

Physical Education (PE) Policy

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PE Policy

This policy outlines the structures in place to ensure that Southcoates Primary Academy delivers a high quality Physical Education curriculum for all learners.

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Intent

Purpose of Study

Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. Therefore both teachers and children should be aware of its importance. We provide the broad and balanced programme of physical education we believe every child should have, with activities designed to be enjoyable, vigorous, purposeful and regular. Through providing positive experiences, a lifelong interest in physical activity is encouraged. The range of physical activities is wide and includes athletics, dance, games, gymnastics, swimming and outdoor education. A high quality programme is designed to satisfy the needs, abilities and interests of all individual children. At Southcoates, each class will receive 2 hours of physical activity per week. Classes aim to timetable two physical education sessions per week.

Aims

1. To promote a healthy and fulfilling lifestyle by developing self-motivation to take part in physical activity outside school as recreation:
 - by developing a positive attitude and interest in a wide range of physical activities;
 - by raising awareness of issues regarding health related fitness.
2. To contribute to the physical development of each child: size, strength, fitness, speed, gross and fine motor skills.
3. To contribute to the intellectual development of each child:
 - aesthetic appreciation and understanding of dance and gymnastics.
4. To help establish the individual child's self-esteem and confidence. To develop social skills (co-operating in groups, fair play and mixing with children from other schools).
5. To ensure that every class has opportunities to take part in competitive sessions.
6. To ensure that every child has the opportunity to take part in after school sports clubs, as well as external competitions and tournaments.

Implementation

Organisation

PE is taught twice a week. The PE Passport App supports teachers with their lesson planning.

The Skills Progression Document for PE is accessible to all teachers which outlines the age appropriate expectations for each phase in the following key areas:

- Gross and fine motor skills: basic skills;
- Gross and fine motor skills: balance, coordination and core strength;
- Gross and fine motor skills: dancing;
- Gross and fine motor skills: gymnastics;
- Gross and fine motor skills: invasion games;
- Gross and fine motor skills: athletics;
- Tactics and teamwork;
- Safety;
- Effects on the body.

Teachers make sure that each of these areas is covered in their phase during a 2 year cycle.

KS1 Pupils should be taught to:

- 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. (New National Curriculum)

KS2 pupils are taught to:

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- 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. (New National Curriculum)

The **Subject Leader Audit for PE** outlines the PE focus for each phase each half term. It also highlights links to the Southcoates Cultural Passport and cross curricular links.

The **Termly Progression Document for PE** details the procedural and declarative knowledge that will be taught in each phase, each term.

- Early Years objectives have been written in line with the **Early Years Framework**, with most of the PE objectives relating to the 'Physical Development', 'Personal, Social and Emotional Development' and 'Expressive Arts and Design' Areas of Learning and Development.
- The objectives for Years One to Six cover the expectations of the **National Curriculum**.
- The PE curriculum at Southcoates plans for opportunities to embed learning related to our Curriculum Drivers: Safe Behaviours, Positive Role Models and Awareness of the World.
- The progression of technical vocabulary relating to PE is also planned for on the **Termly Progression Document**.

Using the objectives from the Termly Progression Document for Physical and each phase's Medium Term Plans, **Short Term Planning** is conducted by teachers to plan the sequence of lessons that will enable the high quality teaching of the objectives.

The **Declarative and Procedural Knowledge Progression Document for PE** outlines how progression is planned for, with opportunities to recap and build on prior learning.

Impact

- Formative assessment of progress is made by teachers throughout lessons by asking questions and observing to check individual children's understanding. Oral feedback during lesson is the main method and most effective way of correcting misconceptions and improving learning in PE.
- Assessment data is collected twice a year and analysed by the PE coordinator.
- The PE subject leader keeps photographic evidence of children's work (in a portfolio, through the PE Passport application). This demonstrates what the expected level of achievement is in each area of activity in PE in each year of the school.

Pedagogy

Rationale

The SPA Curriculum aims to provide our children with teaching, opportunities and experiences that will help them to flourish and grow into successful citizens who will make positive contributions to the world around them. Underpinning our curriculum are our Curriculum Drivers:

Safe Behaviours	The PE curriculum has a heavy focus on safe behaviours. Within their PE lessons, children will be taught the importance of the safe and responsible use of equipment.
Positive Role Models	It is very important that the children value their learning. Meeting aspirational sporting role models will help them to understand where the subject fits in the world. It will help to raise our children's ambitions and aspirations for their own futures.
Awareness of the World	Our world is evolving and changing at a fast pace, and our children are the next generation that will contribute to these changes. Children at Southcoates are given the opportunity to think about positive and negative impacts of sport and PE on our world, and to discuss their thoughts and feelings on this.

