listening skills by encouraging children to:

- follow instructions
- understand and respond to instructions

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- understand the task and terminology used to express it
- act on advice given
- learn from others
- ideas exchanged, team tactics, peer evaluation

Personal, social, health and citizenship education (PSHE)

- Children are taught the benefits of exercise, healthy eating, and how to make informed choices about their lifestyle.
- In PE children are encouraged to work cooperatively across a range of activities and experiences. They learn to respect the views and abilities of others.

Numeracy / Maths

- Children learn to apply numeracy skills when counting, measuring and timing.
- They are also encouraged to use mathematical terminology for shapes, space and position.

Links to other curriculum subjects are made where meaningful.

Scheme of work

The school follows a progressive scheme of work provided by 'Amaven'.

Relevant units will be made available to all staff who teach them and they will be expected to evaluate these units, feeding back to the subject leader. This allows for curriculum review in relation to content, progression, continuity, teaching and learning.

Individual lessons should be evaluated to inform planning and ensure differentiation.

At key stage 2, swimming is taught by the Swimming Instructor with support from the staff. Information on progress, assessment of attainment is provided by this person in consultation with the class teacher.

Teachers must ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas and fitness and health.

A copy of the long term overview will be available on the school's website.

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Teaching and Learning:

The organisation of PE in the school promotes teaching and learning. Lessons are blocked in units of work to promote greater depth of understanding, developing of skills, contextual application of these skills and the ability to perform reflectively. Children will be presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams. They will learn how to think in different ways to suit the different challenges. They will be given the opportunity of demonstrating their learning, using a range of communication styles, allowing for effective assessment. This assessment will be used to inform planning and promote greater learning. The structure of the scheme of work will promote teaching and learning as it provides both continuity and progression. This scheme of work specifies progression of skills, knowledge and understanding.

Monitoring of Standards of Teaching and Learning:

The PE Subject Leader will conduct sampling of lessons across the year. Using the subject specific exemplification material from Ofsted or other agreed criteria, they will look at what they observe and compare that with the exemplification material to ensure standards of teaching and learning and pupil achievement are high.

As well as observing lessons the PE lead will also have conversations and conduct questionnaires with children to allow for pupil voice.

Assessment and Recording:

Pupils work will be assessed throughout each unit of work using formative and summative assessment methods. Pupils progress will be monitored by the individual class teacher who will use these methods to set realistic targets for the individual pupil, based on their strengths and weaknesses. Teachers are encouraged to use the tracking grids provided by the PE subject lead to help inform their judgements. At the end of each unit an indication of the progress that they have made will be recorded on Pupil Asset (once

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a term). This will allow an overview of all progress made over that academic year. This will allow a comparison to be made with national expectations.

Pupils will also be encouraged to record their achievements through self and peer assessment techniques.

Equipment and Resources:

All resources are recorded 'Audit of PE resources' (available from the PE coordinator and displayed on front of PE store cupboards). These are regularly reviewed in order to ensure they are appropriate to the range of activities undertaken, pupil ages, abilities and needs of the children in order to enhance learning.

Resources should be counted out and counted in, returned in good condition and working order. The pupils should be encouraged to:

- Look after resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place (staff should oversee)
- Be told of any safety procedures relating to the carrying or handling of resources.

Any damage, breakage or loss of resources should be reported to the PE Coordinator as soon as possible. Any damage observed done to a piece of apparatus which could cause subsequent injury must be isolated from use, and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.

Extra resources for Physical Activity

- Amaven - daily movement videos
- Maths of the Day - active maths lessons or starter activities
- Daily Mile - every day during the afternoon

Safe Practice and Risk Management:

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. This school follows the "Safe Practice in Physical Education, Physical Activity and School

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Sport" (2016) guidance provided by the Association for Physical Education (afPE).

The School employs the P.I.E. model extolled by afPE - 'Prevent, Inform, Educate'.

All pupils must be taught how to handle and carry apparatus, resources appropriately. They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.

Staff who lack confidence in teaching areas of activities should advise the PE lead/coordinator and will be supported by access to training either in school or on appropriate courses.

Risk assessments for all areas of the school where PE is taught are available for staff to read. These are saved on the school server under: 'Staff, Primary, @PE'.

Differentiation:

Physical education in the school will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils

The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. Some pupils may need specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists, or in exceptional circumstances, with a statement of special educational needs.

Any classroom support provided must extend into physical education lessons as appropriate. Teachers and Adults Other Than Teachers (AOTTs) working with the children will be made aware of any pupils who have special educational needs or medical conditions. The SENCO will liaise with all staff to ensure all pupils' needs are met in relation to teaching and learning in PE.

Teachers and others teaching PE in our school are applying the '**STEP**' principle for inclusion and differentiation.

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Space

- Increase/Decrease size of area
- Change shape of area, distance travelled,

Task

- Simplify the activity or make more challenge.
- Giving certain roles
- Varying speed
- Use of non-dominant hand, etc.

Equipment

- Varied by type, size, shape, colour, playing surface, etc.
- Example: larger balls easier to catch, lighter balls travel more slowly.

People

- Independently, in groups, in pairs
- Mixed or same ability
- Zone areas
- Buddy system to facilitate each other.

Equal Opportunities and Inclusion:

Every pupil has equal access to national curriculum physical education. Learning experiences are differentiated in such a way as to meet the needs of all pupils.

All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

Assessment and Reporting:

Assessment is normally carried out by teachers in the course of the normal class activity. Formative assessment and summative assessment methods will be used (as mentioned above). These will allow a picture to be built up of the pupil's progress, any areas of strength or weakness. Individuals will be set challenges appropriate to their attainment and will be involved in making judgements on their own progress - suggesting how they need to improve.

Pupils will be given the opportunities to provide evidence of their knowledge, skills and understanding by contextual tasks, performances and questioning. Knowledge and understanding must underpin the skill demonstrated,

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this is best achieved through contextual tasks and not in isolation.

In accordance with the school's policy parents will receive a written report on all aspects of a pupil's school work at the end of the summer term. This will include PE and should indicate to the parents the range of activities covered and areas of personal strength and weakness. It will also indicate to the parents whether the individual is working in line with, above or below national expectations.

Staff Continued Professional Development (CPD):

All staff should take part in professional development to ensure secure subject knowledge, consistency and awareness of health and safety procedures and up to date knowledge. *This is exemplified in the new teacher's standards.* Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader or appropriate other through INSET.

Extended Curriculum:

Out of School Hours Learning (OSHL):

The school offers a **wide range of lunch-time and after school activities**. These are open to any pupil in the relevant year group.

All children have weekly access to multi-skills activities led by a coach during their lunch hour. After school clubs available to all include; football, tennis, multi-skills, gymnastics, fencing and street dance.

Staff will assist the lunch time supervisors by providing lists of pupils who will need early access to the dining hall etc. Staff will notify pupils of any cancellation, rearrangements of clubs as soon as possible.

Foul Weather:

In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made. These may include class based activities around the activity, or rescheduling the activity for another day. If the indoor space is

