



**Parkhead
Community
Primary School**

Physical Education (P.E.) Policy

June 2023

Rationale

Physical education, physical activity and school sport (PESSPA) contributes to children's confidence, competence, motivation and knowledge and understanding in valuing and taking responsibility for engaging in physical activity and sport for life.

Intent

At Parkhead Community Primary School we intend that all children enjoy and fully engage in physical education, school sport and physical activity (PESSPA). Through PESSPA, we will develop the children's knowledge, skills and understanding, so that they can perform with increasing confidence, competence and motivation in a range of physical activities co-operatively and competitively. Through sustaining active participation, we aim to improve children's health and well-being and lifelong participation. We also aim to develop children's non-physical skills (social, personal and cognitive) in order for them to maximise their potential.

Implementation

Physical Education

At Key Stage 1, the children will build on the gross motor skills they have developed in EYFS to develop fundamental movement skills through:

- Gymnastics
- Dance
- Athletics
- Games
- OAA
- Forest school
- Fitness activities

At Key Stage 2, the children will build on their fundamental movement skills to develop basic sports skills and sports specific skills through:

- Invasion games (basketball, hockey and Kin-ball)
- Striking and fielding games (rounders)
- Net and wall games (tennis)
- Gymnastics
- Dance
- Fitness activities
- Athletics
- OAA
- Swimming

Physical Activity

Building on the opportunities to be active in EYFS, we provide opportunities including:

- Active playground - Bike track, trim trail, sand pit, agility bars, tyres, scooters, loose parts and sports.
- Movement breaks.

School Sport

In Key Stage 1, the children have the opportunity to take part in extension and enrichment extracurricular clubs after school:

- Basketball (Newcastle eagles)
- Ball skills
- Boogie Bounce
- Bench ball
- Dance
- Sports Week
- Sports Day

In key Stage 2, the children have the opportunity to take part in extension and enrichment extracurricular clubs after school:

- Basketball (Newcastle eagles)
- Dodgeball
- Rounders
- Girls football
- Mixed football team
- Cricket
- Athletics
- Boogie Bounce
- Bench ball
- Dance
- Sports Week
- Sports Day

In addition, we provide opportunities for the children to take part in competitions and festivals:

EYFS

Multisport Festival

KS1

Dance Festival

Multisport Festival

KS2

Dance Festival

Fun Run

Athletics Festival

Orienteering Festival

Quadkids Athletics

KS2 football fixtures

Cricket Festival

Gymnastics Festival

Hockey
Fitness Festival

Impact

Assessing and monitoring pupil progress and attainment is central to successful teaching and learning.

Purpose

The purposes of assessment and monitoring are:

- to be formative, providing information for the teacher to plan the next steps in the pupils' learning and support pupils identifying their own next steps.
- to be diagnostic, providing more detailed information about individual pupil's attainment and progress, e.g. strengths and/ or areas for development.
- to be summative, providing a snapshot of each pupil's achievement and what/ if progress has been made.
- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is
- to inform the pupil to enable them to develop their own learning

Strategies

Teachers may use a range of strategies that can provide information about pupils' progress and attainment, including:

- teacher observation of pupils engaging in teaching activities.
- teacher observation of pupils' performances.
- teacher checking of pupil work.
- pupils checking their own/ each other's work and similar forms of self/peer assessment.
- pupils engaging in discussions.
- questioning to check for understanding.

In terms of recording assessments, we use the Get Set 4 PE online assessments which track pupil progress in terms of whether they are working towards, working within or working above expectations. This allows us to adapt or modify our teaching to ensure progression by all, both within a year group and across year groups.

Teaching and learning style

We adopt Rosenshine's principles across the curriculum. In PE:

Daily Review

- Start lesson off with an activity from previous lesson
- Warm up to include skills from previous lesson
- Verbally recap learning from previous lesson
- Question children about learning from previous lesson

New Material in Small Steps

- Begin with small, achievable steps to ensure early success to build confidence
- Present next steps/ challenges only when pupils perform with quality and consistency
- Use mini-plenaries to check understanding before progressing
- Introduce 'challenge by choice' allowing pupils to choose when they think they are ready for next step/ challenge
- Display next step/ challenge

Ask Questions

- Use mini-plenaries and plenaries to check and develop learning through questioning
- Use dice, cards etc. containing open and higher order questions to develop higher order thinking skills
- 'Tell me and I forget, show me and I may remember, involve me and I will learn' – Benjamin Franklin

Provide Models

- Use demonstrations to provide models of activities, skills etc.
- Use videos and pictures/ photos
- Use key cues to help pupils to remember how to perform a skill, e.g. chest, step, push, point
- Give concise instructions of 'how to', avoid talking while pupils are watching a demonstration to prevent cognitive overload

Guide Student Practice

- Give pupils lots of time to practice
- Allow pupils to practice and apply skills in different contexts

Check Student Understanding

- Use mini-plenaries and plenaries to check learning through questioning
- Use dice, cards etc. containing open and higher order questions for pupils to ask each other
- Observe pupils performing
- Listen to pupil discussions

Obtain High Success Rate

- Begin with small, achievable steps to ensure early success to build confidence
- Always know what the next step/ challenge is
- Display next step/ challenge/ complete activity so pupils know what they are aiming for

