



Physical Education Policy

Date	Review Date	Coordinator	Nominated Governor
September 2022	September 2024	Mrs J Connery	Hilda Bellamy

MISSION STATEMENT

Corpus Christi Catholic School is a welcoming, vibrant and diverse community with the Christian values of respect, equality and love for all at its core.

We aim to nurture, motivate, educate and to inspire all children to become lifelong learners and to achieve the best that they can.

Following the example of Jesus, we uphold our school motto:
To Learn, To Live, To Love.

Discere Vivere Amare




CORPUS CHRISTI CATHOLIC SCHOOL

POLICY STATEMENT:

We believe that '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. (The National Curriculum in England Framework Document (DfE) 2014.

We have a duty to ensure compliance with the revised National Curriculum and with the application of the new programmes of study and attainment targets. We understand that 'the National Curriculum provides pupils with an introduction to the core knowledge that they need to be educated citizens.'

Our well-balanced curriculum promotes the spiritual, moral, cultural, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life. We will develop pupils' spoken language, reading and writing in all subjects and will develop pupils' mathematical fluency.

We strive to provide a curriculum that all pupils will find enjoyable with them understanding the relevance of their lessons. This can only be achieved by using the experience, enthusiasm and specialism of individual teachers who provide interesting, relevant, purposeful and differentiated lessons based on real-life experiences, wherever possible, in a structured well ordered classroom environment.

We believe that all children must be treated fairly and with respect for their privacy and dignity. Therefore, by the age of 7/8 we believe boys and girls should be changing in separate single-gender designated changing rooms.

We have in place procedures that accommodate the needs of pupils with disabilities and children from different religions, beliefs, cultural backgrounds and gender identity.

We will listen to any pupil who expresses a concern about the behaviour of a supervising member of the school personnel or of other pupils and will make appropriate enquiries.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Annually we undertake a subject evaluation that is based on the following questions:

- How do we design and provide a curriculum that is broad and balanced for all pupils? (Curriculum Intent)

- How do we deliver our curriculum through teaching, assessment and feedback? (Curriculum Implementation)
- How do we assess pupil achievement through external tests/exam results and by our own school data? (Curriculum Impact)

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

LEGISLATION AND GUIDANCE

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils ((England) Regulations 2000
- Education Act 2003
- Equality Act 2010

The following documentation is also related to this policy:

- The Education Inspection Framework (Ofsted 2019)
- An investigation into how to assess the quality of education through curriculum intent, implementation and impact (Ofsted 2018)
- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2

(Qualifications and Curriculum Authority 2002)

- Equality Act 2010: Advice for Schools (DfE)
- The National Curriculum in England Framework Document (DfE) 2014
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

AIMS AND OBJECTIVES

- To ensure that all pupils develop competence to excel in a broad range of physical activities.
- To ensure that all pupils are physically active for sustained periods of time.
- To ensure that all pupils engage in competitive sports and activities.
- To ensure that all pupils lead healthy, active lives.
- (The National Curriculum in England Framework Document (DfE) 2014)

- To promote the teaching of numeracy and literacy within all subjects.
- To evaluate the school curriculum by focusing on curriculum intent, implementation and impact.
- To share good practice within the school.
- To work with other schools to share good practice in order to improve this policy.

ORGANISATION AND PLANNING

In the National Curriculum, Physical Education is developed through these main aims

- Develop competence to excel in a broad range of physical activities.
- Be physically active for sustained periods of time.
- Engage in competitive sports and localised competition through school sports.
- Lead healthy and active lives.

Pupils should develop good use of fundamental movement skills, become increasingly competent and confident. Access a broad range of opportunities to help develop their agility, balance and coordination, both individually and with others. They should be able to engage in competitive intra class games and external competition which allows increasingly challenging situations.

- Master basic movements including running, jumping, twisting and turning, changing direction. Developing balance both dynamic and static, agility and coordination. Children will then learn to apply these in a range of activities.
- Participate in team games, developing very simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

Key Stage 1

Autumn Term

Working in class bubbles in an outside space, playground or sports field. Learning to master basic fundamental movement skills and engage in physical activity. Working with large balls both individually and with others in a S (small) S (sided) G (game), learning to send and receive a large ball. Understanding simple tactics of attacking and defending across basic large ball games such as football, netball, basketball, tag rugby.

