



*Placing children's rights at the heart of all we undertake.*  
respect integrity humility equality care  
towards all



*Pride in myself; Pride in my work;  
Pride in my school; Pride in my community*

---

# Glascote Primary Academy

## Policy on Physical Education (PE) 2019-2020

**At the heart of our School are both the UNICEF Rights Respecting values and articles and Learning Behaviours. Through these, we aim to put children's rights at the heart of our schools. We work together to embed children's rights in our ethos and culture; to improve well-being and develop every child's talents and abilities to their full potential. We aspire to give children a sense of pride and achievement in all that they undertake.**

Reviewed by: Kate Hynard

Date: September 2019

Approved by:

Date:

---

Next review due: September 2020

## **1 Aims and objectives**

**1.1** 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. New activities offered through the PE and sport funding programme include: Dodgeball, netball, basketball and performing arts (street dance). Physical Education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus we enable the children to make informed choices about physical activity throughout their lives. Children are challenged across all year groups to take part in competitive events inside and outside of school. Finally, our PE action plan aims to rise the attainment in this subject across the year groups.

**1.2** The objectives of teaching PE in our school are:

- to enable children to develop and explore physical skills with increasing control and coordination;
- 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 show children how 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 be aware of Health and Safety issues
- to enjoy competitive events and understand that these events equip children with the skills to be successful outside of school too.
- To raise attainment with an outstanding enrichment programme
- To continually identify dissatisfied pupils and G&T register updated regularly.

## **2 Teaching and Learning Style**

**2.1** 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 or 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.

**2.2** Pictures, diagrams and key vocabulary displays are used to develop lessons further and to appeal to all learners at Glascote for an inclusive output.

**2.3** In all classes children have a wide range of physical 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 are open-ended i.e. creation of dance sequences 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);
- providing a range of challenge through the provision of different resources (e.g. different gymnastics equipment).
- Using the STEP acronym to help staff use formative assessments (AfL) to adapt a session. The following factors can be altered to develop all children's learning....  
**Space, Task, Equipment and People** (support).

### **3 PE Curriculum Planning**

- 3.1** 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, we teach dance, games, athletics and gymnastics at Key Stage 1. In Key Stage 2 we teach compulsory dance, games and gymnastics, plus two other activities: swimming and water safety (at present this involves only the Y6 children). The Year 6 children also have the opportunity to undertake a residential visit to an Outdoor Education Centre where they can study outdoor activities.
- 3.2** 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 each half term for each year group across the school. The PE subject leader devises this plan in conjunction with teaching colleagues in each year group.
- 3.3** We use the national scheme of work as the basis for our medium term plans. This gives details of each unit of work for each term. These plans define what we teach, and ensure an appropriate balance and distribution between skill progression and game play (where appropriate). The subject leader keeps and reviews these plans.
- 3.4** Class teachers complete a weekly plan for each PE lesson. This lists the specific learning objectives and expected outcomes, and gives details of how the lesson is to be taught and the equipment that will be used.
- 3.5** 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 progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.
- 3.6** PE planning is also dramatically informed by the CPD enrichment programme which allows teaching staff to work alongside coaches to develop the quality of sessions planned through more effective activities and differentiation.

### **4 The Foundation Stage**

- 4.1** 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 EYFS Profile, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence, control of the way they move, and care in the handling of 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.

**4.2** Bespoke programme, aforementioned, will provide excellent formative assessments for staff as children take part in the transition to KS1. The programme has the necessary cross-curricular focus needed for the age of this group.

**4.3** All children in the reception class benefit from a weekly yoga session taught by an external yoga instructor. This is funded through the PE and Sports Premium the school receives.

## **5 Contribution of PE to Teaching in Other Curriculum Areas**

### **5.1 English**

PE contributes to the teaching of English in our school by encouraging children to describe what they have done, and to discuss how they might improve their performance. Children enjoy Performing Arts sessions which have developed speaking and listening skills massively.

### **5.2 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.

### **5.3 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.

## **6 PE and ICT**

**6.1** Information and communication technology enhances the teaching of PE, where appropriate, in all key stages. In dance and gymnastics children make video recordings of their performance, and use them to develop their movements and actions. Children can compare each other's performances from these recordings, and use these to improve the quality of their own work. A digital camera can record experiences during indoor and outdoor activities.

**6.2** Out of school clubs now use ICT software (Excel) to log scores to track progress and attainment leading to competitive events (Cross-Country).

## **7 PE and Inclusion**

**7.1** We teach PE to all children, whatever their ability or individual needs. 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 good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those

learning English as an additional language, and we take all reasonable steps to achieve this.

- 7.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – equipment, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child’s attainment and progress against expected levels. This helps ensure that our teaching is matched to the child’s needs.
- 7.3 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.
- 7.4 We enable all pupils to have access to the full range of activities involved in learning PE.
- 7.5 FSM children have been identified to take part in PE experience days whilst dissatisfied pupils will be identified to be targeted for after school clubs or at lunch times by our specialist coaches.

## **8 Assessment for Learning**

- 8.1 Teachers assess children’s work in PE by making assessments as they observe them working during lessons. Pupils are encouraged to evaluate their own work and to suggest ways to improve. Teachers and pupils record the progress made against the learning objectives for their lessons in the school assessment book. Teachers 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 school’s annual report to parents. The teacher passes this information on to the next teacher at the end of each year.
- 8.2 Our enrichment programme enables teaching staff to perform assessments of PE skills leading to effective assessment folders kept for this subject. This then allows the co-ordinator the chance to identify G&T children, dissatisfied pupils, FSM impact, etc.
- 8.3 Assessment (Summative) provided by specialist teachers.

## **9 Resources**

- 9.1 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 field for games and athletics activities, and the local swimming pool for swimming lessons. PE funding supports sustained physical activities. **(see PE action plan for funding)**
- 9.2 New resources are identified and purchased when needed which allows for a more effective range of topics to be covered along with clubs being enriched due to equipment now available.

## **10 Health and Safety**

- 10.1** It is the general teaching requirement for health and safety that applies to 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 teachers to set a good example by wearing appropriate footwear and/or clothing when teaching PE. The policy of the governing body is that no potentially dangerous jewellery is to be worn for any physical activity and that all long hair must be secured with a bobble.
- 10.2** It is expected that children remove their own jewellery prior to a PE lesson. If they are unable to do this independently, then all jewellery should be removed at home before they come to school. In cases where an item of jewellery cannot be removed, such as ears that have been pierced in the last six weeks, simple stud earrings may be left in. If this is the case, it is essential that parents provide their children with micropore tape in their PE kit to cover them.

## **11 Extra-Curricular Activities**

- 11.1** The school provides 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. 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, predominantly in netball, dodgeball, football and swimming. 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 cooperation amongst our children.
- 11.2** The school is striving to provide more clubs which lead into competitive events. New activities/focus include: indoor athletics, cross-country, dodgeball, Tri-Golf and handball. This need is being addressed through the employment of a specialist sports coach to deliver sessions during lunchtime and at the end of the school day. This is currently funded through the PE and Sports Premium for primary schools.
- 11.3** As a result of the training of lunchtime staff and playground leaders new lunchtime activities are now available alongside sports sessions run by specialist coaches. Children who receive FSM are targeted for lunchtime sports coaching.

## **12 Monitoring and Review**

- 12.1** The work of the subject leader involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for PE in the school. The subject leader regularly liaises with external companies in order to ensure a wide range of enrichment and extra-curricular opportunities for children across both Key Stages. The subject leader gives the Head teacher summary report in which she evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement.