

# **Haslingden Primary School**



## **Curriculum Policy Physical Education 2023 2024**

## **Mission Statement**

In our school, we nurture helpful hands, a thoughtful mind and a kind heart so we are safe and successful learners.

## **School Aims**

- To provide a broad, balanced and enriched curriculum.
- To ensure all pupils have access to an appropriate curriculum.
- To inspire and motivate pupils to achieve their best in all that they do.
- To provide experiences that enable pupils to see opportunities beyond their surroundings.

## **Aims of this policy**

The aim of this policy is to set out a clear statement of the intent of the Physical Education curriculum, describe how it is implemented in detail, and state the impact that it has. The policy provides information for stakeholders and clear guidance for staff who implement it through their teaching. The policy aims to demonstrate how the Physical Education curriculum is pertinent to the school community and the values of the school.

## **School Intent, Implementation and Impact Statement**

### **Physical Education Curriculum Intent**

To provide a wide variety of physical activities that will engage and develop children with their social, physical and mental skills. To include scaffolded activities for all abilities and provide opportunities that create lasting memories and life skills. We believe that every child should have the opportunity to take part in physical activity on a regular basis and become more physically confident and competent. We hope that, through all the sporting opportunities and physical activity we offer, the children will potentially develop a love and passion for sport and continue this into their later lives. Pupils will be able to evaluate their own performance and that of others. We have a big focus on getting children active wherever possible.

### **Physical Education Curriculum Implementation**

- Teaching of the PE curriculum
- Teaching life skills
- Mastery approach

- Opportunities to compete both in intra-school and inter-school competitions
- Lead healthy and active lives
- To teach children to recognise and describe how their bodies feel during exercise and make informed decisions to lead healthier lifestyles

Physical Education is led by a class teacher who oversees 2 PE specialist HLTAs who each teach their specialist subjects to all pupils over the course of the year.

The subject leader reports to the governing body every term and maintains frequent communication with the PE link governor. They have responsibility for the curriculum from EYFS to Year 6 including extra-curricular opportunities. They have a link Governor who ensures that the subject is led well and is of the quality required. The subject leader is also supported and held to account by the school's Senior Leaders through monitoring, subject reviews and the analysis of data. A subject action plan links to the School Improvement Plan (SIP). Hard copy and electronic data files are kept by the Physical Education leaders that contains evidence of monitoring activities, planning and examples of pupil outcome along with data of clubs and competitions pupils have attended over the school year(s).

There are two hours of timetabled lessons each week for every pupil, allowing us sufficient time to implement knowledge, practice and weekly progress along with developing the values of the school, positive peer relationships and physical health.

Subject leaders are experienced, and have received training to carry out their role, and have taught across EYFS, Key Stages 1 and 2.

Numerous CPD courses are provided and delivered through subscription to the School Sports Partnership (SSP) throughout the academic year. Both PE HLTAs undertake continuing professional development (CPD) to perform their role to the required standard. Personalised support is provided where needed.

There is a budget allocated to Physical Education each year, and this is used to pay for the subscription to the SSP, upgrade existing resources, fund CPD and buy new resources. This commitment ensures that the subject retains a very high profile, is well resourced and staff maintain high levels of subject knowledge.

Lessons are planned to cover the National Curriculum themes of athletics, dance, gymnastics, Outdoor and Adventurous Activities (OAA) and games (net and wall, invasion and striking and fielding). The curriculum considers the importance of both the breadth and depth of learning. Throughout the academic year, the allocated 2 hours curriculum time is split between the two sports specialist PE teachers. The specialist PE teachers deliver their specialist topics as well as broader PE lessons that cover life skills, cross-curricular skills and sporting values. We are supported with nationally recognised PE resources that provide extensive teaching and learning materials including video clips to build teaching confidence.

In both key stages and in EYFS, formative assessment comprises observations, marking, feedback, discussion, questioning and informal progress checks. We assess the children in each topic with use from the PE Passport app.

### **Reception class,**

The EYFS curriculum follows a framework called 'Physical Development' which provides children with the opportunities to develop co-ordination, control and movement as well as beginning to develop an understanding of the importance of physical activity and making healthy food choices. The framework is enabled to develop children to 'be confident to try new activities and show independence, resilience and perseverance in the face of a challenge'

The key aims are:

- Experience of gross and fine motor skills.
- Exploration of movement.
- Opportunities for play and games that develops core strength, stability, balance, spatial awareness, coordination and agility.
- Repeated opportunities to explore and engage in real world opportunities.
- Collaborative opportunities to develop teamwork skills and resilience.

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.

In Reception, the children access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. In addition to this, they also have a two-hour weekly PE lesson.

### **KS1**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns

### **KS2**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should

develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best

### **Health and safety**

We encourage the children to consider their own safety and the safety of others at all times. We expect them to arrive in suitable PE kit, consisting of a red hooded sweatshirt (can be purchased from school), sweatshirt or cardigan, a white t-shirt, red shorts or black tracksuit bottoms/leggings and pumps or trainers.

