



**Pudsey Primrose Hill Primary School**



## **A policy for teaching, learning and assessment in PE.**

### **Introduction – The Curriculum at Pudsey Primrose Hill**

At Primrose Hill we understand that the school curriculum comprises all learning and other experiences that our school plans for its pupils. The National Curriculum forms one part of our school curriculum. We have ensured that there is time and space in our school curriculum to go beyond the National Curriculum, as appropriate, to meet the needs of all our pupils. We have planned teaching and learning in school so that our curriculum is knowledge-rich and builds on prior attainment to ensure that we have high expectations of achievement by all children in all subjects.

We believe in providing all our children with a broad range of opportunities and experiences both within and outside school, and our entitlement curriculum - rich with visits out of school, inspirational visitors and collaborative opportunities with other schools in the Owlcotes Multi-Academy Trust - has been developed to ensure that this is possible.

At Primrose Hill we are committed to providing a curriculum that equips our children with the knowledge, skills and experiences for their future. We aim to ensure children have a 'view of the world' outside their local community whilst maintaining a sense of belonging and understanding of where they are from.

Focus weeks are used to encourage whole school learning around a particular theme. National Curriculum objectives and other exciting learning is taught throughout these weeks, which culminate in a community event to showcase our learning and provide opportunities to engage with parents. Subject specific 'Super Learning Days' provide additional opportunities for the whole school, from nursery to year 6, to focus together on one particular theme.

Enrichment afternoons in KS2 provide an opportunity for children to work in smaller groups and focus on those aspects of learning that benefit from smaller group teaching. These are reviewed regularly taking account of pupil voice.

### **Rationale**

Physical education is a statutory requirement of the National Curriculum and an essential contributor to the development of the whole child. Through a high quality physical education programme, pupils develop physical competence and confidence and are given opportunities to be physically educated and become physically literate. Through a combination of entitlement and choice of activity, the physical education provision will contribute to the personal development, health and well-being, enjoyment, success and achievement of all pupils across the whole curriculum and beyond. Physical education provides pupils with the opportunity to be creative, competitive and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards a healthy and active lifestyle. Pupils learn how to think in different ways and make decisions in response to creative, competitive and challenging activities. They learn how to reflect on their performance, plan, perform and evaluate actions, ideas and performances to improve the quality of their work. Physical education helps pupils develop personally and socially. They work as individuals, in groups and teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, officiating and coaching. Through high

quality physical education pupils discover their aptitudes, abilities and preferences and make informed choices about how to get involved in lifelong physical activity.

### **School Vision for PE**

PE, physical activity and school sport all have a high profile at Pudsey Primrose Hill Primary School and we strongly believe that they contribute to the holistic development of young people. Our high quality PE curriculum inspires all pupils to succeed and excel in both competitive sport and other physically demanding activities. It is through these opportunities that pupils become physically confident; they learn that physical activity is 'fun' and important to lead a healthy lifestyle as well as having a lifelong commitment to being active and healthy. Our children compete in many competitions, both inter and intra-school which build character and embed key values such as teamwork, fairness and respect for themselves as well as others. We recognise that PE, physical activity and school sport make an active contribution towards many aspects of pupils' social, moral, spiritual and cultural development.

### **Aims**

The National Curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

At Pudsey Primrose Hill our aims are to:

- Provide learning situations in which all pupils will be able to develop their physical ability to the full
- Provide opportunities for all pupils to develop fundamental movement skills (agility, balance, coordination)
- Acquire and develop skills, performing with increasing physical competence and confidence in a range of physical activities and contexts
- Provide stimulating and challenging opportunities that help to promote physical development such as cardio-vascular health, flexibility, muscular strength and endurance
- Introduce a wide range of sports to all of our pupils
- Enable pupils to understand the importance of Physical Education in respect of a healthy lifestyle and that in sports require commitment from the individual
- Develop positive attitudes towards participation in physical activity
- Provide a safe learning environment for physical activity and an understanding of the need for safety
- Provide pupils with opportunities to become aware and conform to the principles of fair play, demonstrating a good sporting behaviour
- Enable pupils to actively participate in a wide range of activities with confidence, developing self-esteem through achievement
- Promote equal opportunities for all and value the contribution of other irrespective of gender, ability, social/cultural background

- To develop links between Physical Education and other aspects of the curriculum
- Solve problems and find alternative solutions to physical challenges on their own and with others
- Learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking
- Develop their ideas in a creative way
- Set targets for themselves and compete against others, individually and as members of a team
- Understand how (and be able) to persevere, succeed and acknowledge others' success
- Take initiative, lead activity and focus on improving aspects of their own performance
- Discover their own aptitudes and preferences for different activities
- Make informed decisions about the importance (and value) of exercise in their lives
- Be given a firm foundation for life-long participation in sporting activity

In EYFS the statutory framework details the learning requirements in the area of learning, physical development. We use the non-statutory curriculum guidance Development Matters to support our teaching of the learning and development requirements. We achieve this through well planned and resourced continuous outdoor provision, with a strong focus on the development of children's gross physical skills and knowledge across EYFS and timetabled physical education lessons in reception.

