

Physical Education Foundation Subject Policy

Intent

"Sport teaches you character, it teaches you to play by the rules, it teaches you to know about what it feels like to win and lose-it teaches you about life"

Billie Jean King - Wimbledon Champion

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.

(NC2014)

WE CAN provide teaching that develops knowledge and skills so children can learn and progress effectively

Throughout the school, children at Grendon participate in physical education teaching and learning, which follows the PE National Curriculum. In the EYFS PE is taught under the Physical Development area of learning.

WE CAN offer enriching activities, events and experiences

PE is sometimes a feature of whole school days and Junior Leader days. We offer a broad range of intra and inter competitions through our School Sports Partnership, as well as both before and a full range of after school sports based clubs daily, such as dance, gymnastics, Active 60 Club and Sports Club.

WE CAN work together to remove barriers and ensure equality

It is our intent that all children have access to PE lessons. We work with families to remove barriers where necessary. Equality is embedded in our PE curriculum and is visible in our choice of sports and sporting roles models within these sports from different genders, ethnicities and disabilities.

WE CAN build independent and resilient learners who are able to communicate confidently

It is our intent that throughout all units, children are taught resilience. They use their growth mindset to master new skills, improve past performance and recognise their own success. The winning and losing aspect of competition requires children to demonstrate their resilience and prepares them well for real life. The choice of basketball as our school sport that is taught across the school encourages children to stick at something, progress, and improve and experience success on a deeper level.

Communication is an essential part of all team games and opportunities to practise and improve are built into unit plans. Opportunities for developing independence run throughout all units. Once children understand and can communicate how to be successful, independent practise enables them to improve on their previous best.

**WE CAN listen to and treat each other and all members of the community with respect,
tolerance and concern**

It is our intent that demonstrating tolerance, respect and team work is a common thread through all our PE teaching. Children at Grendon have the opportunity to watch and evaluate their own performance and that of others. They are encouraged to feedback in a positive and respectful way, focusing on the learning outlined.

**WE CAN recognise ability, maximise potential and prepare children well for their future and life
in modern Britain**

It is our intent our PE curriculum enables children to find physical activities and sports that they enjoy and are good at and in which they can excel. The team work, fitness and transferable skills taught although an essential part of the PE curriculum, are also life skills. It is our intent that pupils leave Grendon being Fit for Life.

Implementation

Roles and Responsibilities

- The Class teacher is responsible for delivering PE learning as outlined in the curriculum
- The PE subject leader is responsible for
 - Updating unit plans in response to annual evaluations
 - ensuring all resources for teaching are available and well organised,
 - offering support with PE teaching and learning,
 - maintaining an oversight of assessment outcomes,
 - monitoring the quality of teaching and learning,
 - keeping up to date with the latest best practice PE teaching.
- The Curriculum Manager is responsible for supporting the PE subject leader in their role.
- The Academic Lead is responsible for ensuring progression and continuity across the school.
- The Headteacher is responsible for overall academic provision and performance.

Organisation

2 hours of PE teaching is protected each week in KS1 and KS2. Two units are taught each half term. Each unit covers: games, dance, gymnastics, OAA, athletics and swimming. In the EYFS PE is addressed through the Physical Development area of learning and children have opportunities to access a range of soft play equipment to help them to develop their skills.

The units are outlined as unit plans in the Curriculum Document.

Teaching and Learning

Within a PE unit, children should have the opportunity to learn a new skill and to develop it over time. Best practice is for PE lessons to include a warm up, time to develop a new skill, time to apply the new skill and a cool down activity.

Modelling:

A varied range of examples and images should be used for exploration or to demonstrate how skills should look. Modelling of how to complete tasks should form part of the teaching process. This can include identifying improvements. Technology can be a useful tool for evaluation.

Scaffolding:

To enable all children to develop from their starting points, scaffolding strategies should be used to enable children to complete an increasingly challenging standard of work with increased independence.

Differentiation:

Children of all ability levels should be supported to access PE and to demonstrate and explain their ideas in an appropriate way. Modifications to practical tasks including the use of different apparatus or additional adult or peer support may be appropriate.

To extend the most able children, tasks may be modified to require additional explanation or alternatives.

Skills:

Children will have opportunities to develop team work skills and resilience as well as communication skills when applying their new learnt skills.

Cross Curricular Opportunities:

Opportunities for cross curricular maths, writing or reading and for the use of technology should be embedded in learning whenever appropriate.

Planning Process

Unit Plans:

A unit plan showing content and progression is provided to staff in Curriculum folders.

Vertical links allow PE learning to build progressively between year groups.

Horizontal links allow children to link their PE learning to other subjects in their year band.

Diagonal links allow children to link their PE learning back to other subjects covered in earlier year groups.

Mapping:

Teachers delivering the unit must plan how all content can be delivered in the time available. The PE subject leader is available to offer advice on Planning.

Class teachers must identify which resources will be required, check what is available and make a request to the PE subject leader for any additional resources required.

Lesson Planning:

Teachers then plan individual lessons to deliver the required content.

Lessons should build on the previous lesson and be reactive to learning.

Lesson plans should contain differentiation as appropriate to the children.

The focus for lessons should be on the PE knowledge and skills.

Resources

Equipment is stored in the KS1 and KS2 hall.

The PE cupboards holds all resources for all PE units.

Please keep all resources tidy and clean as you find them.

Health and Safety

Some lessons in PE will include an element of risk. In these instances, class teachers should identify the best ways to mitigate risk e.g. by setting clear expectations or increasing the level of adult support. Teachers must discuss any health and safety concerns with a Senior Leader and make reference to any risk in planning.

PE equipment is audited annually to ensure that it is safe to use. If any equipment is found to be faulty then please inform the PE subject lead immediately.

Equality and Inclusion

PE teaching will be accessible to all children and challenge them appropriately. Where children need additional support this may be provided through scaffolding or adult support as part of universal provision.

Recording

Verbal discussions should be held before and after each PE lesson to discuss the purpose of each lesson, to evaluate the progress made and to suggest next steps.

Impact

By the end of their time at Grendon Primary School children will have been exposed to a wide range of sports and physical activity in PE. They will have revisited and build their competence in our school sport, basketball, over an extended period of time. They will understand the skills needed to

participate in a wide range of activities will be able to participate in games, dance, gymnastics and swimming.

Children will learn life skills of a healthy balance.

Children may be inspired through their PE lessons to pursue a future career in sports. Through the teaching and learning of PE, children will be well prepared to access the secondary school PE curriculum and will understand how to lead a healthy and balanced lifestyle.

Assessment

Assessments are made at the end of each unit. Class teachers refer to the assessment criteria referenced on unit plans and make a judgement on which children are meeting the expected standard, below the expected standard or exceeding the expected standard.

The PE lead will analyse the data submitted to them and identify strengths, weaknesses and any areas where additional support is needed.