

PE Policy Arnside School



Aspire, Believe, Achieve

PE Policy 2022/23

Arnside National Church of England School is a lively and caring community where all are supported, nurtured and encouraged. Our vision is rooted and grounded in love, God's greatest gift, which helps and guides everyone at our school to aspire, believe and achieve. 'Let all that you do be done in love' (1 Corinthians 16.14)

Aims and objectives

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Therefore, we enable them to make informed choices about physical activity throughout their lives. Our long-term aim is to foster a lifelong appreciation and value of participation in exercise and enable children to reach their potential.

The aims of PE are:

- to enable children to develop and explore physical skills with increasing control and co-ordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way children, perform skills and apply rules and conventions for different activities;
- to increase children's ability to use what they have learnt to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise, furthermore we want children to understand the physiological impact exercise can have on the body for example muscular development.
- to develop the children's enjoyment of physical activity through creativity and imagination;
- to develop an understanding in children of how to use self-reflection to improve performance.
- to include children in the assessment process as key contributors towards learning and understanding how and what they need to do to progress in P.E.
- to be inclusive and encourage all children regardless of gender, social or cultural backgrounds to aspire to achieve and enjoy physical activity.
- to apply fundamental British Values, PSHE and integrate other curriculum subjects into PE lessons when appropriate to maximise learning opportunities and promote spiritual, moral, social and cultural values.
- to use PE lessons as an opportunity to develop mental well-being by allowing children time to reflect on learning, celebrate achievements and become socially integrated.
- To apply pedagogical methods that improve outcomes both physically, socially and academically.

Teaching and learning style

We use a variety of teaching and learning styles in PE lessons. Crucially we recognise that the teaching style must harmonise with the learning styles of our children. We consider and apply Pedagogy and scientific research into planning and delivery of lessons to meet children's learning needs. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities.

Create safe, orderly, and effective learning environments where students can acquire social as well as academic skills that will allow them to succeed in school and beyond. We support this by using the 'Teaching Personal and Social Responsibility Model' (Hellison 1970).

We use a Teaching Games for Understanding and Game sense Models to underpin skill development with tactical and strategic development.

A strong identity to school values and behaviours is promoted in PE so that children attach social moral values to learning and this develops a cultural community which creates social independence.

Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources. We recognise the importance and potential of ICT in developing performance by showing video, and textbook examples for analysis.

In all classes, there are children of differing physical and cognitive ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that have both closed and open-ended scenarios and can have a variety of results, e.g. timed events, such as an 80m sprint;
- setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump;
- grouping children by ability and setting different tasks for each group, e.g. different games; also, using children in buddy systems when appropriate to support others.

- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.
- using scaffolding techniques to guide and support children as they progress.
- having regular 'stop check -up' times in lessons to check learning and understanding of the tasks and what knowledge the children are learning and what needs to be done next to progress.
- apply a range of questioning styles that build children's confidence towards speaking and answering questions and encourage children to question, debate and critique.
- We use assessment as a learning tool to encourage pupils to be reflective learners and allows teachers to link assessment to planning.

PE curriculum planning

PE is a foundation subject in the National Curriculum. Our school uses the national scheme of work as the basis for its curriculum planning in PE. We have adapted the national scheme to the local circumstances of the school. As required in Key Stage 1, we teach dance, games and gymnastics, plus one other activity: outdoor and adventurous activities. In Key Stage 2 we teach compulsory dance, games and gymnastics, plus three other activities: swimming and water safety, athletics and outdoor and adventurous activities.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues in each year group.

Our medium-term plans, which we have adopted from the national scheme, give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans.

Class teachers complete a short-term plan for each PE lesson. Teachers use a free online resource (PEeducator.com), the resources have clear outcomes and link to our Teaching Games for Understanding (TGfU) pedagogy. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school. We have continued professional development provision in school using our own

specialist physical education providers to reinforce professional standards and bring up to date teaching methods to the attention of the staff.