### **Safety in physical education**

#### **Safe practice in Physical Education**

In all areas of PE safety guidelines should be strictly adhered to in order to promote safe practice and fulfil the safety requirements of the National Curriculum. We follow the safety guidelines 'Safe Practice in PE and School Sport' guidance provided by the Association for Physical Education. A copy of the document is kept by the PE Subject Leader file. Health and safety is an integral part of pupils' learning in PE and they are taught to recognise and take some level of responsibility for their own safety. They are taught to recognise and be aware of hazards that are present from an early age.

When changing for PE, KS1 and Lower KS2 pupils will change together in their classrooms, whereas Upper KS2 pupils will change in separate areas. Staff are present during changing times to ensure children are safe at all times. In the interest of health and safety appropriate kit should be worn for PE activities. Acceptable kit is that which presents no risk of injury to the wearer or other children and details of our policy are outlined below.

#### **PE Clothing**

It is important that pupils are dressed in the appropriate attire at all times during their PE lessons. For Reception, KS1 and KS2 the indoor kit is; White T-Shirt, navy blue shorts and black pumps or trainers for those indoor activities that require footwear (e.g. skipping). The outdoor PE Kit also includes navy jogging bottoms / tracksuit bottoms and a navy sweatshirt or hoodie. Jewellery must be removed prior to the lesson and long hair should be tied back.

#### **Staff Dress**

Staff should also wear appropriate clothing when teaching PE. Staff should act as a role model for children in PE lessons. It is therefore expected that teachers change for PE or come to school dressed appropriately, for the safe delivery of a PE lesson. This should include suitable footwear, hair tied back and if possible jewellery should be removed to set a good example. The staff PE top and hoodie should be worn when teaching PE and when accompanying pupils at sports events.

### **Assessment in PE**

Assessment will be ongoing and carried out by the class teacher and teaching assistants through teacher notes and observations. Video assessment will also be utilised and footage stored on the schools learning network so that progression across the key stages can be viewed.

### **Entitlement and Progression**

Children in EYFS have continuous access to outdoor classrooms. The outdoor classrooms provide space and challenge through a wide range of resources and planned opportunities to play games and develop skills individually and collaboratively. This supports the development of children's physical skills and awareness of their health and well-being. Co-ordination, core strength, gross and fine motor control and the development of skills linked to games, simple gymnastic and dance movements are planned for outdoors and inside.

Reception Class' have a structured PE lesson every week, which focuses on the fundamental movement skills along with many opportunities for physical development using the outdoor learning area where children have free flow access all day. We have large equipment including scooters and tricycles. Teaching is often done through play, where the child learns about subjects and other people through games.

In Key Stage 1 pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend 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.

- Master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, 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

In Key Stage 2 pupils 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 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, catching and throwing in isolation and in combination
- Play competitive games, modified, where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders, 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.

Teachers have a PE curriculum map that has been written by the PE Leader and it shows how the teaching units are distributed across the key stages to ensure coverage of the National Curriculum. It references schemes of work and school resources to ensure that high quality PE is taking place in school and that there is spiralling progression across the fundamental movement skills.

### **Swimming and Water safety**

All children must have access to swimming instruction in 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 such as front crawl, backstroke and breast stroke
- Perform safe self-rescue in different water based situations.

### **Extra-Curricular Activities**

The children are provided with many opportunities to be physically active outside the PE curriculum. Children in Key Stage 1 and 2 take part in daily Wake Up Shake UP and in UKS2 a daily mile, a range of after school clubs are offered (some of which are run by external coaches) the school takes part in a numerous sports competitions and festivals, classes use the MUGA during lunchtimes and children are encouraged to take part in activities during break times. Children's opinions on the types of activities they would like to be involved in are catered for, where possible, in order to encourage participation. The school council ask the classes for this information, and the Subject Leader will evaluate information collected and act upon it wherever possible.

### **Working with Specialist Coaches**

Primrose Hill works with specialist coaches who provide CPD sessions for staff who teach PE in order to ensure all staff feel confident in planning and delivering high quality PE lessons. The importance of raising pupils' heart rate is a key focus as well as teaching of skills and knowledge.

The Sports Leader programme is run and delivered by ACES (Specialist Sports coaches) and involved pupils in UKS2 receiving training as a playtime Sports Leader.

### **Equal Opportunities and Inclusion**

Working towards equal opportunities requires that teachers treat all children as individuals with their own abilities, difficulties and attitudes, as stated in the school inclusion policy. Children have their own individual gifts to contribute, which can be used to enrich the experience of others. The overriding aim is always to create an environment in which, from the earliest age, children and their teachers learn to respect each other. The PE curriculum enables all children to benefit. There are no barriers to access or opportunity based on race, sex, religion, ethnic group, culture or ability. Consideration is given to those with special educational needs, whether they have disabilities or a particular talent. The action necessary to respond to an individual's requirements for curriculum access is met through greater differentiation of tasks and materials evident on teacher's planning.

### **Monitoring and evaluation of PE throughout the school**

The PE subject leader takes an overview of standards and of the quality of teaching in PE. Assessment information is analysed and shared with teachers who evaluate their effectiveness of teaching and plan to address areas of need.

The work of the subject leader also involves supporting colleagues in the teaching of physical education, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leader gives the headteacher an annual report which evaluates the strengths and weaknesses in the subject and indicates areas for further improvement on the annual action plan.

The application of this PE policy will be monitored by the curriculum leader.