Scaffolds for Difficult Tasks

- Use STEP framework to provide support if needed

Independent Practise

- Allow plenty of time for pupils to explore and practice without intervention
- Use reciprocal learning and self-regulated learning to empower pupils to 'manage' their own learning

Weekly and Monthly Review

- Make links between activities and revisit skills/ reinforce teaching points, e.g. dribbling in football, hockey and basketball
- Revisit/ repeat/ reinforce skills, activities and teaching points in different year groups
- Use an activity from a previous unit of work as the first warm-up in a new unit of work

Scaffolding

- Use STEP framework to provide support if needed (see Appendix 1)

PE Curriculum Planning

- PE is a foundation subject in the National Curriculum. Our school uses Get Set 4 PE, which provides a curriculum map and short-term planning which is used by class teachers on a weekly basis. In addition, we use Commando Joe's, Forest School and a residential for our OAA activities. Children in year 4 complete a year of swimming activities.
- In Year 1, we ensure that the planning builds on the EYFS curriculum.

Contribution of PE to teaching in other curriculum areas

There are many opportunities to link PE to other curriculum areas. Here are some examples of how this can be achieved.

English

PE contributes to the teaching of English in our school by encouraging children to describe what they and others have done and to discuss how they might improve their performance. Children can take on a variety of roles such as teacher/ coach, manager, official etc.

Maths

Children will be encouraged to think about PE in a mathematical context by looking at shape, position and direction during activities such as Dance and Gymnastics. Children will also explore counting, measuring and graphical representation of data through physical activities.

Science

During PE sessions, children will experience the effects on body parts and pulse rates and understand the impact of exercise on the body. Children will also be given the opportunity to test predictions and carry out investigations in a sporting environment.

Information and communication technology (ICT)

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 through physical activity.

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. Children learn to respect and work with each other and develop a better understanding of themselves and of each other. Through PE, children will develop a positive attitude towards themselves and others as well as raising self-esteem through opportunities to develop sporting success.

Teaching PE to children with special educational needs

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.

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, 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. We use the Activity Inclusion Model to assist in this (see appendix 2).

Intervention through children's individual Provision Maps are used for children with special educational needs. The Provision Map may include, as appropriate, specific targets relating to PE.

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. The children come to school in appropriate clothing on the days that they have PE.

The policy of the governing body is that no jewellery is to be worn for any physical activity.

When using the hall, it has been agreed that all children should wear suitable footwear to minimise the risk of injury (bare feet for dance and gymnastics and trainers for all other activities).

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.

Appendix 1

Ideas of how to apply the STEP framework

All physical education lessons and physical activity sessions will contain children with a wide range of abilities. Some may be very skilful and will need to be challenged with harder activities. Others will be less able and will need simpler activities, or skills broken down into their component parts.

The STEP framework (author unknown) offers a format to help adapt activities so that all young people can achieve success and fun.

The following table shows how **STEP** can be used to change and vary tasks to support a child's learning & progress.

Space	
Where the activity is happening?	Level (height) Rising/ falling, low/ medium/ high
	Direction Forwards, backwards, sideways, up, down
	Pathways Straight, diagonal, curved, zig-zag, circular
	Personal/ General In, out, over, under, cross, on, off
	Area Bigger/ smaller, more/ less, free/ defined, different starting points
Distance Short/ medium/ long between points/ people	

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Task	
What is happening?	<p>Rules More/ less</p> <p>Roles Allocate specific roles/ rotate/ free choice</p> <p>Targets More/ less, closer/ further away, score points, larger/ smaller</p> <p>Actions More/ less, specific/ free-choice, order, single/ combined, different/ number of body parts, one/ both sides of body, small/ large, fast/ slow/, symmetrical/ asymmetrical, fast/ slow, heavy/ light, sudden/ gradual</p> <p>Time General/ specific</p> <p>Competition Against self/ another in turn/ another at the same time, own/ shared area</p>

<i>Equipment</i>	By type	By varying:	
What is being used?	Balls Bats Mats Hands Turtles Bells Instruments Feet Hurdles Canes Ropes Ribbons Music	Cones Rubber-lines Hoops Plank Bench Koosh ball Stop-watch Whistle Scarves Flags Apparatus Bean bags Accompaniment Play surface Environment	Size Shape Colour Texture Weight Speed In/outdoor Familiar/ unfamiliar

Equipment	How does it change the activity?
Balls	
Lighter	Travel slower in the air and give more time
Larger	Easier to see, hit or catch

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Softer/slightly deflated	Travel slower on the floor
Different colours	Children with visual impairment may prefer one particular colour
Bats	
Larger	Easier to hit a ball (larger surface area)
Lighter	Easier to manipulate
Glove or attached bat	Enables player with impaired to absent grip to participate

People	People working:	People with:	People working in relation to other people:
Who is involved?	Independently In groups In pairs In teams With friends	Different/ Same roles Different/ same ability Different/ same size/ weight/ build	Unison/ canon Towards/ away from Away from/ towards In front of/ behind Face to face/ back to back/ face to back Lead/ follow Side by side Match/ mirror/ shadow

Appendix 2



Click image for further information regarding the Activity Inclusion Model.