

Holy Trinity Church of England Primary School

To be the best we can be: for God, for others and for ourselves



Physical Education Policy

Policy to be reviewed as necessary within 3 years

Subject leader: P Shacklady

Agreed by Governors
Summer 2020

Due for Review
Summer 2023

Vision

At Holy Trinity Church of England Primary School, every child is recognised as a unique individual. We celebrate and welcome differences within our diverse school community, encouraging all to grow and flourish as precious children of God. Learning is centred around experiencing the joy of discovery. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values, with a vision to prepare our children to be life-long learners, rooted in our school motto: To be the best we can be: For God, for others and for ourselves.

Christian Values

Love

Hope

Forgiveness

Trust

Peace

Reverence

Justice

Purpose and Aims of Physical Education

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. The national curriculum for physical education aims to ensure that all pupils: 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 and lead healthy, active lives.

Organisation of Teaching

The Physical Education curriculum is carefully and coherently sequenced to enable our children to develop a growing knowledge of the themes outlined above. Pupils' knowledge builds towards clearly defined end points so everyone knows what we expect our pupils to achieve by the end of each unit of PE, each year and each key stage. To meet the educational needs of our school community we have selected the following core knowledge concepts as a focus for our teaching. These are explored in increasing depth as pupils move through the school.

In Reception and KS1, pupils should develop fundamental physical skills, become increasingly competent and confident and access a broad range of activities to extend their basic understanding of their physical capacities and their health and well-being. This will give the children the skills and understanding to enable them to access more sport specific concepts in KS2. All PE is taught through practical lessons, but elements of theory will be incorporated in those practical sessions. Examples of the units taught in KS1:

- Hit, catch and run
- Send and return
- Defend, attack and shoot.

KS2 pupils should continue to apply and develop a broader range of skills and knowledge, learning how to use them in different ways and to link them with previously taught knowledge. They should enjoy further exploration in more game and sport specific concepts. They should develop an understanding of how different physical activity can impact their lives. Pupils should be taught to:

- Gymnastics, swimming, dance, athletics, OAA, cricket, games (including rugby, cricket, tennis, handball, basketball, Lacrosse and football) and skipping.

Across the school PE is taught as a discrete subject, though meaningful links are made with other subjects in our curriculum. The topics we teach are outlined in the curriculum map for PE (see Appendix 1). This is published on our website.

Knowledge Organisers

Every topic has a knowledge organiser. This outlines the core knowledge taught within the topic, how many hours of teaching time allocated to the topic and the key vocabulary pupils are expected to understand and use. They also contain images that relate to the PE unit being taught. Knowledge organisers may also be taken home to support learning. All knowledge organisers can be seen on the relevant class pages of our website.

Teaching Time

PE is allocated the following time on our weekly timetables. Timetables are published on our website every half term.

All classes should complete two one-hour PE lessons every week on two different PE units. Resulting in twelve PE units being taught across the year. Currently Year 3 and 4 have swimming lessons as one of their PE sessions throughout the year.

The Teaching of PE (Implementation)

Teachers use a range of teaching strategies that best support the objectives of the lesson. The following list shows the most common methods of effective teaching related to Physical Education.

- teacher instruction, explanation and modelling using resources such as the interactive whiteboard, online programmes and texts.
- pupil discussion, investigation and problem solving.

- regular review of previous learning or linked topics to enable pupils to remember key concepts.
- Through teamwork with other pupils
- practising and rehearsing skills in large or small groups.

Resources

Curriculum resources are kept in the school hall and monitored by subject leads. It is the responsibility of all staff to ensure the equipment is kept tidy and organised.

Recording Learning

In PE, pupils record their learning in the following ways:

- Scrap books

Meeting the Needs of All Pupils

All pupils are entitled to a broad and balanced curriculum that meets their needs. PE is taught in class groups with all pupils included. All our teachers know the pupils in their class and their differing needs very well. They plan and adapt lessons to help all pupils know and remember more so they make very good progress.

Some pupils, including those with special educational needs or disabilities, or those with English as an additional language, may need extra support to access, understand and remember key concepts and learn new physical skills. For these pupils, teachers use a range of effective strategies, whilst promoting independent learning as far as possible. These may include:

- adapting and scaffolding pupil activities and resources, simplifying and new skill through the use of equipment or breaking down the skill or movement into smaller parts
- focussed additional support from an adult in class

Some pupils very quickly grasp the main concepts being taught and are able to think more deeply to extend their learning. To ensure they reach their full potential, teachers may:

- set more complex activities that require thinking and physical endeavour at greater depth
- ask pupils to apply their knowledge and skills to a different situation
- go further by asking them to perform their skills to a group

Homework

- Homework is not usually given in PE but children are supported and encouraged in taking part in extracurricular sporting activities inside and outside of school.

High Quality Teaching and Subject Knowledge

To ensure the highest quality teaching and make sure teachers have the subject knowledge they need to meet the requirements of teaching PE in their class, teachers (and teaching assistants) receive a range of guidance and support, including:

- face to face and online training
- latest research and guidance in the best ways of teaching PE
- mutual support and discussion with colleagues, including joint planning.
- Use of the PE Hub resources.
- Support from the Southport School Games Organiser
- Employing specialist PE teachers or qualified coaches to increase subject knowledge and confidence in teaching specific areas

Assessment (Evaluating the Impact of Teaching)

Teachers constantly assess how far their pupils understand key concepts throughout lessons, mainly through questioning and observation. Teachers then adapt their teaching to ensure misconceptions or gaps in knowledge are addressed. In addition, they may need to introduce opportunities for more challenge or deeper thinking.

