

Vernon Primary School



Physical Education Policy



The intent of the Physical Education curriculum at Vernon Primary School is to provide every pupil with:

- The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.
- The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.
- High levels of physical fitness.
- A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.
- The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
- The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.
- Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.
- A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.
- The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.

Introduction

PE is a foundation subject of the National Curriculum and this document describes the policy for its implementation at Vernon Primary School.

- This policy was reviewed and developed by the PE subject leaders in September 2020
- All class teachers are responsible for the implementation of this policy.
- The school policy for Physical Education reflects the consensus of opinion of the teaching staff and has full agreement of the governing body.

For full details of the Physical Education Curriculum Overview and programmes of study, please refer to:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf

This policy has been written to ensure the provision of opportunities and experiences for children, which contribute to Physical Education development within a challenging learning environment, which is inclusive of all young people.

Philosophy

Physical Education is an essential part of all children's social, emotional and physical development. It is a subject which offers invaluable experiences where children can work together or individually to enhance the body awareness and motor skills. It can also aid in their social and emotional development when the children plan activities, work with others and make judgements about their own and others' performances and actions. At Vernon Primary School, we also recognise that physical activity has a positive impact on mental health and wellbeing and we endeavour to instil this high self-esteem in all of our children. Physical Education promotes health and fitness which should be an important element of each child's education.

Through PE, the children of Vernon Primary school will be aware of their own and others' strengths and weaknesses thus developing an appreciation of and an empathy for the abilities and differences of others. All children should achieve success, regardless of academic ability, background or gender.

Aims and Objectives

Aims

The aim of the policy is to share high expectations and to ensure high quality teaching is delivered to all pupils.

Our aims, when teaching PE at Vernon Primary School are to:

- To provide an environment in which pupils enjoy and are committed to PE and sport.
- Provide the children with equal opportunities through a varied and inclusive programme of experiences.
- Engage the children in activities which will enhance the children's physical development and encourage children to use physical exercise to promote positive mental health.

- Allow the children to develop their ability to work co-operatively and show appreciation for their own and others' strengths and limitations in a variety of environments.
- To provide a wide range of sports and activities which the children may not otherwise have access to.
- Acquire and develop skills to perform with increasing competence, readying them to take part within the school (intra) and between schools (inter) competitions.
- We aim to support children in developing healthy behaviours and promoting positive attitudes.

Objectives

Through the implementation of a broad and balanced PE curriculum covering; games, gymnastics, dance and swimming the children will have the opportunity to:

- Plan, perform and evaluate when appropriate across the four areas of activity.
- Develop competence in the fundamental movement skills and control in gross and fine motor skills.
- Develop a full range of basic and more complex movements.
- Understand the importance of a warm-up and cool down before and after exercise.
- Understand the effects of exercise on their bodies, circulatory system and mental health.
- Use a variety of resources and equipment in a safe and suitable manner.
- Participate in activities individually, with a partner or in a small group or team.
- Make up and use simple rules.
- Respond to a variety of stimuli in an imaginative manner.

Teaching and Learning

Teaching staff at Vernon Primary School are fully committed to using the National Curriculum 2014 in order to implement the planning of PE. The staff use their creativity and pupil enthusiasm to deliver inspiring activities. We recognise that children within our school respond to different learning styles and therefore a range of teaching styles are used when delivering PE lessons. We aim to encourage a wide range of teaching styles, including whole-class instruction, individual development and group work. Tasks are set to suit individual needs. However, there are times when the children are grouped by ability, particularly in games. Children are encouraged to make progress in their skill development.

Within PE, differentiation can be achieved by outcome, as the teacher sets a task which allows children to perform at their own level of ability. Tasks may also be set up for different ability groups, especially in games with adaptations made for ability and skill levels. Equipment and timings can also be used to differentiate, for the more or less able. Children should make progress through both the year they are in and across their time in Primary School.

Recently purchased games allow all children regardless of their ability to join in with indoor and outdoor sport.

Planning

PE planning is based on the National Curriculum 2014, using the 'Essentials' milestones as a reference point for progression in Years One to Six; plans for Reception are based on the 'Early Learning Goals' with PE taught under the area of 'Physical development'.

All teachers are involved in the planning of PE. Plans are then monitored by the Head teacher, Assistant Head teachers, SLT and the subject leader.

- The curriculum map for each year group identifies the PE units to be covered in each term and ensures an appropriate balance and distribution of work in Years One to Six.
- The holistic overview for each year group provides further details of the units of work for each term including: learning objectives, outcomes and cross-curricular links for each unit. The PE subject leader reviews these plans on a regular basis.
- Teachers may write individual lesson plans detailing specific learning objectives and outcomes and outlining how the lesson will be taught.

Teachers are responsible for annotating their plans to identify successful aspects of lessons as well as any areas or gaps which may inform future planning.