Spring Term

Working in class bubbles in an outside space, or inside hall space with proper air flow. Begin to apply basic movement skills through Gymnastics or Athletics. Developing A (Agility) B (Balance) C (coordination) through floor work on mats and on basic equipment Covid permitting. Engage in cooperative physical activities.

Summer Term

Working in class bubbles outside in the playground or sports field. Accessing a broad range of skills using striking and fielding equipment such as, cricket bats and balls, tennis racquet's or bats, rounders mini bats, learning to send and receive a small ball. Engaging in competitive physical activity in S (small) S (sided) G (games) participating and leading up to summer activities such as Athletics and sports bubble days or mornings.

Key Stage 2

Autumn Term

Working in class bubbles in an outside space, playground or sports field. Continue to apply and develop a broader range of skills. Learning how to link technique and skills together in a S (small) S (sided) G (game) Apply basic

principles of attacking and defending across basic large ball games such as football, netball, basketball, tag rugby. Enjoy competing with others and developing positive mental skills for sport.

Spring Term

Working in class bubbles in an outside space, or inside hall space with proper air flow. Learn how to use skills in different ways and link them to make actions and sequence of movement through Gymnastics or athletic movement. Developing flexibility, strength, technique, control and balance. Develop an understanding of how to improve your body in different ways through building physical health.

Summer Term

Working in class bubbles outside in the playground or sports field. Begin to apply basic movements in a range of activities such as, Athletics, cricket, tennis, rounders. Engaging in competitive physical activity in S (small) S (sided) G (games) participating and leading up to summer activities such as Athletics and sports bubble days or mornings. Playing in competitive games modify where appropriate due to covid restrictions. Apply basic principles suitable for attacking and defending.

MONITORING ARRANGEMENTS

Monitoring of standards of children's work and the quality of teaching is the responsibility of the subject coordinator supported by the Co-Headteachers and the Senior Leadership Team.

Standards will be monitored by:

- looking at pupils work
- subject observations
- pupil discussions
- audit of subjects
- scrutiny of planning
- general curriculum discussions

ASSESSMENT FOR LEARNING

Teachers will:

- carry out continuous assessment;
- use short-term assessments matched to the teaching objectives to adjust their planning;
- make comments to pupil's related to the teaching objective;
- carry out medium-term assessments to measure progress against key objectives to adjust planning;
- carry out long-term assessment to assess progress against school and national targets;
- continually monitor progression of student development through skill acquisition;
- use long-term assessments to help them plan for the next academic year;
- inform parents and carers of their child's progress and targets

INCLUSION

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Special Educational Needs;
- who are looked after;
- from minority faiths, ethnicities, travellers, asylum seekers, refugees;
- who are gifted and talented;
- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have more able, gifted and talented children. We believe that:

- more able children demonstrate a higher ability than average for the class and often require differentiated tasks and opportunities to learn through challenges;
- gifted children are those who have the ability to do well in more than one subject;
- talented children demonstrate an innate talent or skill in creative, cultural or sporting fields

We have an even greater obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

Also, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

EQUALITY IMPACT ASSESSMENT

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

TRAINING

We:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers
 - National Curriculum programmes of study and attainment targets for all subjects
 - Curriculum
 - Teaching and learning
 - Planning
 - Differentiation
 - Assessment
 - Monitoring and Evaluation
 - Special Educational Needs
 - Academically More Able, Gifted and Talented Pupils

- Key skills
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

ROLES AND RESPONSIBILITY FOR THE POLICY

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for the curriculum leadership of Physical Education;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring compliance with the legal requirements of the National Curriculum;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
 - determining this policy with the Governing Body;
 - discussing improvements to this policy during the school year;
 - organising surveys to gauge the thoughts of all pupils;
 - reviewing the effectiveness of this policy with the Governing Body
- nominated a link governor to:
 - visit the school regularly;
 - work closely with the Headteacher and the coordinator;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Governing Body every term;
 - annually report to the Governing Body on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Co-Headteachers

The Co-Headteachers will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure teachers:
 - 'have good knowledge of the subject(s) and courses they teach;
 - have effective support for those teaching outside their main areas of expertise;
 - present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching;
 - check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback and in doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches;

- design their teaching to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts;
- use assessment well in order to help learners embed and use knowledge fluently or to check understanding and inform teaching;
- create an environment that allows the learner to focus on learning;
- develop a rigorous approach to the teaching of reading in order to develop learners' confidence and enjoyment in reading;
- use reading materials at the early stages of learning to read that are closely matched to learners' phonics knowledge'.