Resources

There are 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 for games and athletics activities and a local swimming pool for swimming lessons.

The school provides active play equipment at playtimes and lunchtime and has installed a trim trail to encourage active play.

Opportunities to Revise, Repeat and Build on Prior Learning

Our SPA Curriculum has been designed by Southcoates' teachers to ensure that the objectives progress as the children move through their years at Southcoates. Opportunities to revise, repeat and build on prior learning are built into our Long Term Plans, Medium Term Plans and Short Term Plans.

The specific progression of procedural and declarative objectives can be found in the Declarative and Procedural Knowledge Progression Document for PE.

Assessment

Assessment for Learning

Ongoing assessment is carried out within lessons through questioning, discussion and observation to check the children's understanding. Teachers monitor the application of newly learned skills. Teachers and pupils engage in focussed discussions about how to make progress, and ongoing assessment for learning influences the following teaching inputs and lesson design.

Formative and Summative Assessment

Early Years:

Termly Early Years assessments in relation to the Areas of Learning and Development outlined on the Early Years Framework are inputted on the Bromcom system. The code Y (Yes) or N (No) is inputted to indicate whether or not each child is on track to achieve the Early Learning Goal by the end of the year.

Years One to Six:

Formal teacher assessments for Years One to Six are conducted biannually at the following assessment points:

- Mid-year assessment: class teachers make an end of year prediction based on whether or not the child is on track to achieve the expected standard by the end of the year. (Assessments are based on each child’s attainment in relation to the end of phase objectives outlined on the Termly Progression documents and Medium Term Plans.)
- End of year assessment: class teachers make a final judgement to indicate whether the children are working towards, have achieved, or have exceeded the expected standard. These grades are reported to parents on the mid-year Annual Reports, and the End of Year Reports. The following codes are inputted onto the Foundation Subject Assessment Tracker to record the level at which each child is working:
WTS – Working Towards the Expected Standard
EXS – At the Expected Standard
GDS – Greater Depth Standard

The children’s learning is assessed against end of **phase** expectations. The following assessment grid is used to show the judgements given in Years One, Three and Five in relation to the end of phase expectations:

	End of Phase Standard			
	ETS	WTS	EXS	GDS
Y1	WTS	EXS	GDS	
Y2		WTS	EXS	GDS
Y3	WTS	EXS	GDS	
Y4		WTS	EXS	GDS
Y5	WTS	EXS	GDS	
Y6		WTS	EXS	GDS

Culture

Opportunities for All

Southcoates Primary Academy is committed to the inclusion of all pupils, within the school curriculum and participation in all aspects of school life.

All pupils are taught age appropriate objectives as highlighted in the ‘Skills Progression’ document. Teachers ensure that these objectives can be accessed by all pupils through the use of scaffolding and modelling. Additional resources, equipment or modification of tasks may be required for pupils with specific needs and/or learning styles to ensure they reach their full potential. Children are challenged by being asked to apply their skills in a variety of situations, dependent on the task being

undertaken. All children are encouraged to take responsibility for and participate fully in their learning. Additionally, we want them to develop independence with regards to experimentation and creativity to achieve optimal outcomes.

Children who are confidently achieving age related expectations are challenged to deepen their learning by being given opportunities to apply their skills in a variety of situations, dependent on the task being undertaken.

The PE Subject Leader arranged inter-school competitions, including extra opportunities for children with SEND.

Fostering a Love of the Subject

Southcoates Primary Academy highly values all subjects, and is committed to ensuring that every child has access to high quality experiences as well as an ambitious progressive and embedded curriculum.

To raise the profile of PE, and to ensure that children understand the importance of the subject outside of the school environment, the following opportunities and experiences are organised for our children:

- All children take part in an opening ceremony for sports day where the children celebrate other cultures through house performances.
- The annual Black, White and Red day gives opportunity for the whole school to participate in activities delivered by Hull FC SSP coaches.
- The school participates in fixtures against other local schools. 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. Children are also invited to attend sports festivals as these opportunities foster a sense of team spirit and co-operation amongst our children.
- The school has worked with Hull FC Schools Sports Partnership, Hull Active Schools and First Steps to provide high quality sports coaching and competitions. Southcoates Primary Academy has begun a pilot scheme with Rackets Cubed, where children receive specialist table tennis coaching and high quality STEM lessons at Woodford Leisure Centre.
- The school endeavours to provide a range of PE-related activities for children at the end of the school day. These encourage children to further develop their skills in a range of the activity areas.

