



## **Physical Education Subject Policy**

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## **1. Abberley Parochial V.C. Primary School vision and values**

Our school vision is based on the writings of Paul to the Ephesians. This highlights three principles which form our decision making. We seek for all people in our school community to:

- Feel grounded and rooted in love
- To grow in breadth and depth of understanding
- To be filled with the fullness of life

Our school has adopted seven values and seven attributes which form the basis of the work we do, particularly in relation to our curriculum. It is these values and attributes that all of our subjects focus on instilling in our pupils.

Values: courage, compassion, thankfulness, forgiveness, wisdom, justice, truthfulness

Attributes: knowledge, perseverance, collaboration, curiosity, comprehension, reasoning, creativity.

## **2. Intent**

At Abberley Primary School PE plays a very important role in the development of our children. Through an enriched PE curriculum, a range of extracurricular sporting activities and varied competition we aim to encourage a lifetime love of sport and physical activity which inspires all our children to maintain an active and healthy lifestyle and to reach their full potential.

High quality and inclusive PE, sport and physical activity leads to improved health and well-being, fitness, concentration and academic achievement as well as promoting correct physical growth and development. Through providing a broad and balanced programme of physical education we believe the children have the opportunity to

- participate in physical activity which is enjoyable, vigorous, purposeful and regular
- develop through knowledge and perseverance the skills and tactics to participate in a range of different sports and other physical activities
- learn to work collaboratively as a member of a team and build friendships
- experience healthy competition which can ultimately help them to develop values of justice and compassion to deal with life's successes and failures
- develop leadership skills through developing the values of courage and wisdom
- develop the knowledge and comprehension of the importance of a healthy and active lifestyle

Our physical education programme is designed to meet the needs, abilities and interests of all individual children. We intend for our children to gain, through our programme of activity, a positive experience of PE and sport. We believe this is critical to children developing the skills and engagement to remain healthy and active in future.

## **3. Implementation (including timetable allocation)**

PE is a compulsory subject as outlined in the National Curriculum and requires all children to participate fully in Physical Education lessons. Every child is offered a minimum of 2 hours of high-quality PE a week. All children will learn and participate in the areas outlined in the curriculum map for PE. Children can only be excused from the physical aspects of PE if they bring a signed note from their parent/carer stating either physical illness or injury that prevents their participation. Staff should be aware of the safeguarding implications of persistent non-participation in PE.

## Allocation

EYFS	2 hours each week
Year 1	2 hours each week
Year 2	2 hours each week
Year 3	2 hours each week
Year 4	2 hours each week
Year 5	2 hours each week
Year 6	2 hours each week

The content of our PE curriculum is based on the requirements of the Early Years Foundation Stage and the National Curriculum.

### EYFS.

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### Key Stage 1

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

### Key Stage 2

- Continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

The school uses the Get Set 4 PE curriculum. This provides a comprehensive, progressive scheme of work covering all year groups.

Children follow a progressive skills programme of study based on

- Dance
- Fundamental Movement Skills (fundamentals, fitness and athletics)
- Games (invasion, target, net/wall, striking and fielding)
- Body Management (yoga and gymnastics)
- Outdoor Adventurous Activities
- Swimming
- SET (social, emotional and thinking)

The skills progression and curriculum overview can be found on the school website.

PE lessons take place indoors and outdoors using the school premises and grounds, Hester Severn playing field and the Village Hall. Swimming lessons are currently taught at the indoor pool at Tenbury Swimming Pool.

In PE the overall structure of the lesson will generally consist of:

1. Learning Objective and Success Criteria
2. A warm up and stretch activity
3. A main teaching activity, which is either an introduction or revision of a skill; (the main teaching focus may be delivered in the classroom if appropriate e.g. using IWB, before the children warm up and stretch). Pupils' capabilities are developed with increasing demand made on physical and mental processes. Building on previous learning is essential and so too is working to achieve successful outcomes through repetition, application and refinement of skills.
4. This is followed by a game or activity where the skill learnt is then applied. High levels of activity, avoiding dead spots (pupils sat down doing nothing) with clear expectations are important. The physiological benefits of exercise are explained and understood and their association with health emphasised. High expectations are set for individual and group achievements. Pupils are extended both physically and intellectually through interesting tasks. In lessons pupils will be encouraged to make decisions. They will be given responsibility for equipment, group organisation and at times their own learning as they practise and repeat movements in order to develop skills and improve the quality of their performances.
5. The lesson is then concluded with a cool down exercise with dynamic or static stretching.
6. Plenaries and mini plenaries take the form of constant evaluation of performance, consistently throughout the lesson.

