

St. Oswald's Catholic Primary School

PE Policy 2020/21

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leader**

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Love Jesus, Love Learning, Love Each Other.

St. Oswald's Catholic Primary School
PE Policy – Intent, Implementation and Impact – 2020-21

PE Leader – Mrs Grindley

INCLUSION STATEMENT

We are a learning community promoting the Gospel values of mutual trust, care and respect. As a school we ensure that all children and staff are treated fairly and equally. All children have equal rights to access all areas of the curriculum, regardless of race, gender and disability. Within this subject area, the SMT and all staff endeavour to provide the appropriate provision for this to occur. This policy follows the guidelines and practices that are stated and outlined in St. Oswald's Equality Scheme.

Our School PE Vision:-

'For all children in St Oswald's Catholic Primary School to experience excellent physical education, school sport and physical activity that will lead to life-long participation.'

INTENT

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. Thus, we enable them to make informed choices about physical activity throughout their lives.

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;
- to develop the children's enjoyment of physical activity through creativity and imagination;
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.
- to learn about other areas of the curriculum in an imaginative way.

IMPLEMENTATION

We use a variety of teaching and learning styles in PE lessons. 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. 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. TAs are used within PE lessons to ensure progression is made for all groups.

In all classes there are children of differing physical ability. Whilst recognizing 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 are open-ended and can have a variety of results, e.g. timed events, such as a 60m sprint;
- setting tasks of increasing difficulty, where not all children complete all tasks, e.g. targets for javelin;
- grouping children by ability and setting different tasks for each group, e.g. different games;
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

PE is a foundation subject in the National Curriculum. Our school uses the Val Sabin Publication plans. In Key Stage 1 children develop their fundamental skills through gymnastics, dance and games. In Key Stage 2 pupils 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 complete this through gymnastics, dance, games, athletics and OAA.

The school visits to Robinwood outdoor pursuits centre which gives children the opportunity to further develop these skills. Swimming activities and water safety is taught in Lower Key Stage 2.

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 during the year in each of the key stages. The PE subject leader works this out in conjunction with teaching colleagues in each year group.

Our medium-term plans are developed through a progression of lessons within a term based on the STPs. 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 lesson which shows continuity throughout the lesson of the main objectives. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. They also include cross-curricular links, health and safety aspects, details of assessment group and ICT opportunities. 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.

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.

Contribution of PE to teaching in other curriculum areas

English

PE contributes to the teaching of English in our school by encouraging children to describe what they have done, to discuss how they might improve their performance and suggest improvements for others. We also link dances to stories children are reading in class.

Computing

We use computing 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.

Mathematics

Children participate in an Active Maths lesson each week. These lessons are planned using the Teach Active website activities and are linked to the mathematics curriculum being covered that week. The aim of the lessons is to enhance and deepen the mathematical learning as well as help children to be more active and develop their co-ordination and control as well as developing mathematics skills in a fun and enjoyable way.

Teaching PE to children with special needs

We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties, and work in PE takes into account the targets set for individual children.

IMPACT

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 about the level each child is working at and records this on the Target Tracker system. This indicates children of all levels of ability and includes tracking of gifted and talented children. They record this information and use it 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 the 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.

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 stores 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 field for games and athletic activities and the local swimming pool for swimming lessons.

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. For indoor activities children wear pumps, white t-shirt and blue shorts. Trainers are worn with same uniform during outdoor activities. Tracksuits are allowed to be worn on assessment of the weather conditions by the class teacher. Children are told beforehand if these are to be brought into school. The governing body expects the teachers to set a good example 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.

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 headteacher 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.

Extra-curricular activities

The school provides a range of PE-related activities for children at the end of the school day and at lunchtime. 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. 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.

We do acknowledge that a fairly high percentage of our children are overweight (this is a borough wide issue) and we offer the daily mile each lunchtime and multi-sport clubs directed towards these children to try to encourage them into a healthier lifestyle.

PE FROM SEPTEMBER 2020 IN RESPONSE TO COVID-19

Intent:

- ✓ to use resources from Joe Wicks, Oak National Academy, Wigan Athletic and Wigan Dance resources to plan an effective catch up mathematical sequence for all of our pupils;
- ✓ to build the confidence, resilience and competence with PE – it is fun, everyone can do it and it impacts positively on mental health;

- ✓ to ensure all pupils access resources to impact on their physical and mental health;
- ✓ to identify gaps from 2019-20 and plan catch up opportunities to fill these gaps
- ✓ to ensure all of our pupils fulfil the expectations of the National Curriculum 2014.
- ✓ monitor closely the progress and development of the vulnerable groups throughout the school.
- ✓ To develop confident early physical skills in EYFS, where the environment enables pupils to succeed and practise physical skills daily.
- ✓ Identify individuals early who need additional intervention and support to continue to develop in their physical skills.
- ✓ Form greater links between home and school through Seesaw so that parents develop a greater awareness of how they can support their child.

Implementation:

- Teachers will use a range of resources to support them with their teaching.
- Pupils will complete physical challenges and will apply skills in Active Maths;
- Pupils will engage in PE daily through PE lessons, Joe Wicks, Active Maths, Sports Cool, Daily Mile, Wigan Athletic and other resources to support this happening.
- All year groups will assess pupils' ability in PE termly on Target Tracker.
- CPD for staff on the effective use of Seesaw and how this can be used in the best way to support pupils with being physically active.

Impact:

- Children by the end of the year will have shown sufficient progress – it is difficult to define, “sufficient,” as the pandemic is ever-changing;
- The vast majority of pupils will be performing mostly within age-related expectations;
- Children will report that they feel happy engaging in PE and they are not anxious or worried about it;
- Termly Tracker assessments indicate expected progress;
- Seesaw illustrates the confidence pupils have to demonstrate their physical development at home.
- Pupils have a strong sense of the value of PE and can recognise the impact it has on their mental health as well as their physical health.

Signed:

Date: