



St Thomas' C of E Academy PE Policy 2019-2020

At St Thomas' C of E Academy, our Physical Education curriculum develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, a range of games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. 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 them to make informed choices about physical activity throughout their lives.

The aims for each child are:

- ❖ to enable children to develop and explore physical skills with increasing control and co-ordination;
- ❖ to encourage children to work and play with others in a range of group situations;
- ❖ to develop the way children perform skills and apply rules and conventions for different activities;
- ❖ to increase children's ability to use what they have learnt to improve the quality and control of their performance;
- ❖ to teach children to recognise and describe how their bodies feel during exercise;
- ❖ to develop the children's enjoyment of physical activity through creativity and imagination;
- ❖ to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.
- ❖ to develop competence to excel in a broad range of physical activities.
- ❖ to be physically active for sustained periods of time.
- ❖ to engage in competitive sports and activities.
- ❖ to lead healthy and active lives.

Implementation

St Thomas' C of E Academy is committed to meeting the requirements of the primary National Curriculum.

The curriculum planning in PE 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 during the key stage. The PE subject leader works this out in conjunction with teaching colleagues in each year group.

Our medium-term plans, which we have adopted from the national scheme, give details of each unit of work for each term. These plans define what we teach and ensure an appropriate

balance and distribution of work across each term. The subject leader keeps and reviews these plans.

Class teachers complete a daily plan for each PE lesson. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

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 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. A range of skilled professionals teach and support the children at St Thomas' throughout PE lessons. Sports coaches from Soccer 2000 deliver all games units across the school from reception to year 6 and a professional dance instructor delivers dance for KS2. In KS1 gymnastics and dance lessons, teachers will deliver broad and balanced learning opportunities which follow the medium term planning.

In all classes there are children of differing physical ability. Whilst recognising this fact, 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 can have a variety of results, e.g. timed events, such as an 80m sprint. Setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump; grouping children by ability and setting different tasks for each group, e.g. different games; providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

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 encourages children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term. The school also plays regular fixtures against other local schools. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children. 5

Organisation and planning

PE is a foundation subject in the National Curriculum. Our school uses the national scheme of work as the basis for its curriculum planning in PE. We have adapted the national scheme to the local circumstances of the school. As required, we teach dance, a range of games and gymnastics at Key Stage 1. In Key Stage 2 we teach compulsory dance, games and gymnastics, plus two other activities: swimming and water safety, and athletics. The directors of the school have decided that we will teach outdoor and adventure activities in Key stage 2. Residential experiences in lower KS 2 and upper KS 2 enhance these experiences. Swimming activities and water safety is introduced in Key stage 2.

In EYFS we encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. 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 KS1 children should 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 should be able to engage in competitive (both against self and others) and co-operative physical activities, in a range of increasingly challenging situations. Key stage 1 children 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 co-operative physical activities, in a range of increasingly challenging situations.

In KS2 children should 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 should enjoy communicating, collaborating and competing with each other

They should develop an understanding of how to succeed in different activities and sports and learn how to evaluate and recognise their own success. Key stage 2 children 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.

The school uses a range of specialist staff to deliver some of our P.E units of work such as sports coaches and dancers

IMPACT

At St Thomas' C of E Academy, through our rich and broad PE curriculum we are enabling children to gain the knowledge, skills and understanding they need to apply to their PE learning and development. Each of our children is individual and unique and each has a potential that we need to unlock. Our school motto is 'Find your wings and fly' and through our curriculum, we enable this to happen.

Our curriculum design will lead to outstanding progress for all pupils, regardless of their starting points, over time. 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. Senior leaders, middle leaders, subject leaders and our children will review individual subjects. The learning and outcomes will be monitored and feedback will be given around what is going well and what are the ways to grow.

Our assessment system of building blocks will be used by the children and staff to reflect on the progress that is being made over time. Senior Leaders will evaluate progress that has been made and the impact of the curriculum to ensure all pupils, including the most disadvantaged and pupils with SEND have been given the knowledge and cultural capital they need to succeed in life. Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons and the children's individual building blocks. At the end of a unit of work, teachers make a judgement of attainment against the National Curriculum age related expectations. They record this information and use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

From years 1-6 assessment opportunities have been put in place to assess the skill level of children of core skills. These core skills are the fundamentals in co-ordination, balance and agility and support the planning and delivery of individuals with a range of different games, dance and gymnastic learning opportunities. Teachers and sports 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 regularly in a tracking system, which moves with the child throughout school. Through each unit teachers/sports coaches can build on these fundamentals in order for children to make rapid progress across a lesson and over time. The PE subject leader keeps photographic and video evidence of children's work (in a portfolio). This demonstrates what the age related expectations are for each year group across the 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.