At Abberley we use a variety of teaching and learning styles in PE sessions, informed by current best practice. Our principal aim is to develop the children's knowledge, skills and understanding through a mixture of whole-class teaching and individual /group activities. Physical education is taught at Abberley by the modelling and explaining of the skills associated with the curriculum content and providing children with the opportunity to practice and develop these skills in a range of sporting formats. Children are encouraged to evaluate their own and others' performance. Open questioning is used to stimulate an increased depth of understanding. Teaching is adapted through pace, task, dialogue, input, support, resources, content, responsibility and independence and through outcome. Extension work is developed and used to provide exciting and challenging activities. Children are also encouraged to take leadership roles within each lesson to develop their independence and team-working skills. Children acquire the knowledge to apply these skills in different sports. Working collaboratively as part of a team or group and having a good comprehension of what good sportsmanship is are also key elements of our PE curriculum.

### Swimming.

Children from Year 1 – Year 4 participate in our programme of swimming lessons based on the Swim England National Curriculum School Swimming and Water Safety Programme which enables them to develop the comprehension and skills of how to keep themselves safe in and around water. Skills and techniques will be assessed through observations by qualified swimming instructors and members of staff qualified in School Swimming.

At the end of Year 6 all children will be assessed against the National Curriculum requirements for swimming.

### Chantry Cluster Sports Partnership.

The school is a member of The Chantry Cluster Sports Partnership which is an alliance of the primary schools in the local cluster which have come together to work with the local secondary school to provide:

- A full competition calendar for children in Years 1 to 6 which progresses through to the School Games competition structure.
- Non-competitive Sport Festivals and Multi-Sport opportunities for all year groups.
- Training and CPD for teachers and other staff.
- Opportunities for the school's PE leader to meet with other area PE leaders to share and develop good practice.
- Links with the community and local/county and regional organisations.
- Increased 'targeted' work with sport and physical activity (Higher Ability, Inclusion, health, non-participants etc.).

All children at Abberley have the opportunity to represent the school in competitive and non-competitive events over the course of the school year. The programme of sport offered by The Chantry Cluster Sports Partnership is further supplemented by West Worcestershire District School Games events, other local competitions and sporting fixtures against other local schools.

### Sports Coaches.

We use a proportion of our sports premium to employ external coaches to assist with lesson planning and delivery, staff CPD and pupil assessment and development. These coaches cover a variety of sports. Many of these external coaches are also responsible for running extracurricular sports clubs through our after-school programme.

### Outdoor and Adventurous Activity (OAA).

OAA consists of a diverse range of activities drawn together by a common approach which often focuses on the process facilitated through the activity as well as the outcome. As such it provides unique and varying outlets for physical engagement.

Children across the school participate in regular outdoor learning lessons through the Get Set 4 PE programme. These involve physical activities such as den building, outdoor exploration, problem solving activities and building obstacle courses. Key Stage 2 children are also given the opportunity to attend outdoor pursuits residential visits which provide activities including archery, climbing, abseiling, orienteering, canoeing, and raft building. Children in Year 6 participate in Bell Boating on the River Severn.

Through these opportunities the children are able to develop attributes of collaboration, perseverance, reasoning and creativity and values of courage, trust and wisdom. OAA also provides openings for cross curricular learning in PSHE, English, Mathematics, Science and Geography.

### Extracurricular sports opportunities.

The school runs an ongoing programme of lunchtime and after-school sports clubs for children in all year groups. These are led by members of staff and outside coaches and offer a varied opportunity to participate in a range of sports. These are supplemented by the "Happy Lunchtimes" programme under which lunchtime staff and school playleaders run a varied timetable of sports and fitness activities at lunchtimes which all children in the school can access.

## Resources.

PE resources are stored in the outdoor PE shed and the indoor PE cupboard in the village hall. Resources should not be collected from the PE cupboards by unaccompanied children, but only by teachers, teaching assistants or by supervised children.

Outdoor play equipment is kept in the outdoor Playleader sheds. The Playleaders and Lunchtime supervisors have the responsibility for keeping the playground equipment tidy. The Playleaders meet each Monday with a member of staff to plan and assess the ongoing programme of lunchtime activities and review their resources.

All staff are encouraged and expected to:

- treat the resources with respect
- keep them in the appropriate areas
- ensure all resource storage areas are kept tidy
- report any faulty or unsafe equipment to the subject leader, who is then responsible for having it repaired or disposed of.

## Clothing.

All children are required to wear school PE kit for PE lessons. Children are required to have indoor and outdoor PE kit in school with them at all times. They must change for PE using the classroom or other supervised rooms where appropriate.

