

WALFORD NURSERY & PRIMARY SCHOOL



POLICY **for** **PHYSICAL EDUCATION**

Reviewed and Updated: July 2022

Date for Review: July 2023

*Learning and Enjoyment...
Every Child, Every Opportunity, Every Day!*

Policy for Physical Education

INTENT

At Walford Nursery & Primary School, Physical Education forms an important part of the education of each pupil. We aim to promote an active, healthy and enjoyable lifestyle and encourage our pupils to have the motivation, confidence, physical and social competence, knowledge and understanding to maintain physical activity throughout life.

PE is about introducing children to the world of sport, which, combined with an enjoyment of exercise, will provide the foundations for a healthier, active lifestyle.

Our intent for Physical Education at Walford Nursery & Primary School for every pupil is:

- to promote positive attitudes towards physical activity;
- to develop social co-operation and positive attitudes towards others and to compete with a sense of fair play;
- to show a willingness to practise skills in a wide range of different activities and situations to achieve high levels of performance;
- to promote physical activity, physical skills development and live a healthy lifestyle;
- to show 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 wellbeing;
- to show an awareness, knowledge and understanding of safety when participating in physical activity;
- to encourage lifelong involvement in physical activity;
- to develop fair play through cooperation, collaboration and competition and manage to varying levels of success in competitive and co- operative situations and retain a proper sense of perspective in competition;
- to always try to achieve personal best;
- to exhibit the ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve;
- to show 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;
- to have age appropriate activities;
- to understand the need for rules in games;
- to display a willingness to participate eagerly in every lesson, showing highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport;
- to have 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;
- to provide equal opportunities for all children regardless of their race, gender, background or ability, thus providing a programme of study that is inclusive;

- to provide equal opportunities for all children to achieve their full potential, through curricular and extra-curricular sessions.

By the end of Key Stage 1, pupils will:

- develop fundamental movement skills;
- be competent and confident and extend their agility, balance and coordination;
- engage in competitive and co-operative physical activities;
- master basic movements including running, jumping, throwing and catching develop balance, agility and co-ordination;
- participate in team games, developing simple tactics for attacking and defending;
- perform dances using simple movement patterns.

By the end of Key Stage 2 Pupils will:

- apply and develop a broader range of skills;
- link skills to make actions and sequences of movement, communicating, collaborating and competing with each other;
- improve in different physical activities and sports;
- evaluate and recognise their own success;
- use running, jumping, throwing and catching in isolation and in combination;
- play competitive games, modified where appropriate apply basic principles suitable for attacking and defending;
- develop flexibility, strength, technique, control and balance 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;
- swim competently, confidently and proficiently over a distance of at least 25 metres;
- use a range of strokes effectively;
- perform safe self-rescue in different water-based situations.

IMPLEMENTATION

What does our Physical Education Curriculum look like?

Please refer to:

- our **Progression document**, which demonstrates the progression of knowledge and skills within the whole school PE offer;
- our **Curriculum Map**, which details each year group / subject.
- our **Knowledge Organisers**, which summarise the key knowledge and skills to be acquired and retained during a PE topic.

The PE progression document for EYFS to Year 6 outlines the sequence of learning for the progression of knowledge and skills within the PE curriculum. To support the curriculum, Nuggets of Knowledge help the pupils know more, remember more and do more to alter their long-term memory.

Curriculum

Each child at Walford receives two hours of Physical Education curriculum time per week. Real PE is built into the PE sessions which is age appropriate and focuses on fundamental physical education skills. Pupils also have opportunities to play against each other in mini-games to learn how to participate in team activities improving spatial awareness. Activate Sports Ltd are working closely alongside the class teacher to help plan and deliver high quality, skill based PE lessons using our PE unit plans to ensure progression throughout the curriculum and keeping a real focus on the skills which all children are becoming familiar with.

In accordance with the National Curriculum, pupils also receive swimming lessons. These are taught by professionally qualified swimming instructors in Year 4 where the class attends swimming lessons at Halo Swimming Pool. Participation is compulsory. All pupils are required to learn how to swim. Funded top-up swimming lessons are provided for all children who do not achieve the required standard during the Summer term annually.

Planning and Progression

Each year, the children will follow the schools agreed Physical Education scheme of work (Real PE) as well as Activate Sports Ltd using their PE knowledge of skills to help deliver the Real PE skills through various games and activities. The short and medium-term planning documents will indicate the activities that children will be involved with during the half-term. Individual members of staff will amend the short-term planning for pupils, based on their knowledge of the children's ability.

