

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

We offer 2 hours of protected PE teaching each week. In the EYFS PE is taught under the Physical Development area of learning. In Year 1-6, content from the National Curriculum has been divided between year bands to ensure a progressive curriculum and to ensure that pupils are exposed to a range of different sports throughout their primary school life.

Basketball is our school sport and this is taught within each year band across the school. It is our intent that revisiting our school sport develops proficiency and enables mastery. Our broad PE curriculum offers a good balance between dance, gymnastics and games. Links between PE units strengthen and supports pupils' knowledge and understanding.

Vertical links allow PE learning to build progressively between year groups. Unit plans are progressive allowing children to revisit and build upon their prior learning. Games based skills are transferable between different sports. For example, children in the EYFS develop catching skills which are developed and applied in Year 1 basketball units. Children from Year 3 to 6 swim in each year group and build upon their prior learning.

Horizontal links allow children to link their PE learning to other subjects in their year group. For example... in Year 3 children learn about muscles in Science which children apply in their PE lessons with a dynamic stretching warm up.

Diagonal links allow children to link their current PE learning back to other subjects covered in previous year groups. For example in the EYFS, children learn about Our World in Understanding the world and apply this knowledge through a dance unit.

PE begins in Reception through the Physical Development strand and focuses on developing pupils' fine and gross motor skills. In KS1, pupils learn the skills of different sports and in KS2, pupils apply these skills into some competitive games-based situations.

PE features on our planned programme of academic chocolate chips. Experts from the Birmingham Royal Ballet visit children in Year 1 where they lead a workshop and audition for the Dancetrack programme. Experts from the Birmingham Rockets basketball team spend a day with our Year 4 children.

WE CAN offer enriching activities, events and experiences

We offer a broad range of 'intra-school' and 'inter-school' competitions through our School Sports Partnership. These allow children to participate in competitive sport opportunities.

We have a full programme of before and after school sports-based clubs. These focus on a range of sports, games-based activities and mindfulness.

Pupils are selected to be trained as Playleaders at the beginning of each academic year. Playleaders promote active lunchtimes by leading playground activities.

PE is sometimes a focus for our Whole School Days and Junior Leadership Days.

WE CAN work together to remove barriers and ensure equality

It is our intent that all children have access to PE lessons which are appropriate to their age stage and need. Where necessary, we work with families to remove barriers to participation. For example, we might enable a pupil who does not have the correct kit to participate by offering a PE kit.

Equality is embedded in our PE curriculum and is visible in our choice of sports and sporting role models within these sports from different genders, ethnicities and disabilities. Adaptive teaching ensures appropriate support and challenge for all children.

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

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.

It is our intent that throughout all units, children are taught resilience. Children apply a 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. It is our intent that by adopting basketball as our school sport, children are enabled to demonstrate a commitment, to progress and improve over time and to develop proficiency and mastery.

Communication is an essential part of all team games and opportunities to practise and improve are built into unit plans.

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 are an essential part of the PE curriculum, and are also life skills. It is our intent that pupils leave Grendon being Fit for Life.

Through their primary PE education, children will be well prepared for accessing PE at secondary school. An interest in PE at primary school may lead children to pursue a future career in sport, sports coaching, personal training or physiotherapy.

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
 - ☀ Managing the link with Hall Green Sports Partnership
 - ☀ 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.
 - ☀ Managing sport clubs
- 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.

Subject Organisation

2 hours of PE teaching is protected each week in KS1 and KS2. PE is taught as blocked units and two units are taught each half term. Units cover the areas of 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 and sports equipment to help them to develop their fundamental movement skills.

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

Planning Process

Unit Plans:

An annual overview showing which PE units are to be taught and when and unit plans showing content and progression is provided to staff in Curriculum folders.

Mapping:

Teachers delivering a PE unit must annotate unit plan to show how all content will be delivered in the time available. The PE subject leader is available to offer advice on planning.

In plenty of time before teaching commences, 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.

Lessons planned should contain teaching adjustments as appropriate to the children.

The focus for lessons should be on the PE knowledge and skills. Where a link to prior learning, Grendon's Goals or another curriculum subject exist, they should be explicitly referenced.

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.

All member of staff have access to the PE hub. Login details are as follows:

 www.thepehub.co.uk login: chedderley@grendon.bham.sch.uk password: MrHedderley24!

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 stop using the apparatus and 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:

As PE lessons are by their nature practical, we do not physically record evidence of PE learning. Discussions should be held before and after each PE lesson to explore the purpose of each lesson, to evaluate the progress made and to suggest next steps. It may be appropriate to take photo or video evidence of PE learning. This is especially useful in enabling pupils to evaluate their progress.

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 follow the school's 5-A-Day approach. A good PE lesson at Grendon will include:

- ☀ a daily review
- ☀ dynamic warm up
- ☀ time to recap and revisit previous skills if and when necessary
- ☀ time to develop a new skill with appropriate modelling and scaffolding
- ☀ time to apply the new skill
- ☀ and a cool down activity.

Teachers should reference the sports values of determination, teamwork, self-belief, honesty, passion and respect within their lessons. A badge is awarded at the end of each unit.

Examples and images should be used to explicitly 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.

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.

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 built their competence in our school sport, basketball, over an extended period of time. They will be 'fit for life' and have an understanding of health and fitness and will have developed the skills and attitudes to participate in a breadth of sporting activities including games, dance, gymnastics outdoor adventurous activities and swimming.

PE lessons will teach the life skills of a healthy balance and the ability to remain fit. Pupils will understand the importance of showing commitment to a goal as well as the impact of resilience and good sportsmanship.

Assessment

While teachers make formative assessments throughout their weekly PE lessons and use these to adjust lessons appropriately, more formal summative assessments are collected at the end of each unit. Class teachers use the assessment criteria referenced on unit plans and make a judgement on which children are working at the expected standard, below the expected standard or exceeding the expected standard. Class teachers will adjust future teaching and learning in response to their assessment for example, adding in extra challenge for children identified as exceeding their age related expectations or planning in additional support for children working below the expected standard.

The PE lead will analyse the data submitted to them and identify any trends, strengths, weaknesses and any areas where additional support is needed. Plans will be established to reflect this.