The school PE kit consists of

- Pale blue Abberley PE t-shirt
- Black shorts, leggings or jogging bottoms
- Suitable trainers or plimsolls (for dance and gymnastics children must be bare-footed.)
- Black hooded sweatshirt or spare school sweatshirt

No jewellery is to be worn in PE. Pupils are expected to remove their own jewellery, including piercings, or get their parents/carers to do so before school. Earring tape is allowed but only if brought in and applied by the child themselves. Long hair should be tied back.

When representing the school in extracurricular activities children may be provided with the School Sports kit. There is an expectation that this will be washed and returned to School after use. Football boots or sturdy trainers and shin pads may be required for some extracurricular sporting activities.

## **4. Impact (including monitoring of standards)**

Through our programme of PE study our children learn:-

- To develop positive attitudes to participation in physical activity.
- To make informed decisions about the importance of exercise in their lives.
- To acquire and develop skills in a range of physical activities and sports.
- To learn how to select and apply skills appropriate to the activity being undertaken.
- To set individual targets and compete against themselves as well as others.
- To respond to a variety of challenges in a range of physical activities and environments.

- To take initiative, lead activities and focus on improving aspects of their own performance to achieve their personal best.
- To swim competently, confidently and proficiently over a distance of at least 25 metres and use a range of strokes effectively.

Our pupils enjoy sport and show high levels of engagement in PE lessons, lunchtime and after-school sports clubs. We have also high levels of participation in the “Happy lunchtime” activities across all school year groups. Through our extracurricular sporting programme all children will have the opportunity to represent the school at a competitive sporting event by Year 6. Children are active outside school in a wide range of sports and will regularly share their sporting experiences and achievements during our Celebration Worship. Children show a good understanding of the importance of sport and physical exercise to their overall mental and physical health.

Regular learning walks, data analysis, staff feedback and pupil voice ensure that our curriculum is being covered and that the standard of learning enables all pupils to develop skills, progress and be challenged.

Pupils progress in PE is monitored through teacher assessments against our curriculum content and skills progression. This is recorded half termly by teaching staff on the Get Set 4 PE assessment tool and reviewed by the PE Subject Coordinator. Analysis of this data may lead to intervention strategies being adopted to support those pupils who find the acquisition and application of skills challenging.

Regular monitoring by the Subject Coordinator, Head teacher and Governor responsible for Physical Education along with our annual subject development planning and implementation ensure that our curriculum and teaching and learning are effective and constantly developing and improving in line with best practice.

## **5. Curriculum overview/Planning.**

The curriculum overview can be found on the school website.

## **6. Subject progression**

Evidence of progression should be evident when observing lessons. Children should be given support and opportunity to develop their skills and knowledge as appropriate.

The skills progression and content overview can be found on the school website.

## **7. Assessment/inclusion and challenge.**

Children’s standards and achievements in PE are assessed in line with the School’s Assessment Policy. Assessment in PE for years all year groups includes:

- On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress;
- Feedback of children’s work; against the shared learning objective and success criteria is given in the form of verbal feedback.
- Assessment takes place at the end of each activity and used to inform future planning and student target setting.
- Pupils have a clear understanding of the assessment criteria used.
- Half termly formative assessment against key objectives in the Get Set 4 PE assessment tool.
- The Subject Leader also performs learning walks throughout the year to develop an overview of achievement and skills in PE and inform further subject development needs.

Inclusive practice in PE should enable all children (including those that are gifted and talented within PE or those that have Special Educational Needs) to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Teaching and learning is therefore adapted to best match the needs of the class and the individuals within it. This process is completed by the teacher; specifically adapting and annotating the plans to their class needs.

Through The Chantry Cluster Sports Partnership and the West Worcestershire School Games Programme we have access to a wide range of activities and competitions designed to challenge our more-able and meet the needs of those with Special Educational Needs.

### Gifted and Talented

'Gifted and Talented/More Able' pupils are likely to demonstrate some or all of the following abilities:

- Perform exceptionally well at one sport or to a good standard in many.
- Good spatial awareness.
- Good understanding of movement quality such as weight and time.
- Skilful body management showing a high degree of control and coordination.
- Able to combine movements fluently, precisely and accurately.
- Learn, understand and adopt technical aspects of a sport very quickly.
- Able to make correct decisions in pressure situations and adapt their technique accordingly.
- Creative, original and adaptable; able to respond quickly to new challenges and situations, often finding new and innovative solutions.
- Able to reflect on processes and outcomes in order to improve performance, taking into account the relationship between skill, fitness and tactics or composition.
- Able to work independently and with initiative. Show a high degree of motivation to practice and performance.

Where children are identified as "gifted and talented or more able" discussions are held with parents/carers and pupils are signposted to external specialist coaches and clubs.

