Children First Learning Partnership

Inspiring Excellence Together

PE Policy for
The Reginald Mitchell primary school
2023-2024

The PE Policy 2023-2024 in respect of The Reginald Mitchell primary school has been discussed and adopted by the Children First Learning Partnership Directors Board	
Chair of Board:	*Mrs N. Chell*
Responsible Officer:	*CEO – Mrs A Rourke*
Agreed and ratified by the Directors Board	
To be reviewed:	*February 2024 or earlier if required*

INTENT

2.1 At our school, we provide rich and varied learning opportunities that allow all children to build knowledge and develop their skills and abilities to their full potential. Underpinning this are our eight core values of:-

Children First Learning Partnership

PE Policy 2023

The overall intent of our school curriculum is to:

Recognise uniqueness: in our pupils, staff, resources and whole school community.

Be Inclusive: recognising learning styles, learning needs at all levels and providing solutions to any barriers to learning we encounter.

Engage and Inspire: Through knowledge rich, highly enriched, progressive and purposeful contexts.

Promote Aspiration: offering challenge, accountability and responsibility for their learning.

Create citizens of the Future: who thrive on responsibility, see difference as a strength of our community and use democracy to embed their own values and beliefs.

Our Physical Education curriculum strives to drive all of these intentions and links very closely to the achievement and development of them all.

Intent

To broaden opportunities for children to enjoy a range of experiences and promote a healthy lifestyle. This will enable them to achieve personal successes, develop the appropriate skills and confidence to participate in all physical activities.

Implementation-

A Unit of Work (Pathway)

Across the Children First Learning Partnership, a unit pathway enables all staff to have a clear understanding of how individual, sequenced components enables all children to have a clear composite understanding of each unit. Each unit will consist of:

- National Curriculum programmes of study
- Getset4PE scheme is followed
- Prior learning – find out what the children do or don't already know/ gaps in learning from the year previously and current year to ensure appropriate components are positioned to make subsequent learning possible.
- Individual skills- these are taught and built up upon towards the component
- Key skills- these become fluent through application and tactics are introduced
- Application- apply skills to adapted games ie small skills, more space, more time, STEP (Space, Task, Equipment, People).
- Composite- individual skills are put together in the form of a game situation

A Lesson

Within each and every lesson, there are various sequential components which enables all children to progress no matter their ability. Below shows the sequenced order of a typical Physical Education lesson across the Children First Learning Partnership.

- Revisit/retrieve- retrieve children's knowledge of previous learning.
- Warm up- revisit components from previous lessons.
- Share the LO/vocabulary- What will the children be learning today? How are the children going to achieve the LO?
- WAGOLL- model and teach new content and vocabulary.
- Practice, embed and apply- children have the opportunity to practice, embed and apply the skill to ensure fluency.
- Evaluate/reflect- evaluate their own and others performances.

Lessons are planned from the correct year groups Programmes of Study from The National Curriculum. Teachers will be aware of the pre units that need to be secure from previous year groups to ensure new content can be understood. The Programmes of Study are then broken down into smaller steps to ensure lessons are driven by sharp learning objectives that are progressively linked.

Individual lessons are carefully designed using the most effective teaching materials so that pupils are given the best opportunities to show their understanding.

Physical Education Language

Across the Children First Learning Partnership, we understand that Physical Education language is crucial to children's Physical Educational thinking. We introduce new words from the curriculum in a suitable context, with relevant real objects and equipment, explaining their meanings carefully.

In most lessons children work in pairs and groups; discussing, explaining, disagreeing and evaluating each other performances , which is integral to building understanding. Children work together so that through their dialogue they can develop a much stronger understanding.

All adults model the correct use of Physcial Educational language and insist pupils do the same. Sentence stems are used to support children to speak about their work in full sentences using the correct terminology. Children understand and remember skills far better when an answer is given within a sporting context.

Pitch, Pace and Challenge

Across the Children First Learning Partnership, the expectation is that the majority of children will move through the units of work at broadly the same pace. However, decisions about when to progress will always be based on the security of children's understanding and their readiness to progress to the next stage. Children who grasp concepts rapidly will be challenged through the use of the STEP model, which extends skills through the change of space, time, equipment and participants. Those who are not

sufficiently secure with earlier skills will consolidate their understanding, including additional practice, before moving on.

Physical Educational Knowledge

Embedded and secure skills and understanding is vital for success in Physical Education. It is likely that children who have problems retrieving gymnastic, dance and games skills and knowledge will have difficulty understanding, using, building upon, applying and evaluating Physical Educational skills they encounter later on in their lessons. Across the Children First Learning Partnership, we ensure that children are given ample opportunities to develop and build on these skills through well planned sequential lessons that build on the previous year's knowledge. At the beginning of all lessons, children will demonstrate (retrieve) previous skills and knowledge to ensure that all children are ready to move on.

Impact-

What we aim to achieve from our Physical Education curriculum across the Children's First Learning Partnership

- 'Mastery' is something we want all children to achieve and involves utilising a range of strategies to help children develop a deep and secure knowledge and understanding of Physical Education.
- All staff model positive attitudes towards Physical Education and a belief that all pupils can succeed.
- All children will be able to:
    - show a positive attitude and develop a love of physical activity, that takes place in clubs and outside of school.
    - take part in regular physical activity for at least 60 minutes per day (inside and outside of school).
    - show an understanding of how to lead a healthy and happy lifestyle through a correct diet and physical activity
    - use the correct language within PE and to improve the performance of myself and others.
    - swim at least 25 metres before the end of Year 6 and to be able to be safe around water.
    - take part in a range of activities as individuals, groups and teams, applying skills, communicating well and choosing tactics effectively.

