



St Paul's Cray
CE Primary School

Act Justly, Love Mercy, Walk Humbly

Amadeus

Primary Academies Trust



Limitless Learning Together

Physical Education Policy

Approved by:	Liz Bennett	Date: 5 th September 2022
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Reviewed on:	June 2023
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Completed by: Karen Cook, PE Subject Leader

ST PAUL'S CRAY CE PRIMARY SCHOOL PHYSICAL EDUCATION POLICY

Policy Statement

Definition of Physical Education

'Physical education is defined as a process of learning through physical activities that are designed to improve physical fitness, develop motor skills, knowledge and behaviour of healthy and active living, sportsmanship, and emotional intelligence. Thus, Physical Education is not only aimed at physical development but also includes the development of the individual as a whole.'

(Physical Education Zone 2011)

Physical Education is an integral part of the school curriculum. It gives pupils the opportunity to develop physically, socially and intellectually. It takes part within lesson times as well as at other times such as through clubs, Forest School and other outdoor and adventurous opportunities.

PE is achieved through the combination of physical activity and the process of decision making, selecting, improving, performing and evaluating. It also promotes positive qualities such as commitment, integrity, fairness, enthusiasm, determination and success.

Our aim for PE is "we believe all children should have access to a **high-quality** Physical Education (PE) curriculum, which will develop not only physical skills, but it will allow pupils to learn **key skills** and **qualities** needed in their adult lives as well as understanding the importance of an **active, healthy lifestyle**. We provide a **broad** and **balanced** curriculum that is **inclusive** to ensure that pupils of all abilities access a range of activities. We endeavour to provide opportunities for pupils to participate in competitive sports and activities both within the academy and borough."

Primary PE & Sports Premium

To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasize that the focus of spending must lead to long lasting impact against the aim (*above*) that will live on well beyond the Primary PE and Sport Premium funding.

It is expected that schools will see an improvement against the following 5 key indicators:

1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles.
2. The profile of PE and sport being raised across the school as a tool for whole school improvement.
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.
4. Broader experience of a range of sports and activities offered to all pupils.

5. Increased participation in competitive sport

Aims

The fundamental aim of High Quality Physical Education is to enhance pupils' knowledge, skills and understanding, so that they can perform with increasing ability and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Through P.E., we aim to promote children's awareness of the effects of exercise upon their bodies. This involves the cross-curricular learning attributes of thinking, selecting and applying skills and promoting positive attitudes towards a healthy lifestyle thus enabling them to make life-long appropriate choices about physical activity.

Curriculum

The curriculum comprises of the following strands:

- Gymnastics
- Dance
- Games
- Swimming for Years 4-6 (with Top-Up support for non-swimmers in Year 6)
- Athletics

Each class has a timetable provision of 2 hours of PE & Games per week. At St Paul's Cray CE, we subscribe to PE Hub which provides clear plans and schemes of work with direct links to the National Curriculum which includes additional resources such as music flashcards and videos. Currently, some lessons are taught by external qualified coaches. We are aiming to sustain this high quality delivery by teachers observing, team teaching and subsequently leading these lessons as part of their professional development (as well as attending local training where possible)

What are the benefits of high quality, balanced and well-taught PE provision?

We want to develop our children's personal, social, emotional, physical, moral and cognitive skills through a focus on children's learning. How are they learning? What are they learning? How can we help them to improve?

Teaching is GOOD when:

- Teachers have a clear understanding of the value of their subject which they communicate effectively to pupils.
- Teachers and external coaches/practitioners have a good level of specialist expertise which enthuses and challenges most pupils.
- They use a wide range of resources and teaching strategies to promote good learning across all aspects of the subject.

- Good planning based on what pupils already know, understand and can do ensures that all pupils are fully included and challenged to achieve their best.
- Good relationships and high expectations also promote good learning for all pupils.
- The use of ICT enhances pupils learning, progress and enjoyment of physical education and provides opportunities to observe and analyse work for improvement.
- Teachers ensure that pupils are active and engaged in physical activities throughout the lesson.
- Time in lessons is used effectively and pupils are expected to work hard for sustained periods of time.
- Activities develop pupils' physical competence and knowledge of the body in action as well as promoting their physical fitness.
- Non-performing pupils are engaged purposefully with other roles, such as observation and feedback, coaching, umpiring/refereeing.
- Pupils are encouraged to perform at maximum levels in relation to speed, height, distance, strength and accuracy.
- Pupils' progress is systematically checked throughout all Key Stages.
- Assessment data is used by teachers and coaches to plan further challenges for more able pupils and to provide additional support for the less able
- Pupils are given opportunities to assess their own and others' performances and suggest improvements.
- Assessment of pupils' progress is regular and accurate; this enables teachers to gauge how well individual pupils are progressing and identify those who need further challenge or additional support to help them achieve.

Teaching is OUTSTANDING when:

- Teachers communicate high expectations, enthusiasm and passion about their subject to inspire pupils to do their best.
- Teachers and external coaches/practitioners have a high level of confidence and expertise both in terms of their specialist knowledge across a range of activities and their understanding of effective learning in the subject.
- Teachers and external coaches/practitioners ensure pupils' outstanding learning and progress through well planned and well organised lessons.
- They use their extensive subject knowledge and expertise to show pupils the step-by-step stages of learning new skills, and how to apply skills in different activities and situations.
- They use a very wide range of innovative and imaginative resources and teaching strategies to stimulate all pupils' active participation in their learning and secure outstanding progress across all aspects of the subject.
- Time in lessons is maximised to engage all pupils in vigorous physical activity.
- Enjoyable and highly effective learning is promoted through excellent relationships, regular praise and feedback.
- ICT is used very effectively to support observation and analysis to improve work further.

