



Crowle Primary Academy Physical Education Policy



School Vision for PE and Sport

At Crowle Primary Academy our PE lessons are fair, challenging and enjoyable. Through PE we learn a wide range of sports and skills so that we can perform well in games and competitions. PE helps us to get fit and to lead healthy lifestyles. Everyone takes part in PE and has the chance to become a Sports Leader.

Written by the children and staff

Subject aims and objectives

Through a high quality, safe and challenging physical education programme, the school aims to develop successful learners, confident individuals and responsible citizens who develop as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators. A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims:

The national curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.

At Crowle Primary Academy, we feel that our PE lessons allow our children to:

- Develop and show a growth mindset
- Undertake activities which need a different approach and way of thinking; develop their ideas in a creative way
- Set targets for themselves and compete against others, individually and as team members
- Understand what it takes to persevere, succeed and acknowledge others' success
- Respond to a variety of challenges in a range of physical contexts and environments
- Become skilful and intelligent performers
- Discover their own aptitudes and preferences for different activities
- Make informed decisions about the importance of exercise in their lives
- Develop positive attitudes to participation in physical activity

Curriculum and School Organisation

At Crowle Primary Academy we follow the Primary Steps in PE scheme of work which was developed to incorporate the aims and objectives of the National Curriculum. We plan activities so that they build upon prior knowledge, introduce new skills and concepts, give opportunities for skills and concepts to be developed and challenge children's learning.

The school provides KS1 and KS2 with at least two hours, high quality Physical Education a week. This is delivered through two lessons of 1-hour duration. The timetable is designed so that each class has one hour of indoor PE a



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week, the other hour must be done outdoors. Units of work are blocked to cover two areas of PE at a time so that for a set period of time all the lessons are on the same two areas of activity e.g. Six weeks on Dance and Games. In the Foundation Stage one session is timetabled per week aimed at physical development. The sessions are approximately 30 minutes in duration and are aimed towards achievement of the Early Learning Goals. Also throughout the week, continuous provision within the foundation unit provides the children with daily physical development opportunities.

The timetable is centrally planned by the PE Subject Leader. The school uses the National Curriculum objectives for planning and teachers are provided with the Primary Steps in PE scheme of work as a resource to aid in the planning process. The schemes are adapted by class teachers accordingly to fit the needs of the children.

The PE Subject Leader also organises PE sessions to be led by specialist coaches and other professionals alongside the class teachers in various sporting activities throughout the year to enrich PE provision.

Teaching staff are expected to evaluate these units, feeding back to the Subject Leader. This allows for curriculum review in relation to content, progression, continuity, teaching and learning. Individual lessons should be evaluated to inform planning and ensure differentiation. Teachers must ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas and fitness and health.

During Key Stage 2, swimming is taught by a swimming instructor with support from the staff. Information on progress and assessment of attainment is provided by the instructor and is checked by the class teacher. The swimming results are published on the school website.

In addition to PE lessons, all children also participate in 30 minutes Active sessions per day. This includes activities such as Wake Up and Shake Up; which is morning exercise at least twice per week. Throughout the year we learn 6 routines that are performed to music; the routines are delivered by members of teaching staff. During other mornings, the children begin the day by skipping or running laps of the field and playground. Additional time is made up through active english and maths activities.

When the opportunity arises, the children are also encouraged to improve their skills and set their own personal targets and are given opportunities and resources to practise in events such as It's Catching and Skip for life. Intra - school competitions are arranged throughout the year between year groups and classes in various sporting activities. School Sports Ambassadors and aspiring sports leaders are used to help promote PE and sport in school.

Cross-Curricular links

Opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas can be exploited through:

- Aspects of numeracy such as counting and measuring;
- Aspects of music such as recognising and responding to a beat;
- Aspects of PSHE such as health and well-being;
- Aspects of science such as forces and the human body.

Inclusion

All aspects of PE are taught in such a way as to include all children regardless of their gender, background, culture or physical ability. Learning objectives are set in line with our Special Needs and Equality Policies.



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The school use the principle of STEP for adjusting lesson activities for differentiation. Some children with particular needs may require different activities.

S = change the space available

T = change the time allowed

E = change the equipment, e.g. softer or larger balls, different sized bats, etc

P = change the people, e.g. size of the groups

Assessment

Teachers assess children's work in PE to establish levels of skill and inform future planning. They do this by observing the children learning during lessons and performance in competitions (self-assessment and assessing units of work). Within each PE session, teachers focus on specific assessment criteria and at the end of each term, teachers make an judgment for each child.

Teachers will assess whether children are working below, at or above expected standards for their age group. Teachers inform parents about children's progress in PE through an annual report and two consultation meetings per year.

Sports Premium

Sport Premium is an amount of money allocated to schools by the Government. The amount schools receive is based upon the number of children of primary age in the school.

The Sport Premium is to be used to develop 5 key areas:

- * Engage pupils in physical activity (at least 30 minutes per day)
- * Raise the profile of PE as a tool for whole school improvement
- * Increase knowledge, confidence and skills of staff
- * Provide a wide variety of sporting experiences
- * Increase participation in competition

It is the responsibility of the PE leader to spend the money with the aim of meeting the 5 key areas, to track what the money is spent on and analyse the impact. The audit tool is published on the school website each year and shared with governors.

Monitoring and review

PE is monitored by the Subject Leader through:

- Lesson observations
- Analysis of assessment data
- Pupil feedback
- Staff feedback (verbal and written)

As a result of monitoring and evaluation procedures, areas for development for the staff and the whole school are identified and organised into an action plan and a subject SEF.

Professional Development

All staff take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff indicate where they feel they need support so that this can be provided. All staff who attend CPD courses provide feedback/ disseminate the information.

Resources and accommodation



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Crowle Primary Academy has a hall which is also used as a dining hall. There is fixed large apparatus (climbing frame and ropes) and large floor mats, benches and stools of varying heights. Indoor resources are kept in the hall, outdoor resources are kept in the garage. These are regularly reviewed in order to ensure they are of good quality and appropriate to the range of ages, abilities and needs of the children.

There are two tarmac playgrounds and a large field which can be used by both Key Stage 1 and 2, the larger of the two has a marked netball pitch. A small field between the two playgrounds has fixed climbing equipment and is available for outdoor Physical Development activities. The large field is marked with pitches and tracks throughout the year as appropriate.

Foundation Stage children have their own play area which has a range of different surfaces to provide the development of fine and gross motor skills:

Resources should be counted out and counted in, returned in good condition and working order. The pupils are encouraged to:

- Look after resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place (staff should oversee)
- Be told of any safety procedures relating to the carrying or handling of resources.

Any damage, breakage or loss of resources should be reported to the PE Subject Leader as soon as possible. Any damage which could cause subsequent injury must be isolated from use and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.

Out-of-School-hours Learning

Our extra-curricular programme compliments and supplements the range of activities covered in curriculum time. We participate in a range of inter-school fixtures, tournaments and festivals within the local cluster, the multi-academy trust and sports partnerships.

School Club Links

The school seeks to make links with local community clubs whenever possible, e.g. link with All Stars Taekwondo and Street Beat Dance. We welcome coaches into school to deliver taster sessions for the sports and encourage children to attend.

Parent Links

We aim to keep parents regularly updated with sports news. The Crowle Primary Academy website has a Sports Premium page where sporting information is displayed. Information is also displayed on the PE and sports display board near the front of school and competition success is often shared on the APP.

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