Assessment

Formative assessment takes many forms in PE

AfL

Teachers and subject leaders value the voice of the pupil.' They will observe pupils carefully, question purposefully and listen and use pupil responses in all lessons and the day to day life of the school to adapt teaching in the moment, lesson to lesson and unit to unit to ensure learning is secure and built upon in a sequential and progressive manner. In many lessons and where appropriate, purposefully planned explicit retrieval opportunities will also be used to ensure pupils have secured component knowledge and are ready to move on and make links to previous learning.

Evidence Me

A wealth of other evidence such as practical hands on learning outcomes, behaviours, drama, performances, group work will also be captured on evidence me to support teacher assessment judgements. At Reginald Mitchell we value talk, practical exploration and pupil responses as a method of ensuring all pupils can access our PE curriculum and demonstrate the gains they are making simply and effectively.

Summative assessment in PE may in some year groups be available to aid the judgements teachers make about what pupils know and remember:

Pupils work, end of unit composite outcomes

Pupils, will where appropriate, capture their understanding, evaluate their own learning or rehearse and secure knowledge through application of skills. This will be used effectively to evidence progress and avoid creating barriers to learning for any group of pupils in our school, for example due to their age or any additional needs they may have.

Teacher Assessment Judgements

Children will be judged as meeting curriculum expectations in PE on a termly basis using evidence from activities listed above. This judgement will be working at, below or at a greater depth within the year group/key stage unit they have completed. This will be captured on our Arbor system and used to inform curriculum design and developments, resourcing, training and leadership monitoring activities. Teacher assessment judgements in PE will be shared with parents on an annual basis via their child's annual report.

Role of Leaders

- It is the responsibility of the subject leader to:
- Provide guidance and ensure training opportunities are arranged to enable staff to increase confidence, expertise and quality of delivery.
- Judge standards in PE
- Monitor the quality of teaching and learning in PE
- Lead sustainable improvements in the subject
- Oversee the effective spend of the Primary Sports Funding and evaluate the impact of this
- Ensure all staff have up access to up to date relevant planning documents and information.
- Oversee that resources/equipment are maintained, repaired or replaced.
- Provide clear updates to the Local Advisory Board, Headteacher and SLT.

Staffing

All teaching staff are expected to teach and oversee physical education for their class following the National Curriculum through the schools planning units. PE is taught by a member of the teaching staff.

Wider PE activity and Sports Offer

In line with the government Obesity Strategy we value the input that physical Children's First Learning Partnership supports pupils to meet the health recommendations of being physically active for at least an hour a day (3 hours for under 5 years olds) A broad range of out of hours activities is offered after school. They may be delivered by teachers, coaches or parents who have the necessary qualifications. Registers must be taken for all out of hours activity sessions.

Lunchtime supervisors and pupils have been trained to lead and supervise physical activity sessions at lunchtime and pupils are actively encouraged to take part and consulted about what things they would like to see offered to them.

To further account for the 3rd NC aim- Engage in competitive sports and activities- We believe that all children should have opportunities to engage in competitive sports and activities. Children will be given the opportunity to take part in a range of competitive events with other schools in the cluster throughout their time within the school, particularly in KS2.

Safe Practice

The general teaching requirement for health and safety applies to this subject. We encourage pupils to consider their own safety and the safety of others at all times. All staff have access to a copy of the afPE publication, which states safety guidelines 'Safe Practice in physical education' (2020) and we follow the safe teaching principles outlined in this book as per Staffordshire County Council guidance. All accidents, no matter how slight should be reported via the first aid slips. Any child requiring an inhaler will take it outside for PE. All adults working at the school have a responsibility to report any defects in equipment which require attention. The safe use of equipment will be encouraged at all times and pupils will be trained to move and store equipment in a safe manner.

Risk Assessment

It is the responsibility of all adults leading activities to ensure that they are satisfied that risk assessment procedures have been undertaken and that appropriate measures have been put in place where necessary. Please note that gymnastics equipment must be checked by teachers before any pupil is allowed to use it. Risk assessments can be found in the staff area risk assessments folder.

Clothing

We expect pupils to arrive for physical education in the agreed clothing for each activity.

The school advises parents on what we believe (and the LEA advise) to be appropriate clothing for physical education. All pupils must wear shorts/ jogger/ leggings,
PE T-shirts and jumpers for PE lessons depending on the weather. Should a child not have appropriate kit, they will be expected to take an active role in the lesson, evaluating, assessing and supporting their peers. Teachers wear appropriate clothing and footwear also.

Footwear

Pupils must wear footwear which is appropriate to the activity when outdoors. This will usually be pumps or trainers. For Dance and Gymnastics which takes place indoors, children are expected to work in bare feet as this allows them to obtain more grip and feeling for their actions. Pupils who have a verucca should also work in bare feet as they can only be passed onto other people through damp environments.

Jewellery

Jewellery (including stud earrings) are not allowed during PE lessons and should be removed before the lesson begins. Any new piercing should be carried out at the beginning of the summer holidays so that jewellery may be removed. This information is communicated to parent through our newsletter and uniform policy.

Hair

Where pupils have long hair (longer than their jaw) this should be tied back so that is does not get caught or restrict vision.

Goggles

The wearing of goggles for swimming is permitted once a child has achieved their purple badge.

Version Control

Version	Review Date	Changes Made
V1	February 2024	Policy written within new format.