Areas of Activity

Dance

Dance should be taught to all year groups as a half term or termly period activity. The children should be encouraged to respond to a range of stimuli which is year group topic based, plan sequences and actions, perform improve and evaluate them. These finished 'dances' should not always be the focus of lesson time. Planning, evaluating and re-evaluating should be considered. Children should also learn to peer evaluate, with the focus of this being on praising others for their successes and giving areas of possible improvement. This can particularly help with the development of the children's, language, speaking and listening skills in Key Stage 1. As the children progress through the school, their experience of dance should allow them to communicate effectively through movement, as well as to create and perform a variety of steps and styles of dance with confidence.

Gymnastics

Gymnastics should also be taught to all year groups as half termly or termly periods of activity. This should be based on individual work, building up to partner and group work ready for the assessment of the core tasks incorporated from the QCA document. The emphasis for children in Key Stage 1 should be on simple sequences both on and off apparatus. The emphasis for children in Key Stage 2 should be more complex structured sequences both on and off the apparatus. Children should be encouraged to create sequences based on the topics they are studying. From reception age onwards, the children will begin to carry their own equipment safely and to understand the need for working safely, individually and as a team. Through gymnastics, the children should be taught to plan, perform and evaluate their movements and sequence. Emphasis on the need for rehearsal and improvement through the use of evaluation should be a key feature of lesson time.

Games

Games is to be taught to all age ranges. The children should be provided with a range of activities within games and introduced to a wide variety of equipment. During Key Stage 1, the children will concentrate on establishing their own individual skills in throwing, catching, kicking, running, jumping, hitting, striking, receiving (fundamental skills). During Key Stage 2, the children concentrate on developing, refining and applying these skills within a variety of games. The children should be encouraged to make up their own rules and games. All children should be allowed to participate in a wide range of games and be given opportunities to use different

equipment. At Vernon Primary School, children will take part in activities such as football, tag-rugby, athletics, netball, rounders, cricket, hockey, basketball, tennis and badminton. Children take part in inter-house competitions based on a range of sports learnt in.

Swimming

Swimming takes place in Key Stage 2 for half an hour a week on a termly basis. Children, in the relevant year groups, are identified in the first lesson as swimmers or non/poor swimmers and then placed into groups accordingly. All children should achieve their National Curriculum Swimming Goal to be able “to swim unaided for a sustained period of time over a distance of at least 25m” by the end of KS2. Top up swimming classes are arranged, in the summer term, for the children in year 6 who need more support to reach the National Curriculum level. Through careful planning of sessions, the aim is for the children to have completed the KS2 requirement by the end of Year 5, if possible.

Outdoor and adventurous activities

In each year group in Key stage 2, the children are encouraged to attend a residential visit where activities such as orienteering, den-building and rock climbing will take place. This fulfils the National Curriculum guidelines for Outdoor and Adventurous activity in P.E. Outdoor and Adventurous activity is also incorporated into the teaching timetable where possible and appropriate.

Cross-curricular Links

PE and games, should, where possible be linked to each year group’s topic for the term. PE also features in Science and Citizenship work when focusing on healthy lifestyles. PE contributes to the outcomes of Every Child Matters through encouraging Physical activity and healthy lifestyles. P.E. works alongside PSHE in our school, encouraging children to establish and lead healthy lifestyles and to sustain this into the future.

Planning for Inclusion

All pupils regardless of age, gender, ability or cultural background have equal access to the PE Curriculum.

Ways of adapting activities may include:

- Modification - e.g. changing rules, playing area or equipment.
- Parallel Activities - all pupils to take part in the same activity but in different ways e.g. supported or seated.
- Adapted Activities - all pupils play games specifically designed for disabled pupils or pupils with SEN e.g. Boccia or Polybat or Table Cricket/Tennis, indoor curling.
- Separate Activities - alternative activities are provided either for pupils on their own, with a teaching assistant or with others.

Remote Learning

Where remote learning takes place due to closures/lockdown, a two PE tasks will be set weekly. These may involve a recorded video, live lesson or the provision of resources to complete a task with clear instructions. The children will access this securely using Google Classroom. Any tasks submitted by the children will be marked by a member of staff with a brief comment related to the learning objective.

Monitoring of the Subject

The subject will be monitored by the subject leader and includes:

- Reviews of teacher's planning to assess curriculum coverage, progression, appropriate adaptations, annotations and informal assessments.
- Monitoring of pupil performance by talking to children about their learning and evaluating assessment grids.
- Observation of teaching and learning during PE lessons.
- Moderation of any recorded work and competitions.
- Staff meetings and INSET to discuss consistency across the school, standards and expectations and where appropriate to update/maintain staff knowledge.
- Involvement of link governors in development of the subject.

