



Norman Street Primary School Physical Education Policy

Overview

At Norman Street Primary School we believe that physical education is a powerful tool by which to enhance children's knowledge, skills and understanding, so that they can not only perform with increasing competence and confidence in a range of physical activities, but can shape the personality and nature we want children in our school to demonstrate. These activities include fundamentals of movement, dance, games, gymnastics, swimming and water safety, in addition to athletics and outdoor adventure activities whilst on residential in year 5. 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. It also encourages healthy competition in and out of school as well as highlighting the importance of team building and forging social bonds. We strive to include all children of differing abilities in PE and provision is made for SEN children in the school.

Aims

- 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 success.
- To increase the activity levels of the whole school through the provision of a supportive environment that is conducive to the promotion of physical activity.
- To provide opportunities for all pupils in the school including children who are exceeding expectations and SEN pupils.
- To give pupils ownership of individual responsibilities with roles such as house captains and playground leaders.
- To ensure that all children receive a minimum of 2 x 45 minute P.E lessons a week.
- To actively encourage all children to suggest and participate in a variety of after school activities throughout the week.

- To make positive links with sports clubs and sports coaches in the local area to promote the opportunity for more P.E and competitive sport.
- To promote intra-school competitions.
- To enrich pupil development through social cooperation and teamwork opportunities associated with intra-school and external competitions.
- To ensure P.E funding is allocated to areas in greatest need through conversations with staff and children, to maximise what we get out of it.

Teaching and Learning Style

We use a variety of teaching and learning styles in P.E 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 and that of their peers through self and peer assessment.

Within PE lessons, we give the children the opportunity both to collaborate and to compete with each other. By giving the children use of a wide range of resources, they are able to experiment and use their natural creativity to investigate their physical skills and different techniques. In all classes, there are children of differing physical ability. Encouragement and praise from teachers and peers alike has a positive effect on a child's motivation. But we also strive to 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.
- Setting tasks of increasing difficulty, where not all children complete all tasks.
- 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 Curriculum Planning

PE is a Foundation subject in the National Curriculum. Our school uses the Cambridgeshire Scheme of work for Physical Education as the basis for its curriculum planning in PE. Individual teachers adapt this scheme to match the facilities available to school. In Key Stage 1, we teach dance, games and gymnastics, with a focus throughout on the fundamental movement skills. In Key Stage 2 we teach compulsory dance, games, gymnastics and athletics. Swimming is usually delivered to the children as a termly block in year 3 and 4 and covers varying distances and water safety. Outdoor education activities are covered whilst on residential in year 5 to the Glaramara Activity Centre in Borrowdale.

In the Foundation Stage we encourage the physical development of our children as an integral part of their work through activities in Continuous Provision and discrete PE lessons. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children 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.

Teaching PE to Children with Special Educational Needs

At our school, we teach PE to all children, whatever their ability. 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 progress. We do this by setting suitable learning challenges and responding to each child's different needs, including utilising teaching assistants in the delivery of lessons. We enable pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside of 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.

Assessment and Recording

Teachers assess children's work in PE by making assessments as they observe them during lessons. They record the progress made by children against the learning objectives for their lessons which has been derived from the Cambridgeshire Scheme. The Cambridgeshire scheme has been recently heavily adapted as of the beginning of this year. It has been broken down into 6 objectives from each key strand of learning for every year group, with them being made in collaboration with sports coaches that work with us on a regular basis in school.

At the beginning and end of a unit of work, teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit so that progress can be measured for each child in each unit of work. They will record the information on the school assessment grids and put their data onto the school server. Teachers are also encouraged to take regular photographs and videos of selected children to measure progress. Using their ipads, teacher complete a 'PE scrapbook' which is utilised however the teacher likes as further evidence of children's progression. This evidence will used to plan and differentiate future PE lessons and be analysed by the PE subject leader to form the action for the next term/year. 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 to the PE subject leader at the end of each unit as well as handing it up to the next teacher at the end of each year.

Resources

Following a huge drive from our sports premium budget in January, there is a wide range of resources to support the teaching of PE across the school. This is regularly reviewed and is updated when necessary. We keep the relevant equipment in the PE cupboard which is of easy access to all adults. The PE cupboard is only accessible to children under adult supervision. The hall contains a range of indoor apparatus such as vaults and benches and we

encourage the children to help set up and put away this equipment as part of their learning. By so doing, the children learn to handle equipment safely and responsibly. The children use the playground and artificial area (MUGA) of the school grounds for games and athletics and the indoor hall for dance, gymnastics and multi-skills.

The Pools swimming pool hosts our blocks of swimming and the use of the Central Academy's extensive grassed areas plus 4G surface is available on request for PE sessions and/or after school clubs.

Extra-curricular Activities and Competitions

The school provides a range of extra-curricular PE related activities including netball, football, cricket, dance, ultimate frisbee and gymnastics, delivered after school by numerous members of staff. These are either led by members of school staff or delivered by a sports coach funded through the sports premium budget. As a school, we seek to engage more children in extra-curricular sporting clubs and we endeavour to target all children, including those who are eligible for pupil premium and the less active. Registers of clubs will be taken so that attendance can be monitored. 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 and children are accepted works on a first come first served basis.

The school also plays regular fixtures against other local schools and participates in a cluster league competition for netball and football, and inclusion festivals. This competitive element is key to our teaching and the team games allow children to put into practice the skills that they have developed in their lessons and extra-curricular sessions. These opportunities aim to foster a sense of team spirit and co-operation amongst our children.

Use of technology in PE

With Norman Street moving towards all staff having an iPad, they have all been encouraged to create a PE 'scrapbook' which has allowed them to take photos and videos of children's efforts that go alongside their assessments. Here they can use their iPad as a crucial tool for the delivery of PE, photographing/videoing selected higher and lower ability children at the beginning of a unit and recording their progress as they move to the end of the unit. Then as teachers gauge a child's attainment for a particular objective e.g. year 2 gymnastics – 'Jump off a low object and land appropriately', they can justify their score by presenting their evidence from their scrapbook. Children can also be shown these efforts on returning to the classroom and teachers can share model examples of the children to show the others how something should be done. Equally, those who find skills difficult, can be shown again, and their peers can coach them in what to do to improve.

Evaluation

This policy was updated in February 2021 and will be reviewed in consultation with staff according to our review cycle.

J C Whinn (PE subject leader) February 2021