Assessment

In Key Stage 2 PE Assessment is measured by linking tasks to the attainment standards of 'working below, working towards, working at and working above' the expected levels. This done so that it makes it clear to children what needs to be done to achieve and progress and from a teaching perspective it's in-line with other subjects. In Key Stage 1, we use a statement based system as it is specific, clear and easy to understand what children 'can do'. Both systems allow children to be part of the assessment process and encourages learning, commitment and achievement. We use both peer assessment and reflective practice in lessons to link assessment to learning, mapping progress and to show knowledge.

The Foundation Stage

We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. We integrate the children into Key Stage 1 by providing a series of transition lessons during the summer term with their new teacher.

Contribution of PE to teaching in other curriculum areas:

English:

English language skills are specifically integrated into sports lessons to demonstrate the impact on communication and analysis.

Maths:

PE contributes to the teaching of maths in our school by demonstrating the impact of numbers in sport, for example measurement in distance and time, scoring and how data is used to plan performance such as information from fitness assessments.

Information and communication technology (ICT) Video analysis and reflective practice:

We use ICT to support PE teaching when appropriate. In dance and gymnastics children make video recordings of their performance, and use them to develop their movements and actions. Older children compare each other's performance from recordings and use these to improve the quality of their work.

Personal, social and health education (PSHE) and citizenship:

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

Spiritual, moral, social and cultural development:

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

Teaching PE to children with special educational needs

At our school, we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE. We enable pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school, for example, a sports event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment and recording

Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit. They record the information in their assessment files and use the information to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

The PE subject leader keeps photographic and video evidence of children's work (in a portfolio). This demonstrates what the expected level of achievement is in each area of activity in PE in each year of the school. Teachers meet regularly to review individual evidence of children's work against the national exemplification material produced by the QCA and the DfE.

All KS1 & KS2 children have both fitness and skill-based assessments completed by summative assessment methods by the specialist sports teacher in school. In Key stage 2, children record their running time data and this is used to produce graphs and charts which children then use to provide a written assessment and analysis of the data. Crucially children are part of the assessment process and have responsibility in regard to data collection. Data is shared and used to provide school, children and parents the information that can highlight gifted and talented potential and has the potential to provide early warning about fitness deficiencies. Foundation Stage has their own assessment procedures in place.

Resources

There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school playground and the local authority playing field for games and athletics activities and the local swimming pool for swimming lessons. The P.E. staffs consults with school staff about resource needs and plan to purchase resources that can be used flexibly across all key stages if possible. We foster an attitude of shared responsibility for maintaining resources to ensure equipment is fit for purpose, children are part of this philosophy. We have regular equipment checks and

strategically purchase equipment which aligns to children's needs, the curriculum requirements and improves outcomes and safety.

Health and safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. The governing body expects the teacher's model good practice by wearing appropriate clothing when teaching PE. The policy of the governing body is that no jewellery is to be worn for any physical activity and long hair is tied up. We also have our equipment checked by 'physique' an external health and safety organisation; we make assessments on space, surface suitability and suitability of the session in relation to children's ability in planning and before each session.

- We use a Teaching Personal and Social Responsibility model in school. Don Hellison first developed the Teaching Personal and Social Responsibility model in the 1970s.
- Children are encouraged to support the well-being of themselves and others by adopting a positive mindset, being self-directed, cooperative, caring and compassionate.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leader gives the head teacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

The PE subject leader has specially-allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of PE teaching across the school. Regular informal dialogue between teachers uses reflective practice to inform good practice and provide the basis for formal changes to practice and procedures. We have staff meetings and insets (January 2022, latest inset) which shares PE knowledge and good practice though-out school.

Extra-curricular activities

The school provides a range of PE-related activities including netball, football, rugby and dance for children at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term. The school also plays regular fixtures against other local schools and participates in area knockout competitions. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children. The school has intra-sport competition to include all children in competitive activity.

We are reaching out into the local community to create links with local clubs, such as the cricket club, football club, tennis and bowling club. This is part of our drive to create a long-term healthy community.

Our school is part of the Dallam School Collaborative Partnership this provides opportunities to share good practice and knowledge of working systems to improve standards. Dallam School also host various inter-school competitions which we are regular participants in.

PE Kit Modelling a positive Image

Staff have all received PE kit which is similar to the children's. This helps promote a positive image of being prepared and ready for PE. We have revamped and updated our PE kit to reflect a vibrant and 'be proud of your school and PE' attitude. It is our policy that teachers model good professional practice when teaching PE by looking smart and creating a culture of thinking and learning.