Marking

Not applicable for PE.

End of Unit Assessments

At the end of every topic teachers assess how far each pupil has understood the knowledge and skills involved. Pupils are assessed overall as either working towards the topic's objectives, meeting the topic's objectives or meeting the topic's objectives at greater depth. This is currently based on the teacher's professional judgement and assessment.

End of Term Assessments

At the end of every term, teachers evaluate the achievement of each child in their class in PE. They record this on a school database. This helps teachers plan and adapt future lessons. The subject leader collates and analyses assessment data across the school. They pick out trends, strengths and weaknesses across the school and for different classes and groups. This information is shared with senior leaders and governors. All subjects have an action plan and a budget. Analysing pupil achievement helps the subject leader plan for improvements in the subject. This may take the form of targeted training, staff discussion and problem solving to improve an aspect of the

curriculum. If analysis shows a particular group of children are underachieving, for example disadvantaged children, further measures are agreed and put in place to address this gap.

End of Year Assessments and Reporting To Parents

End of term assessments are pulled together at the end of each academic year to evaluate each pupils' overall attainment in PE. A child's attainment in PE is reported to parents through the end of year reports. For pupils in Y1 to Y6 a child's attainment is reported in the following way.

- wts working towards end of year expectations
- exs meeting end of year expectations
- gds meeting end of year expectations at greater depth.

In Reception class PE comes under the Physical Development area of learning. Each child in Reception is assessed as emerging, expected or exceeding the early learning goals in that area.

An INSET day is allocated towards the beginning of July where class teachers 'handover' their class to the next teacher. They discuss pupil achievement across the curriculum and ways future teaching should be adapted to meet the differing needs of the class.

Monitoring and Evaluation

The subject leader for PE monitors the quality of education regularly in accordance with the school's monitoring timetable. This may take the form of:

- learning walks and drop ins, usually with a member of the senior leadership team, and sometimes with a governor.
- Scrapbook looks.
- pupil conferencing
- Conversations with staff about concerns or things that might be going well in PE
- surveys for pupils and/ or staff
- more formal lesson observations (with a member of the senior leadership team).

Subject leaders have regular support meetings with the senior leadership team where aspects of the subject policy and action plan are monitored and discussed. Resulting actions may emerge with additional leadership support, resources or policy changes implemented. Subject leaders routinely have a teacher appraisal objective linked to an aspect of their subject leadership.

Following all these activities, strengths and areas for development are reported and discussed with staff. Resulting actions are recorded on the subject action plan and reported to governors. At the end of each year the action plan for PE is fully evaluated and published. In addition, the subject leader evaluates how far PE is meeting our curriculum intent statement. This evaluation feeds into the action plan for the following year. Evaluated action plans and evaluations are reported to the senior leadership

team and governors. If, following school self-evaluation, it is agreed that PE should be prioritised to significantly strengthen the quality of education, it becomes part of the School Improvement Plan. If this is the case, senior leaders and governors play a far more active role in supporting and monitoring the development of the subject. Additional resources may be targeted as necessary.

Role of Governors (from September 2020)

Every aspect within the School Improvement Plan has an allocated pair of governors. This pair of governors evaluates the activities within this aspect and the impact on the quality of education and pupil outcomes. They meet with subject leaders on a termly basis and review aspects of the subject, including seeing lessons in practice and talking to children. Their findings are reported to the Local Governing Board. In this way, leaders are held accountable for the aspects they are responsible for and subject leaders are able to access the appropriate support and resources to achieve their aims. If PE is not part of the School Improvement Plan for the year, lighter touch monitoring includes governors reviewing the progress of objectives in the action plan.

Appendix 1: Curriculum Map for PE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Gymnastics	Gymnastics	Body management	Body Management	Speed, Agility & Travel	Speed, Agility & Travel
	Dance	Dance	Manipulate & Coordination	Manipulate & Coordination	Co-operate & Solve problems	Co-operate & Solve problems
Year 1	Gymnastics	Gymnastics	Attack, Defend, Shoot	Attack, Defend, Shoot	Send & Return – Net/Wall games	Send & Return – Net/Wall games
	Dance	Dance	Hit, Catch, Run	Skipping	Run, Jump, Throw – Athletics	Run, Jump, Throw – Athletics
Year 2	Gymnastics	Gymnastics	Attack, Defend, Shoot – Football	Attack, Defend, Shoot – Basketball	Send & Return	Send & Return
	Dance	Dance	Hit, Catch, Run – Tennis	Hit, Catch, Run – Cricket	Run, Jump, Throw – Athletics	Run, Jump, Throw – Athletics
Year 3	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
	Gymnastics	Dance	Dance	Games – Handball / Netball	Games – Tag Rugby	Athletics

Year 4	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
	Dance	Dance	Gymnastics	Gymnastics	Games - Rounders	Athletics
Year 5	Gymnastics	Gymnastics	Games – Basketball	Games – Tennis	Games – Cricket	OAA
	Games – Football	Dance	Dance	Skiping	Games – Lacrosse	Athletics
Year 6	Games – Tag Rugby	Gymnastics	Gymnastics	Dance	Games – Hockey	Athletics
	Games - Handball	Games - Badminton	Street Dance	Games - Football	Games – Rounders	OAA