(Amended from the 'Education Inspection Framework' (Ofsted 2019))

- work closely with the curriculum leader, subject leaders and the link governor;
- ensure compliance with the legal requirements of the National Curriculum;
- consider disapplying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child;
- ensure that there is enough time between lessons to allow pupils to shower;
- ensure all equipment and PE facilities are up to standard;
- encourage parents to take an active role in curriculum development;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
 - observing teaching and learning
 - planning scrutinies and work trawls
 - discussions with pupils and members of the school council
- annually report to the Governing Body on the success and development of this policy.

Role of the Subject Leader

The Subject Leader will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher, curriculum leader, the nominated governor and SENCO;
- promote the teaching of numeracy and literacy within all subjects;
- be accountable for standards in this subject area;
- monitor standards by:
 - auditing the subject area
 - review of the scheme of work
 - monitoring teachers planning
 - lesson observations
 - scrutinising children's work
 - discussions with pupils

- work in conjunction with the Headteacher, Senior Leadership Team, the Curriculum Leader, Subject Leaders, teaching and support personnel to provide statements on each of the following:

We ...	Evidence
---------------	-----------------

Intent	<ul style="list-style-type: none"> Have constructed a 'curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life' by: 	Implementing the national curriculum with PE lessons led by sports coaches.
	<ul style="list-style-type: none"> provide a curriculum that is 'coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment' by: 	Monitoring planning and curriculum delivery to ensure sequence and progression of skills
	<ul style="list-style-type: none"> have the 'same academic, technical or vocational ambitions for almost all learners and we have designed an ambitious curriculum to meet the needs of some learners with high levels of SEND' by: 	Providing intervention sessions Providing staff with adequate knowledge to implement intervention successfully
	<ul style="list-style-type: none"> ensure 'learners study the full curriculum 'specialising' only when necessary' by: 	Allocating adequate time in weekly timetables
Implementation	<ul style="list-style-type: none"> ensure 'teachers have good knowledge of the subject(s) and courses they teach' by: 	Providing adequate lesson planning Monitoring teaching and learning
	<ul style="list-style-type: none"> provide 'effective support for those teaching outside their main areas of expertise' by: 	Providing staff training Monitoring teaching and learning
	<ul style="list-style-type: none"> ensure 'teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching' by: 	Providing appropriate resources Monitoring teaching and learning
	<ul style="list-style-type: none"> ensure teachers 'check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback' by: 	Providing opportunities for formative assessment by verbal feedback during lessons Assessing implementation of formative assessment with summative assessment Providing opportunities for informal and formal practical assessments
	<ul style="list-style-type: none"> ensure teachers 'respond and adapt their teaching as necessary, without unnecessarily elaborate of differentiated approaches by: 	Providing support and resources

Impact	<ul style="list-style-type: none"> ▪ ensure 'over the course of study, teaching is designed to help learners to remember in the long term the content they have been and to integrate new knowledge into larger concepts' by: 	<p>Continually providing opportunities for students to recap prior learning and implement new skills and knowledge in future lessons</p> <p>Provide a range of resources to consolidate prior learning</p>
	<ul style="list-style-type: none"> ▪ ensure assessment is used well in order to 'help learners embed and use knowledge fluently or to check understanding and inform teaching' by: 	<p>Consistently referring to previous learning throughout each stage of progression</p>
	<ul style="list-style-type: none"> ▪ 'understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners' by: 	<p>Implementing effective assessment strategies to promote student progression, specifically the through Gymrun program</p>
	<ul style="list-style-type: none"> ▪ ensure 'teachers create an environment that allows the learner to focus on learning' by: 	<p>Implementing a positive learning environment with minimal distractions outdoors and indoors</p>
	<ul style="list-style-type: none"> ▪ ensure 'the resources and materials that teachers select reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment' by: 	<p>Monitoring teaching and learning</p> <p>Providing appropriate resources</p>
	<ul style="list-style-type: none"> ▪ ensure 'learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well' by: 	<p>Progressing through each assessment stage of Gymrun</p>
	<ul style="list-style-type: none"> ▪ ensure 'learners are ready for the next stage of education, employment or training' by: 	<p>Monitoring assessment</p> <p>Monitoring teaching and learning</p>