Creating a culture of thinking and learning

There is an expectation that PE is more than just running around, it's about learning, thinking, reflective practice, it's about social responsibility. It is our policy that teachers and pupils use language that is positive, create environments that are safe and inclusive, use time effectively and opportunities to learn are always investigated. We have expectations for the children that meet their needs and wants and that their interactions and routines aid learning. We have a whole child ethos in PE which means we want to develop each child's physical, social and academic achievements.

How does our PE policy cater for pupil premium & Vulnerable children?

- Our school vision forms the backbone of our planning and guides our practice for all children. Consequently, we plan to create lessons and a learning environment that promotes belief and nurtures aspiration by having clear achievable targets and support mechanisms to aid pupils accomplishment.

- Children have specific and modified targets in lessons, the planning has discrete markers on to remind the teacher which pupils need more support. Equipment that aids attainment is acquired and used in lessons, questions are modified to help extract feedback and aid learning. Children are given opportunities to lead, this creates parity with their peers and are often asked to demonstrate outstanding performance to boost confidence. We have a whole class development ethos, no one is left behind, we are on the learning journey together.

Fitness and Health

It is our belief and policy that we as a school promote a healthy lifestyle. Children learn to explore the physical reactions to exercise, their heart, lungs, muscles and bones. We learn about nutrition in PE, we learn about cardiovascular fitness and about muscular fitness. Children are encouraged to eat healthy options in school and poor nutritional value foods are discouraged.

Diversity and Equality in PE.

Our policy is that every child is unique and our aim is for all children to be accepted for who they are and for them to be part of our community in school. Our children are encouraged to participate, our activities are accessible and activities are meaningful. We as a school are committed to challenging any form of discrimination and we actively use strategies which discourage stereotypical views. It is our policy to work with other professionals in and out of school to prevent inequality and improves outcomes for all children.

Safeguarding in PE & Sport in School

We adhere to the schools safeguarding procedures in PE. We have routines and procedures in PE to safeguard children, for example we have clear expectations about what language we can use, how clothing is allowed to be worn. Communication between key stakeholders and the procedures are clear so that if there are concerns then situations are monitored, and support and advice is available. Outside agencies working in school will have the procedures and systems explained and school will clearly explain the expectations in regards to their role in the safeguarding of children. For example, ratio of coaches to children, their level of experience and qualifications. It is also that school's policy that critical information is passed on when appropriate so that any issues can be dealt with effectively. For example, if there has been instances of bullying, then the coach can be aware of it and actively use strategies to try and prevent it continuing.

Our School Vision

Our vision is that all children from Arnside National School care for and respect others, embracing differences in culture or religion. Our school strives to be at the centre of the local community, with positive and effective links to the wider and global communities.

Our school motto, 'Aspire, Believe, Achieve', reflects our school vision. We aim to ensure the children in our school are inspired to aspire through imaginative teaching and high-quality learning experiences. Our school environment promotes achievement in a broad and balanced curriculum, which prepares the children for the challenges, opportunities, responsibilities and experiences of life.

Through our school values, we are committed to providing a positive, safe and stimulating environment in which all children can learn and achieve. We teach our children to be independent and confident and to take responsibility for their life-long learning and development; we teach them to believe in themselves.

Being situated in such a magnificent area, we are committed to giving our children opportunities and skills to appreciate and contribute to the conservation of the outdoors, through environmental education and learning outside the classroom.

We strive to be:

Happy, healthy and secure
Independent and confident
Caring and respectful
Inspired and excited to learn
Part of a team and school family

How does the school vision fit in with PE and Sport?

Our lessons are creative and imaginative, and learners are at the centre of planning, assessment and learning. Our PE curriculum is broad and links with many other curriculum areas and our aim to develop the 'whole child' we use a humanistic approach and aim to develop physical skills, fitness, well-being, and social independence. We use Hellison's Personal and Social Responsibility Model in PE to encourage social mobilisation and to give them life-long social values. Our Policy is that children are expected to demonstrate that they know how to apply our values into the PE environment.

