

Policy: Physical Education
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Ethos (principles of good teaching)

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.
(National Curriculum 2014)

At Greenside School, we are committed to providing a high quality physical education curriculum which meets the needs of all of our learners. Our PE curriculum promotes healthy and active lifestyles and supports pupils to develop a 'physical literacy' which in turn enables them to become competent and excel in a broad range of physical activities. In addition to our core PE curriculum, we provide a variety of intra and inter school sporting opportunities for our pupils across the year.

School Vision for PE and PA: *'At Greenside it is our aim that all pupils leave us physically literate and with the knowledge, skills and motivation necessary in order to lead a healthy, active life and life-long participation in physical activity and sport'*

What we teach (NC or EYFS curriculum and Greenside curriculum)

We aim to provide 2 hours of curriculum PE to pupils per week in addition to providing extra-curricular sporting opportunities across the year, including intra and inter school competition.

Both Key stage 1 and 2 include mixed year group classes and consequently have adopted a two-year rolling cycle of learning. Long term planning sets out objectives and skills to be taught in each cycle and ensures continuity and progression across the Key Stages. The long-term plan is based on statutory curriculum aims and objectives as laid out in the 'National Curriculum 2014' and in the EYFS framework as follows:

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
- lead healthy, active lives

EYFS

- show good control and co-ordination in large and small movements
- move confidently in a range of ways, safely negotiating space
- know the importance for good health of physical exercise, and a healthy diet
- talk about ways to keep healthy and safe
- represent their own ideas, thoughts and feelings through music and dance

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

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate and 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

Swimming and water safety

- 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

Where relevant, links will be made to cross curricular themes and used as a means to develop cross curricular skills.

How we teach (learning styles, outdoor learning, child led learning, personalised learning, differentiation)

PE lessons are generally taught within classes and by the class teacher. Where professional coaches are utilised, this is used as a professional development opportunity for staff and to enhance an aspect of the PE curriculum, for example developing skills in a particular sport. Through our high quality PE curriculum, children learn that being active is fun and an essential part of a healthy lifestyle. At the beginning of their school life, children learn and explore basic movement skills. They develop these skills throughout their time at Greenside and leave as confident movers able to play a wide range of sports. To enable us to do this effectively, we use a scheme of work called 'Real PE'. As part of this, learning objectives, success criteria and key vocabulary are always shared, discussed and referred to during the lesson. PE lessons begin with a warm up activity, moving onto skills development and application and ending with a cool down activity. During a lesson, teachers may use pupils to demonstrate specific skills to others or to share different ideas.

How we assess (when, what we use)

Formative assessment takes place during PE lessons through methods such as questioning and observation. Teachers use this type of assessment to monitor learning and progress and to adapt their teaching as necessary to reflect pupils' needs. Throughout a lesson, the Real PE scheme supports teachers in praising behaviour not skill, passing the responsibility of the lesson to the learner. Pupils are given regular and specific feedback, in order for them to recognise their strengths and to understand how to improve. Pupils are given opportunities to discuss and reflect on their own learning against the objectives and success criteria for the lesson. Peer assessment may also take place in pairs or groups.

How we monitor (planning, lesson observations, work scrutiny, pupil interviews, learning walks - what happens with the data or information)

PE teaching at Greenside will be monitored in several ways: planning will be monitored during the school year and informal lesson observations and drop ins will be undertaken in a supportive and constructive manner. Photographs of pupils taking part in PE and Sport will be put into the photos folder on the shared area in order for the subject leader to monitor coverage across each Key Stage. Pupil interviews will also be undertaken to monitor attitudes towards the subject.

Resources (where resources are kept, ordered, monitored and procedures regarding broken or low stock)

The majority of PE equipment is stored in the PE cupboard in the KS2 playground. Some equipment more suited to EYFS and KS1 is kept in the store cupboard in the KS1 playground. Gymnastics apparatus is stored in the hall and all apparatus (indoor and outdoor) is inspected annually by Sportsafe, as recommended by the local authority. Teaching resources specific to each tier group are kept by tier group leaders. Teachers access the Real PE scheme resource via an online platform called Jasmine, where all lessons from years 1 – 6 can be found. Further teaching resources are kept in the PE section of the store cupboards on the Year 5/6 landing. Requests for additional resources or equipment should be placed through the PE subject leader.

Sports Premium Funding

Sports Premium funding is to be used further grow and develop the quality of PE and Sport offered at Greenside for the benefit of our pupils both now and in future years. We will continue to use the funding to:

- develop our PE curriculum in line with National Curriculum 2014 requirements
- invest in the professional development for all staff involved in the teaching of PE and Sport
- fund our membership into the local SSP to provide inter-sport opportunities and our membership into the Active Schools initiative for courses, professional development and free entry into city wide events.
- provide competitive opportunities for KS1 and KS2
- offer an increasing amount of extra-curricular clubs, offering a wider choice to a wider age range to further increase participation.
- purchase high quality equipment and resources to support teaching.
- subsidise trips and residential which promote physical activity.
- support Health and Well Being outcomes.

For specific information regarding how the Sports Premium funding has been used in previous years and our plans for the current academic year, please refer to the school website.

Health and Safety (refer to school safety policy and safeguarding officer – as appropriate to subject)

All staff teaching PE lessons should:

- have knowledge, expertise and competence to teach the activity safely
- consider safety points when planning PE lessons
- carry out on-going monitoring throughout lessons, adapting as necessary to ensure pupils are working safely
- ensure they wear suitable footwear and clothing and remove personal effects such as jewellery to minimise risk of causing or receiving injury
- check that pupil footwear (including barefoot work) is appropriate for the activity and work surface
- ensure pupils tie long hair back and check that earrings are removed (or covered up if newly pierced)
- develop pupils' involvement in and responsibility for their own safety, relevant to their age, ability and experience by giving clear instructions and demonstrations and by highlighting examples of safe practice, for example when moving gymnastics equipment
- follow the guidelines in the Health and Safety Policy in the event of an accident

The school's changing policy is as follows:

- all children arrive at school in their kit on their PE specific day
- for indoor PE, children should wear a white t-shirt with black shorts or black jogging bottoms
- for outdoor PE, children should wear a white t-shirt with black jogging bottoms and jacket or jumper

Staff are to refer to the Association for Physical Education Safe Practice in Physical Education and Sport for safety information specific to different areas of PE and Sport. This is kept with the teaching resources in the relevant PE section on the Year 5/6 landing.

All coaches used within school are required to have enhanced DBS clearance – this is checked by office staff on arrival. Coaches are to wear a visitors badge at all times.

Opportunities for Inclusion

The PE curriculum at Greenside is fully inclusive. Activities are planned in such a way as to encourage the full and active participation of all pupils. In planning lessons, teachers will identify challenges for all pupils, modifying and adapting the task, equipment and space to support and extend all pupils as appropriate.