## **8. Health and Safety**

Safety is paramount when planning PE activities. The following guidelines are referred to by all teachers when planning their PE curriculum: Safety Practice in Swimming (LA); Safe Practice in Physical Education (2012 BAALPE); Safety in Outdoor Education (LA)

Risk assessments are included in lesson plans and safety aspects are considered with the children prior to the task. Children should develop their own abilities to assess risks. First aid equipment is available and staff know what to do and who to call for assistance in the event of an accident. When PE is being taught on the school field, Village Hall or the children are attending an offsite event, walkie talkies or mobile phones are used for communication.

Regular checks are made on all equipment. The subject leader makes frequent visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader when any items need replacing or repairing. Any items constituted a danger are taken out of use immediately. An



annual inspection of large PE apparatus is conducted by an independent safety officer under a contractual agreement.

In order to minimize these risks all staff and children in PE lessons are required to take note of the following:

- All lessons are planned following a clear progression of developing skills through the Get Set 4 PE programme and take into account the age, abilities and special needs of the class.
- Children are made aware, understand and follow all safety requirements related to the use of specific equipment, appropriate clothing and the following of instructions when in a lesson.
- Teachers conduct a visual risk assessment of the learning environment and PE equipment as well as the children's clothing; particularly footwear, before proceeding with any PE lesson.
- Children are taught how to move and use apparatus safely under supervision of a teacher or responsible adult.
- All large items of PE equipment are inspected annually by an independent safety officer under a contractual agreement. Teaching staff should ensure equipment is safe and in a good condition and suitable to the needs and abilities of the children. Any faulty equipment is reported to the Subject Leader who will then repair or replace the faulty equipment.
- Teaching staff should ensure and expect high standards of behaviour, in line with the School's Behaviour Policy, performance and participation in all lessons.
- New staff have an induction on how to use the school PE equipment safely.
- External providers (including swimming provider) undergo rigorous checks including DBS, qualification checks and references. Members of staff are always present when PE or an extra curricular club is being delivered by an external provider.

#### Accident Procedure.

In the event of an accident the class will be settled and then help will be sent for as soon as possible. There are trained first aiders in each area of the school; they will then follow set procedures for specific injuries.

#### Sports Premium Funding.

For information about how the school spends the Sports Premium Funding, please see the Sports Premium Funding page on the school website.

### **9. Cross curricular and IT links**

PE is a subject where the acquisition of skills, perseverance and collaboration are key. Children are also encouraged to be creative in designing their own exercises and games in sports and routines and performances in gymnastics and dance. Cross curricular links may be apparent between English, Maths, Science and Topic work.

PE lessons may include the use of IT to demonstrate a skill or technique, record and elevate work.

Health and well-being including the importance of physical fitness is also covered as part of the PSHE programme in school.

### **10. Roles and expectations of staff**

- SLT

- i. To lead the monitoring of teaching and learning through lesson observations, learning walks and conversations.
- ii. To provide feedback to staff based on subject monitoring
- iii. To oversee pupil progress
- iv. To engage with governors and support their monitoring of the curriculum
  - Subject coordinator
    - i. To coordinate the curriculum
    - ii. To implement strategies to monitor pupil progress
    - iii. To monitor the standards of teaching and learning through lesson observations, conversations and learning walks.
  - iv. To audit resources and ensure all equipment is safe and fit for purpose.
  - v. To request additional resources needed
    - Class teachers
      - i. To plan assess and teach the curriculum effectively
      - ii. To model the school's values and attributes
      - iii. To provide feedback on learning
      - iv. To monitor the progress of pupils in their class
        - Teaching Assistants
          - i. To follow the guidance of the teacher
          - ii. To support the learning of pupils, enabling them to be successful
          - iii. To model the school's values and attributes
            - Other Assistants

## 11. Staff development and expertise

PE is taught by:

Wrens	Mrs Lightfoot
Skylarks	Miss Rixon
Kestrels	Mrs Gregory, Miss Hughes and Mrs Postlethwaite
Merlins	Miss Harvey

All the teachers of PE have experience of planning and teaching this subject. They are all qualified teachers and teaching assistants with interests and specialisms in different areas of PE teaching. Mrs Lightfoot, Mrs Shelley and Mrs Birch are all qualified School Swimming Teachers.

The school is signed up to the Chantry Cluster Sports Partnership. This provides regular CPD opportunities for the PE coordinator and other staff members. These are further supplemented by additional courses provided by the School Games organisation and other providers.

## 12. Subject Development.

Subject development planning takes place on an annual basis and reviewed with evidence gathered through our monitoring schedule which includes learning walks, lesson observations, conversations and data analysis.

Development plans are created during the first half-term in Autumn and are reviewed throughout the year as areas from development are highlighted through monitoring, auditing or training.