For gymnastics, children are required to be barefoot. On occasions when pupils forget their PE kit, spare kit is available. If this occurs on a regular basis, parents are informed.

Children are expected to be responsible for removing jewellery (if unable to be removed, earrings are taped over and long hair is to be tied back off the face, during PE lessons).

Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult. Pupils are made aware of safe practice and understand the need for safety when undertaking any activity. (E.g. not lifting hockey stick above the waist, not jumping or running in front of others, etc.). Pupils are taught to understand the safety risks involved in wearing inappropriate clothing.

### **Swimming and water safety**

All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2. In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations

This is provided to children in Year 4 and booster sessions for selected children again in Year 6.

Children may wear goggles for swimming if it improves their confidence in the water but will be expected to remove them for some tasks or if they are constantly fiddling with them and it is distracting learning.

### **Extra-curricular opportunities**

PE is also widely promoted across school using after school clubs. Many clubs are sports focused, such as, netball, athletics, football, dance and clubs change termly to provide a variety of different sporting experiences. We provide a weekly sports club to all children from Year EYFS-6 which will focus on these different activities and skills. Our key aim is to get the children active.

### **Physical Activity within the curriculum**

Across the school, teachers are encouraged to include physical activity across the curriculum. Within lessons such as Maths and English, where physical activity is not usually implemented, staff are encouraged to introduce this where appropriate. Such as using 'Active Maths' and 'Cross-curricular Orienteering' as well as other active strategies.

The 'Daily Mile' is ran each day by all pupils in the school. This consists of children running for 10 minutes aiming to complete 1 mile which is 10 laps of the full playground.

PE is also generated through cross-curricular links in Science, when learning about the body and Geography, completing fieldwork of the school grounds and local community (Abigail's Trails/ local trips etc).

### **Meta-cognition, attitudes, and behaviour**

*Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.*

*Self-regulated learning can be broken into three essential components:*

- *cognition - the mental process involved in knowing, understanding, and learning;*
- *metacognition - often defined as 'learning to learn'; and*
- *motivation - willingness to engage our metacognitive and cognitive skills.*

*How effective is it?*

*Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.*

Education Endowment Foundation 2019.

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/>

(accessed 29<sup>th</sup> October 2019)

## **Responsibilities**

### **Assessment and Reporting**

Assessment for PE is completed using the Primary PE Passport and SOW app and follows the Lancashire guidelines for PE. HLTAs assess pupils visually throughout each PE lesson and an assessment will be done at the end of each topic/half term on the app reflecting this. The app will also have picture and video evidence to support the grading decision. Each child will be assessed as either Working Towards expectation, achieving expectation or exceeding expectation with the possibility of Greater Depth.

An overall assessment of pupils will be calculated by the app from data gathered at the end of the school year. This assessment will be reported the SLT, parents and governors.

Parents are informed of their child's progress and attainment on a yearly basis in PE for their overall achievements but can ask termly in parents-meetings and will have updates on progress in written reports too. The written report informs parents whether their child is working at, above or below age-related expectations in the topics they have completed so far.

### **Special Educational Needs**

Pupils with special or additional needs are identified early in school. Working with pupils, their families and often, other professionals, the staff team target the specific needs of individuals by:

- identifying needs
- identifying suitable interventions
- obtaining specialist advice and support when needed
- implementing advice and interventions
- maintaining high quality working relationships with parents and carers
- measuring progress and attainment

The school works tirelessly to address barriers to learning that pupils may face, and ensure they can make progress within the provision we offer. Flexibilities are applied to break down barriers. Expectations that all pupils with SEN will make good progress and attain are very high in the school.

In Physical Education, provision for pupils with additional or special needs might include:

- Structured teaching methodologies applied in all PE lessons
- A 1:1 helper being either a school member of staff or another pupil if suitable
- Differentiation to teaching style or the task
- Motor skills programmes to support pupils with motor development difficulties
- Opportunities through inclusion events

### **Continuing Professional Development**

Continuing professional development is high profile in the school across all subjects including Physical Education. Senior leaders in school value staff development highly and invest in this, ensuring all staff are highly engaged.

PE staff are continually trained on different aspect of delivering all parts of the curriculum as well as sport specific training for a broader depth of knowledge. The training provided is of a high standard and sourced externally from a range of providers. Subject leaders have been trained to support staff with their development on an ongoing basis. Many of the CPD training courses are provide through the Rossendale School Sports Partnership as part of our annual buy in.

Training needs are identified quickly and addressed. Monitoring and evaluation of the subject by subject leaders, school leaders, and external advisors enables the subject leaders to understand the developmental needs of staff and the next steps needed for the subject. All senior leaders and subject leaders stay abreast of current educational policy and thinking, and shape the subject according to this, the needs of the pupils and the local, national and international climate.

### **Monitoring and Evaluation of the policy**

The policy is reviewed annually in the Summer Term by the subject leader and resubmitted to the link governor for approval. This is done in conjunction with the evaluation of the subject school improvement plan.