Covid-19 Catch Up

During home learning, many children completed weekly PE activities. Joe Wicks was introduced into the timetable for all children to access an active PE session first thing in the morning. Stride Active provided us with some home learning active sessions where children could participate in activities that could be done around the house focusing on the fundamental skills in PE.

All children were given weekly videos from Youth Sport Trust encouraging families to get involved in a fun, active activity getting the whole family to move and engage. Where children engaged in these activities, we received great photos and videos of children getting involved in learning more PE skills and having fun while doing so. It has been so important for children to engage in the activities provided to ensure children's mental health has been supported during such a difficult time for them.

At Walford, our PE curriculum ensures National Curriculum objectives are met across each Key Stage. Therefore, any skills which were not taught during school

closure will be addressed through skill development outlined in the PE unit plans when returning to school.

Adults will:

- plan for every lesson including all activities, objectives for the lesson and regular reviews of each lesson;
- undertake regular assessment to make sure all children are achieving and progressing to the right standard;
- undertake regular staff CPD as well as, team teaching and lesson observations;
- organise regular intra-school house competitions, using the skills learnt within that unit in a competitive game to allow for all students to compete;
- raise the profile of P.E throughout the school, with Active English and Active Maths sessions, Daily Mile, regular physical activity, BBC SuperMovers, after school clubs, lunchtime clubs and regular physical challenges for students to complete.

Children will be supported by:

- on-going assessment throughout a unit of work;
- clear targets are highlighted and prioritised;
- small group/1-1 support is then put in place, with the use of nurture groups to develop confidence and ability within P.E

For all other children:

- we use teacher and self-assessment to quickly identify any child who requires additional support in certain units;
- provide extra tuition within that unit or session to build confidence and to develop the skills to the required level.

Children will be challenged by:

- differentiation planned from very start of lesson;
- small group work to further challenge
- encouraging children to lead and coach their peers;
- greater opportunity to compete and represent the school within inter school competitions;
- sign-post to out of school organisations and clubs to further develop.

All children (including SEND / EAL) can access the curriculum by:

- pre-taught vocabulary/sessions, when appropriate (SEND or EAL);
- working children alongside good role models who can provide additional support;
- providing visual/practical prompts, including vocabulary flashcards;
- Providing visual/practical resources to support understanding;
- teaching lessons using a range of different techniques to appeal to different learning styles e.g. videos, drama, artefacts, texts etc.

- modifying equipment as appropriate.

Special Needs

Wherever practical, provision will be made for children with special educational needs where it affects their performance in PE. The Real PE programme has differentiated activities for children with special needs and we have a DVD of how to adapt the activities for a variety of needs.

Inclusion

Our school is committed to ensuring access and inclusion for all its pupils and believes that each child deserves the opportunity to fulfil their potential. As such, all pupils, regardless of ability, race or gender, shall have the opportunity to develop their capability in PE. The school promotes equal opportunities and fairness of distribution of all resources. We achieve this by ensuring that our planning meets the needs of all pupils. We allow for differentiation by:

- using peer support – we partner pupils of disparate ability;
- setting common tasks which are open-ended and can have a variety of responses;
- providing resources of different complexities, matched to the ability of the child.

Equal Opportunities

All pupils at Walford will be given equal opportunities to access the PE curriculum regardless of race, sex, religion, ethnic group, culture or ability (including more and less able pupils).

A well-balanced and planned PE programme should meet the physical and social needs of all pupils thus allowing all children across the ability spectrum to succeed.

By setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessment, teachers will create a positive and achievement orientated learning environment.

IMPACT

Our P.E. curriculum facilitates sequential learning and long-term progression of knowledge and skills. Teaching and learning methods provide regular opportunities to recap acquired knowledge through high quality questioning, discussion, modelling and explaining, to aid retrieval at the beginning and end of a lesson or unit. This will enable all children to alter their long-term memory and know more, remember more and be able to do more as children living a healthy lifestyle.

This is what you might typically see:

- Happy and engaged learners.
- Regular pairs and group work.
- Range of different challenges and games.

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- Children talking about, sharing and reflecting on their learning.
- Self-motivated children
- Independent working from children, as well as often making their own decisions on their learning.
- Engagement and perseverance.
- Use of technology and theory work within lessons.
- Leading and coaching to peers.
- Children who know about the importance of exercise and keeping active and healthy.