(Quotes taken from the Education Inspection Framework (Ofsted 2019))

- ensure continuity and progression throughout the school;
- devise a subject improvement plan;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- attend appropriate and relevant INSET;

- keep up to date with new developments;
- undertake an annual audit and stock take of resources;
- purchase new resources when required and in preparation for the new academic year;
- manage the subject budget effectively;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

Role of Teachers

Teachers will:

- comply with all aspects of this policy;
- work closely with the subject leader to develop this policy;
- devise medium and short term planning;
- develop mathematical fluency, numeracy and mathematical understanding in all subjects;
- develop pupils' spoken language, reading, writing and vocabulary in all subjects;
- plan and deliver good to outstanding lessons;
- plan differentiated lessons which are interactive, engaging, of a good pace and have a three part structure;
- have high expectations for all children and will provide work that will extend them;
- assess, record and report on the development, progress and attainment of pupils;
- achieve high standards;
- celebrate the success of pupils in lessons;
- encourage pupils to shower after all physical activity;
- allow pupils adequate time to shower between lessons;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- be prepared to shower after all physical activity;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- encourage their children to shower after all physical activity;
- be encouraged to take an active role in the life of the school by attending:
 - parents and open evenings
 - parent-teacher consultations
 - curriculum development workshops
- be encouraged to work in school as volunteers;
- be encouraged to respond to curriculum information newsletter;
- be informed via termly newsletters of their child's topics;
- asked to provide suggestions and ideas for improving this subject;
- be asked to take part periodic surveys conducted by the school on curriculum development;
- be invited to make presentations to pupils on aspects of this subject area;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- expect their child to hand in homework on time;
- join the school in celebrating success of their child's learning.

MONITORING THE EFFECTIVENESS OF THE POLICY

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing board for further discussion and endorsement.

LINKED POLICIES

- Academically More Able, Gifted and Talented Pupils
- Assessment
- Curriculum
- Curriculum Intent, Implementation and Impact
- Differentiation
- English as an Additional Language (EAL)
- Monitoring and Evaluation
- Safeguarding and Child Protection
- Self-Evaluation and School Improvement
- Special Educational Needs
- Teaching and Learning

ADDENDUM

We acknowledge the recent DfE non-statutory guidance 'Teaching a broad and balanced curriculum for education recovery' which offers suggestions:

- to teachers and leaders in reception and key stages 1 to 2;
- to help decide how to prioritise elements within their curriculum for education recovery;
- based on the good practice evident in many schools;
- to continue to teach a broad and balanced curriculum in all subjects including what pupils learn from educational visits and visitors to the school;

- to prioritise teaching missed content that will allow pupils to make sense of later work in the curriculum which includes key knowledge, skills, vocabulary, concepts and the links between concepts;
- to take a subject-specific approach when prioritising what to teach;
- that when making curriculum adjustments they should be informed by:
 - ✓ an understanding of the critical content for progression in each subject
 - ✓ what pupils do and do not know
- that questioning and discussion will reveal pupils' gaps, misconceptions and insecure knowledge, so that effective can be implemented.

(Amended from 'Teaching a broad and balanced curriculum for education recovery' (DfE 2021))

We must:

- adjust the curriculum to give priority to supporting pupils to be physically active and confident in fundamental movement skills, as well as developing the complexity and accuracy of movement pattern;
- revisit knowledge of the conventions of specific sports and activities, through which pupils enjoyment and confidence will be built.

Key stage 1 and 2 Focus is on:

- developing and refining pupils' fundamental movement skills in a variety of contexts including dance and game-based activities;
- securing swimming and water safety;
- requiring different knowledge to develop competency.

Confirmation of policy:

Corpus Christi School

Lead member of staff: Mrs J Connery

Link Governor: Hilda Bellamy

Date to be reviewed: September 2024