



Slaley First School

Physical
Education
Policy

Nurturing Ambitious
Individuals

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Physical Education Policy

Our School Vision

We believe that a happy child is a successful one. Our vision is to develop well rounded, ambitious and responsible individuals who aspire to achieve their full potential. We will do this by providing a nurturing, happy, safe, and supportive learning environment in which everyone is equal and all achievements are celebrated. We are committed to the families we serve and the community to which we belong.

Curriculum Intent

At Slaley First School, the intent of our physical education curriculum is to offer a broad, balanced, rich and vibrant curriculum that ensures achievement for all learners, no matter their starting point.

In line with our overall intent, teaching **specific vocabulary** is a fundamental part of our art and design curriculum. Terminology is taught and built up over time as the children progress through the curriculum. Children are often challenged to apply their use of this vocabulary in written work, where expectations match those of the English curriculum.

Our curriculum is set out in small **incremental steps** in order to minimise the scaffolding needed. Research by the Education Endowment Foundation indicates that it is just as important to avoid over-scaffolding as it is to ensure all pupils are adequately supported. It also indicates that it is important to take account of the prior knowledge that children bring to lessons and to help them to build upon this understanding. Our curriculum is therefore designed to build upon prior knowledge and skills. It is **self-reviewing** in the form of flashback four where knowledge gained is consolidated and built upon to ensure behavioural change to long term memory to support retention and recall.

At Slaley First School, our physical education curriculum develops the children's knowledge, skills and understanding, so that they can perform a range of physical activities with increasing competence and confidence. This includes dance, a range of games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. At Slaley First School, 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 the children to make informed choices about physical activity throughout their lives.

Our Curriculum Design

Our physical education curriculum is designed to allow each pupil to:

- Enable children to develop and explore physical skills with increasing control and co-ordination;
- Develop the way children perform skills and apply rules and conventions to different activities;
- increase their ability to apply their learning to improve the quality and control of their performances
- recognise and describe how their bodies feel during exercise;
- develop their enjoyment of physical activity through creativity and imagination;
- evaluate their own success.
- develop a love of physical activity that resonates with them

Curriculum Implementation

At Slaley First School we are committed to giving children the opportunity to succeed in each of the three strands within PE.

1. Physical Activity
2. School Sport
3. Physical Education

PE curriculum planning 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 term ensuring our children experience sequenced opportunities to develop and build upon.

We use a variety of teaching and learning styles in PE lessons across the school. Our principal aim is to develop the children's knowledge, skills and understanding in fundamental core skills and we do this through a mixture of whole-class teaching and individual/group activities. Teachers will 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; using and accessing a range of different PE resources. In addition to class teachers delivering lessons, a skilled Sports Coach from Northumberland County Council also teaches in Key Stage 1 and 2.

In all classes there are children of differing physical ability. Whilst recognising this, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability and age of the child. We achieve this through a range of strategies; setting common tasks that are open-ended and ones with increasing challenge. We also group children by ability and provide a range of challenge through the provision of different resources.

Extra-curricular activities: The school provides a broad range of PE-related activities for children at the end of the school day and at lunchtime. 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 regularly. The children also play regular games against other local schools and this introduces a competitive element to team games and allows the children to practice skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst the children.

In Key Stage 1, children will develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They will be able to engage in competitive and co-operative physical activities, in a range of increasingly challenging situations. Children will also develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually. In Key Stage 2, children will continue to implement 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 will enjoy communicating, collaborating and competing with each other. They will also develop an understanding of how to succeed in different activities and sports and learn how to evaluate and recognise their own success.

Our Children's Charter

Children will be given the opportunity to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

Inclusion

At Slaley First School all children should be given the tools to progress in physical education. All teaching staff will plan lessons that are inclusive to all pupils needs and celebrate individual expression. We strive to create a learning environment where every child feels included, valued and encouraged. We strive to meet the needs of those pupils with special educational needs, those with disabilities and those with special gifts and talents,

Curriculum Impact

At Slaley First School, through our rich and broad PE curriculum we enable children to gain the knowledge, skills and understanding they need to apply to their PE learning and development. Our children are individuals and unique.

Our curriculum design will lead to progress for all pupils, regardless of their starting points. Planned learning will progressively build on prior knowledge and understanding and support children in producing outcomes of the highest quality.

We will ensure that the curriculum is regularly monitored and reviewed. The learning and outcomes will be monitored and feedback will be given around what is going well and what are the ways to grow.. Teachers and our sport coaches support the children in taking ownership of their learning in PE by encouraging them to assess where they feel they are and how they can improve further. This is recorded in a tracking system, which moves with the child throughout school

The quality of education will be evaluated to ensure that it enables children to achieve the highest standards and supports them in being confident, resilient, self-motivated independent learners with the skills to be a lifelong learner.

Assessment and Recording

Teachers assess children's work in physical education in three different phases. There are ongoing assessments made as part of every lesson to help teachers adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. Medium-term assessments are also used to measure progress against the key objectives and to help teachers plan for the next unit of work. Mind maps are used to assess the children's knowledge at the beginning of each unit and these are repeated at the end of a unit. Half termly pupil progress meetings discuss individual progress. Teachers make long-term assessments towards the end of the school year and they use these to assess progress against school and national age-related expectations. With the help of these long-term assessments, teachers are able to set targets for the next school year and summarise the progress of each child before discussing it with the child's parents. Subsequent teachers also use previous long-term assessments as the basis for planning work for the new school year.

Links to other Policies

Equality information Policy

Teaching and Learning Policy

Feedback and Marking Policy

Assessment policy

SEND policy

Review

This policy will be reviewed annually by staff and governors

The Governors may however review the policy earlier than this if Government introduce new regulations or if the Governing Body receive recommendations about how the policy may be improved.