This is how we know how well our pupils are doing:

- Tracking.
- Teacher assessment/ targets.
- Feedback.
- Photo/ Video evidence challenges and progress.
- Targeted use of TAs to help and support individual children when required.

This is the impact of the teaching:

- Confident children who can talk about PE.
- Children who are enjoying their learning within PE.
- Stronger understanding of personal development as well as the benefits of PE.
- Children who know about the health benefits of daily activity.
- Children developing and practicing their skills on top of regular P.E lessons.

Children will leave Walford as healthy people who:

- develop a keen interest in PE and willingness to participate eagerly in sport with positive attitudes;
- exhibit a good level of physical fitness;
- lead healthy lifestyles, exercising regularly;
- can remain physically active for sustainable periods of time and an understanding of this in promoting long-term health and wellbeing;
- have the ability to take the initiative and become young leaders.

Assessment

Assessment in PE is ongoing and formative. Children receive feedback and support during the lessons. Assessment in PE provides opportunities for pupils to assess their own performance through talk and observation of peers. They are encouraged to recognise ways of improving skills and make positive comments on their own and others work.

As part of the Real PE programme, all children will be able to monitor their performance in PE by using the FUNs self-assessment sheet for each of the twelve fundamental skills.

This formative assessment enables teachers to assess pupils at the end of each teaching unit. This judgment is recorded against age related expectations (ARE) - above ARE, at ARE or below ARE - on a subject specific excel spread sheet.

Dress Code for Pupils

It is expected that children will wear the school PE kit during lessons. This includes:

- White T shirt
- Black Shorts / Jogging bottoms
- Trainers

Children are to wear their PE kit to school on their designated PE day.

Extra-Curricular Activities

We are committed to recognising the importance of physical activity of children outside the curriculum. We believe that sport in after school clubs provide a positive experience of physical activity for children.

Pupils will be given more regular opportunities to represent Walford in various sporting events throughout the local community.

We also have various inter school tournaments that operate after school hours. Students are encouraged to participate to further promote an awareness of the value of physical activity.

Health & Safety

Physical Education is by its very nature a challenge to growing children. Pupils will be placed in situations where risk of an accident or injury is ever present. Therefore, it is important for teachers to be aware of the importance of safety and to plan it in their work so as to minimise the risk of accidents to both pupils and teachers. The following list is a general outline of safe practice in PE. A more detailed, subject specific guidelines can be found in the 'Safe Practice in Physical Education and School Sport' document.

- There must be a risk assessment for safe handling of the equipment whilst the work is in progress and safe storage when the work is complete.
- Appropriate levels of lighting must exist to facilitate a safe working environment.
- The surface that the pupils are expected to work on should be clean and free of litter or other hazards that could cause an accident. The teacher should pay special attention to the suitability of the surface, after the floor has been polished in the hall and after rain on the playground or on the grass as this may make the area too slippery to be safe.
- All jewellery and watches should be removed.
- Long hair should be secured as appropriate to the activity at all times.
- Appropriate clothing must be worn by pupils and staff.

- The teacher must ensure the preservation of body heat after hard physical exercise and use good methods to cool down pupils after such exercise.
- The teacher must be aware of any medical condition which may affect physical ability (e.g. diabetes or asthma) and make the appropriate adjustments in planning and implementation of the lesson to allow pupils who suffer from any conditions to take part actively but safely.
- For Health and safety reasons, teachers may physically guide children during lessons in order to develop their skills, e.g., correcting a child's position during a gymnastics lesson.
- Staff should have a working knowledge of First Aid and know when and how to summon qualified First Aid assistance.
- All forms of physical activity should be preceded by an appropriate warm-up.
- The pupils must be given tasks which are challenging, but within the scope of their ability.

Risk Assessment

Regular checks and risk assessments are made by all staff involved in delivering the PE curriculum, these checks are ongoing. Risk assessments should also be carried out on any facilities that are used for sporting activities outside of the school grounds.

Monitoring and Evaluation

The monitoring and evaluation of the PE curriculum will be carried out in the following ways:

- the PE Leader meeting with teachers and external coaches to discuss their plans and match them against the PE progression document;
- supporting colleagues in the teaching of PE by being informed about current developments in the subject;
- evaluating the strengths and weaknesses of the subject and identifying areas that need further development;
- carrying out lessons observations;
- ensuring the effective use of the Sports Premium funding.

Policy revised: Summer 2022

Date for next review: Summer 2023

Date ratified by the Governing Body:

Signed: _____

Chair of Governors

Date: