

# Oak Meadow Primary School

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## Policy: Physical Education

*From tiny acorns mighty oaks grow.*

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## **Curriculum Statement – Physical Education**

### **Intent**

Physical education at Oak Meadow 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 it promotes positive attitudes towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives.

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 promote mutual respect through the use of varied groupings and the opportunity to share and celebrate the achievements of others.
- to develop pupil self-esteem through the use of peer assessment, identifying where the skills taught have been applied successfully.
- to develop the children's understanding of how to lead a healthy and active lifestyle.

### **Implementation**

Our P.E curriculum is carefully planned by our staff, in line with our skills progression, to provide learning opportunities that ensure all pupils make good progress. Our skills progression recognises the importance of not only the physical development of the children but also their social, mental and emotional wellbeing.

We vary the activity and differentiation for individuals using the STEP (space, task, equipment and people) framework. This approach enables children to be challenged or supported through adapting the space, task, equipment or number of people involved in the activity. Children evaluate and reflect upon their own performance as well as the success of their peers and are also encouraged to set their own challenges in order to achieve a personal best. Teachers enable children to practise and perform in a range of styles such as individual, paired, group and whole class situations. Teachers ensure that continuous assessment is completed to keep track of all children's progress and use the data to inform future practice.

### **Impact**

The impact of our PE curriculum will result in children making good progress and reaching at least age-related expectations. Our skills progression enables us to ensure that children develop the knowledge and understanding, skills and attributes necessary for a mentally and

physically healthy lifestyle during their time at Oak Meadow which instils confidence and a passion for exercise in the future.

### **Skills Progression**

Subject Leaders have identified the key knowledge and skills for each sport and consideration has been given to ensure progression across skills throughout each year group and across the school. See Appendix 1 for KS1 and KS2 Physical Education Skills Progression.

### **Assessment**

Teachers assess children's work in PE by making assessments as they observe them working during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways to improve. Teachers 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 against the National Curriculum's year group expectations. 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. Sports Plus also keep records of achievements in an assessment folder. Teachers work collaboratively with Sports Plus' members to discuss their assessments to assist with final teacher judgements. The teacher forwards this information on to the next teacher at the end of each year.

### **Early Years**

Early Years explore physical education through the Physical Development and Expressive Arts strand of the EYFS curriculum. This includes a variety of aspects including developing the children's awareness of their bodies to develop confidence, control and a form of expressing themselves through movement. We give all children the opportunity to undertake activities that offer appropriate challenge both indoors and outdoors, using a wide range of resources to support specific skills. They are assessed according to the Development Matters Attainment targets.

### **Cross – Curricular Links**

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. The extensive use of fine motor skills within PE can lead to an improvement in pencil grip and control leading to an improvement in handwriting. There are many ways where computing enhances the teaching of PE across the school. In dance and gymnastics, children make video recordings of their performance, and use them to develop their movements and actions. Children use a concept keyboard to record the order of movements in their sequences of work. Another example includes using music, composed on a digital device, to assist a creative dance routine. Older children compare each other's performance from recordings, and use these to improve the quality of their own work. In addition, PE contributes to the teaching of PSHE as children learn about the benefits of how to make informed choices about exercise and healthy eating.

### **SMSC 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. Guiding children to work in groups encourages children to work together, and gives them the chance to discuss their ideas and performance. Their work in general enables them to develop respect for other children's level 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.

## **Diversity**

At Oak Meadow, we ensure that we take into account ethnic and cultural diversity to provide a balanced curriculum. The subject leader and teaching staff identify and tackle potential barriers to ensure all children have full access to the curriculum. For example, staff should be sensitive to the variety of languages that children speak within the school as well as taking into account their cultural values and beliefs. Opportunities to access different cultures are provided throughout the curriculum. For example, dances from different cultures would also help to take into account diversity when delivering the curriculum.

## **Planning and Resources**

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 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 and athletics. The Governors of the school have decided that we will teach orienteering as part of outdoor and adventure activities. 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 sports or skills covered each term during each Key Stage. The PE Subject Leader devises this plan in conjunction with teaching colleagues in each year group and Sports Plus. 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 of work across each term. The Subject Leader also works collaboratively with Sports Plus staff to discuss and monitor their planning in order to ensure that all year groups are accessing a varied and enriched curriculum. Class teachers complete a plan for each PE lesson as part of their weekly foundation plan. This lists the specific learning objectives and expected outcomes, and gives details of how the lesson is to be taught and the differentiation of activities that are to be included to promote the progress of all learners. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss these 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 progression planned into the scheme of work so that the children are increasingly challenged as they move up through the school.

## **Subject Essentials**

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 also contains a PE store containing a small range of equipment for indoor use, and the children learn how to handle equipment safely. The children also use the Multi-Use Sports Area (MUGA) with the school field for games and athletics activities, and the swimming pool at Bentley Bridge Leisure Centre for swimming lessons.

## **Role of the Subject Leader**

The subject leader's responsibilities are:

- to ensure a high profile of the subject.
- to ensure a full range of relevant and effective sporting resources are available to enhance and support learning.
- to model the teaching of physical education.

- to ensure progression of skills are identified within each area and that these are integral to the programme of study and secure at the end of each age phase.
- to ensure the confidence, knowledge and skills of all staff in teaching PE are monitored.
- to lead further improvement in and development of the subject as informed by effective subject overview .
- to ensure that the physical education curriculum has a positive effect on all pupils, including those who are disadvantaged, low ability and least active.
- to ensure that children develop the knowledge and understanding, skills and attributes necessary for a healthy mental and physical wellbeing.
- to instil children's confidence and a passion for exercise.
- to ensure that Oak Meadow is represented at local sporting events.

### **Equal Opportunities**

At Oak Meadow, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who excel.

### **Inclusion**

We enable all pupils to have access to the full range of activities involved in learning PE, whatever their ability or individual needs. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. We vary the activity and differentiation for individuals using the STEP (space, task, equipment and people) framework. This approach enables children to be challenged or supported through adapting the space, task, equipment or number of people involved in the activity.

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 with additional needs. In the case of any additional needs, activities and equipment will be modified to facilitate maximum participation.

### **Role of the Governors**

Governors are responsible for ensuring the effective delivery of the National Curriculum in PE. They support the role of the subject leader who then ensures that the Governing Body is kept up to date with any new initiatives that are relevant to the subject. Governors are also responsible for regularly scrutinising current and projected expenditure with the head teacher and ensuring any improvements have long term sustainability.

### **Health and Safety**

During PE lessons, we encourage all 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. Children should have a plain white T-shirt, black shorts, black pumps or trainers. For outdoor PE in colder months, a plain black tracksuit is also required. Should the agreed clothing not be worn on two occasions, letters are sent to parents informing them of the need for the required clothing to be worn in all PE lessons. 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 potentially dangerous jewellery is to be worn for any physical activity unless parents have given written consent. Each member of staff is aware of any medical conditions within the group they are teaching and how to deal with them.

Children, who may require medication during the lesson, will have access to it should they require it. All medication plans are also carried with medications. In the instance of a serious incident, the first aider will take control of the situation and parents will be contacted. Where children are to participate in activities outside our school (a sports event at another school, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.