- Expectations of all pupils are consistently high which ensure that pupils of all abilities learn new skills, find out how to use them in different ways, and link them in order to accurately repeat actions, sequences or team tactics.
- The pace of learning is rapid and pupils are expected to work very hard and to be physically active for sustained periods of time and to persevere when they begin to tire.
- Non-performing pupils are engaged very purposefully with other roles, such as observation and feedback, coaching, umpiring and refereeing.
- Pupils are expected to perform at maximum levels in relation to speed, height, distance, strength and accuracy.
- Pupils' progress is systematically checked throughout all Key Stages.
- Assessment data is used by teachers and coaches to plan further challenges for more able pupils and to provide additional support for the less able.
- Teachers and external coaches/practitioners question pupils to check their understanding and provide expert advice on how to attain exceptionally high levels of performance.
- Pupils are given frequent opportunities to assess their own and others' performances and make suggestions for how they could be improved.
- Pupils' progress is systematically checked throughout all Key Stages. Assessment data are used by teachers to plan further challenges for more able pupils and provide additional support for less able pupils to enable them to exceed national expectations.

Association for Physical Education

[https://www.afpe.org.uk/physical-education/wp-content/uploads/afPE - Quality of Teaching.pdf](https://www.afpe.org.uk/physical-education/wp-content/uploads/afPE_-_Quality_of_Teaching.pdf)

How do we define learning?

Effective learning is achieved at St Paul's Cray CE Primary by providing opportunities for children to:

- Know more (develop their knowledge).
- Be able to do more (develop their skills).
- Understand more (demonstrate their application of knowledge and skills).

How can effective learning take place in PE?

Teachers need to make sure that in PE lessons:

- Children know what they are learning.
- Children know what they need to do to be successful.
- Children are given time and opportunities to assess their own learning and that of their peers.
- Children use the feedback that they are given to identify what they need to do next to improve.
- Children feel appropriately challenged.
- Children are active and know what it means to get fit and why fitness is important (age appropriate input).
- Children get regular opportunities to work within a team, with a partner and on their own.
- Children know and are able to see that they can be successful.

- Children are provided with the time to reflect and review their learning using feedback given by teachers/coaches and peers.
- Children are enjoying their lesson as far as possible - we want them to have positive attitudes towards PE and sport at this early age.

Equal Opportunities

St.Paul's Cray CE Primary is committed to ensuring that all pupils are entitled to PE & Sports provision, irrespective of backgrounds and abilities. Inclusivity forms an integral aspect of school ethos with teaching carefully differentiated to ensure that pupils enjoy and progress within their learning.

In the teaching and learning of PE we:

- ensure the PE curriculum reflects positive attitudes, values and respect with all pupils benefiting from such learning experiences.
- participate within a range of competitions, tournaments and special events to broaden their understanding and appreciation of the wider community and needs of others.
- recognise the achievements of sportsmen and sportswomen from all nations and backgrounds as role models.
- promote the seven Olympic & Paralympic values as the bedrock for behavioural expectations and approach to learning.

Assessment

Assessment is an ongoing process throughout lessons with regular constructive pupil feedback as well as opportunities for peer and self-evaluation. Teaching staff observe pupil performance, set direct tasks, evaluate their own organisation, structure and delivery of the lesson. Staff provide parents with annual summative reports based upon pupils' progress linked to knowledge, skills and understanding.

Health & Safety

- Pupils are taught to lift, move and store equipment and apparatus safely.
- Staff know how to safely and correctly move and erect gymnastic equipment and check each piece before it is used.
- Appropriate clothing and footwear should be worn by both pupils and staff.
- Gymnastics and dance must be undertaken in either plimsolls or bare feet.
- Teachers and pupils should be aware of space, for example landing areas.
- Mats should be used in gymnastics to promote safe landings.
- No jewellery should be worn, with stud earrings covered by plaster or removed.
- Long hair should be tied back.

Advice on safety is available within the book BAALPE – 'Safe Practice in Physical Education' kept by the PE Subject Leader.

School House System

- Pupils and staff have been allocated a school house.
- School house names are all castles in Kent voted for by all stakeholders of the school from children, staff, governors and parents.
- The four winning castles were Lullingstone, Rochester, Leeds and Hever.
- Being part of a house, gives the children a feeling of community and team spirit.
- Teachers and pupils should be aware of space, for example landing areas.
- They are working hard towards both their own individual achievements and towards joint house goals such as sports day and attendance prize.
- Opportunities for intra house competitions throughout the school year.

The Role of the PE Subject Leader

- To familiarise themselves with new initiatives and resources available and report these to staff (INSET).
- To monitor plans and lessons, to report to the head teacher on standards in PE & Sports throughout the school annually.
- To ensure that the Primary PE & Sports (PESS) Premium is appropriately used and complies with DfE & HMI statutory expectations.
- To ensure that annual reporting of the breakdown of PESS Premium spend, impact and sustainability is completed and posted online in accordance to mandatory guidelines.
- To attend relevant courses and update staff.
- To monitor the safe storage of equipment.
- To support staff with sporting activities across the school.
- To organise our annual sports day.
- To provide opportunities for the professional development of our staff members.
- To organise matches and activities within the Academy and Borough.