Subject Monitoring and Improvement

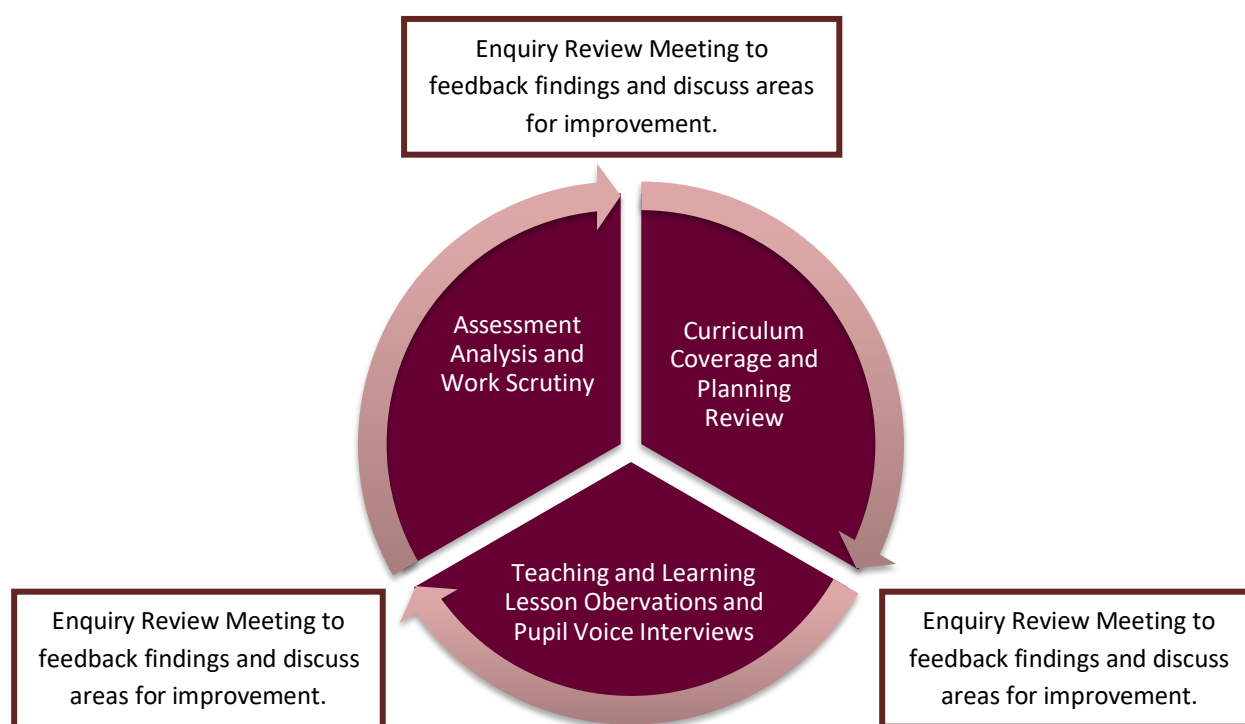
Subject Leadership

- PE is overseen by the Wellbeing Faculty. The Wellbeing Faculty meet every other week to discuss:
 - Outcomes of monitoring.
 - Additional whole school opportunities and experiences to enrich learning and personal development.
 - CPD requirements.
 - Assessment.
 - Curriculum development.
- The Subject Leader for PE and the Subject Leaders for Spanish and music work in partnership to complete the monitoring cycle and to work on curriculum development and improvement for both subjects.

Subject Triangulation

The curriculum, teaching and learning and outcomes of PE are monitored, developed and improved using an annual cycle of monitoring: subject triangulation.

Each year, a cycle of teaching and learning lesson observations, pupil voice interviews, work scrutinies, curriculum coverage/planning reviews and assessment analysis informs the subject leader of the quality of education for PE.



Subject Improvement

Subject leaders feed back findings from the Subject Triangulation monitoring cycle to all teachers at the termly Enquiry Review Meetings. In these meetings, strengths, areas for improvement and CPD requirements are discussed. Good practice is shared to help to continually raise the standard of teaching and learning. The Enquiry Review Meetings are attended by all Teachers, Subject Leaders and members of the Senior Leadership Team, enabling constructive and productive conversations that aid continuous reflection, development and improvement of the curriculum.

CPD

- Subject Leaders are given opportunities to attend CPD events run by The Enquire Learning Trust.
- Subject Leaders are able to request staff meeting slots to upskill teachers and to deliver updates and training.
- Teachers and Subject Leaders are encouraged to work together to discuss areas for improvement, and to identify areas where extra CPD may be required.
- Subject Leaders attend local Subject Leader Network Meetings to network with Subject Leaders from local schools.