Teachers will then be given the opportunity to attend any relevant CPD training. The PE subject lead will attend SSP meetings with the cluster to discuss training needs of staff and opportunities for skills development. Access is available through the MSSP to ongoing CPD. With the provision of specialist sports coaching available within the school, teachers should be given the opportunity to observe this coaching in practise, to improve their own skills and confidence with teaching the subject. Teachers will be encouraged to complete 'heat maps' regularly to display the opportunities for children to become more active throughout the school day. Subject leaders will provide ideas and resources to teachers to help them achieve the goal of 30 minutes of activity per day outside of timetabled PE lessons.

Assessment, Recording and Reporting

Formative assessment is mostly carried out informally by the teacher in the course of their teaching. Suitable tasks for assessment include:

- Observation of individual/group activities, photographs and videos taken and evidenced on the "staff shared drive" on the school computer system.
- Photos/videos of individual/group activities can be evidenced in study books through the use of QR codes and written descriptions and evaluation of tasks.
- Discussion and evaluation of own and others' performances

Feedback to pupils about their progress in PE is achieved through discussion and constructive analysis of performance. Feedback aims to help children learn, not to find fault. It is to encourage them by positive and constructive comment. This ethos is to be reflected in the peer-evaluation process.

Reporting to parents is done annually through a written report and parents' evening where appropriate. Reporting in PE will focus on the following strands for each child:

- Acquiring and developing skills
- Selecting and applying skills
- Evaluating and improving performance
- Knowledge and understanding of fitness and health

Extra Curricular

Extra curricular activities are offered to all children. The aim of our clubs is to; increase levels of physical activity; increase children's confidence and ability; encourage children's love of sport and encourage a healthy lifestyle they can sustain into the future.

The physical activities currently available in Key Stage 1 are: dance, gymnastics, cricket, tennis and cheerleading. The extra curricular physical activities currently available in Key Stage 2 are: football, high fives netball, games, hockey, basketball, rounders, cricket, gymnastics, cross-country, tennis, athletics dance, street dance and cheerleading. KS2 children are encouraged to take part in individual/team tournaments throughout the year. These tournaments provide children with the opportunity to play sports competitively either in the form of inter-house competitions against other children in different year groups at the school, or against other schools in the MSSP and SSPSSA networks.

Links with Other Agencies

At Vernon Primary School links with outside agencies (e.g. local feeder school, Sports Development Officers, local sports clubs and organisations) are encouraged. The school is a member of the Macclesfield School Sports Partnership (MSSP) and has links within the PDA cluster including Poynton High School. The school also has links with the SSPSSA (Stockport Schools Partnership). The children are able to attend many local PE festivals throughout the year, celebrating their skills in a range of activities. The school also has a links with local coaching/sports providers Richmond Rovers Football club, Poynton Leisure Centre and Poynton Sports Club.

Health and Safety and Safe Practice

Health and Safety awareness is an integral part of children's learning in P.E. From Reception they are informed of how to work safely with various pieces of equipment. All staff work to accepted codes of practice in PE (Safe Practice in PE BAALPE, 2000 updated 2012).

- Where children are involved in putting out equipment/apparatus, the teacher will always check that it is safe to use before the children begin the lesson.
- Hall equipment is subject to annual health and safety checks.
- Teachers always check the safety of the equipment and playing area prior to activities commencing.
- Teachers discuss health and safety issues at the beginning of every lesson.
- Long hair must be tied back and sharp headbands removed.
- All jewellery and watches must be removed for PE, including earrings.
- Where earrings cannot be removed, it is unacceptable to cover the ear with tape.
- Where kit is forgotten the class teacher will endeavour to obtain spare, suitable kit.
- Correct indoor and outdoor kit must be worn.

Equipment and Resources

At Vernon Primary School, facilities include a large playing field, a large hard standing playground, which is marked with two netball courts, with nets readily available for use, tennis courts and various other markings of play. Portable football goals are also available for regular use. Part of the

playground is also sectioned off for ball games, so children can take part in football matches with their peers in a contained and safe environment.

A large, indoor hall has a soft indoor dance floor covering. Mats and apparatus are stored in the hall and are easily accessible for gymnastics. There is also a large, fixed climbing frame which can be used for gymnastics or climbing activities. The leisure centre at Poynton High School is used for swimming lessons. PE equipment is stored in indoor and outdoor specialist storerooms depending on what is appropriate for maintenance and ease of access. There is a regularly updated resources list available to the staff, so that they are aware of the equipment. The PE subject leader is responsible for purchasing new equipment and, alongside the site manager, maintaining equipment. Pupils are taught how to safely and effectively manage and use the apparatus provided.

The Learning Environment

The hall is cleaned daily to ensure that it is a suitable working environment for the children and staff. The outdoor areas used for games and PE are safe and stimulating and free from hazards. Extra cleaning of equipment and environments currently takes place before and after lessons to satisfy COVID-19 requirements.

Policy written by: Miss Zoe Wildig– PE Subject Leader

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