



PE POLICY

Aims and Objectives

At Crown Lane we believe that physical education, experienced in a safe and supportive environment, enables pupils to develop qualities of confidence, self-discipline and leadership. We aim to provide opportunities for pupils to become physically confident in a way which supports their health and fitness.

Through the framework of the National Curriculum, PE at Crown Lane aims to:

- Provide opportunities for all children to develop their skills in a wide range of physical activities.
- Ensure that children are physically active for sustained periods of time.
- Allow children to experience competitive sports and activities to allow values such as fairness and respect to be developed.
- Lead healthy and active lives.

In Key Stage One, children will focus on developing their agility, balance and coordination through a range of activities and will participate in team games, developing attacking and defending tactics.

In Key Stage Two, children will focus on developing a broader range of skills, linking them to make actions and sequences of movement. The children will communicate, collaborate and compete with each other in a range of activities. They will learn to evaluate and improve their performances.

All children participate in two PE lessons a week, providing up to two hours of high quality physical activity. Each class is timetabled one indoor session and one outdoor session a week. The range of physical activities is wide and includes athletics, games, gymnastics, dance, swimming (Year 3) and outdoor challenges. Children are also able to attend after school clubs in a range of sporting activities, which enables pupils to extend and enrich curriculum provision. Children are provided with opportunities, within the school (intra) and between schools (inter), to participate in a range of competitive, creative and challenge-type activities, as individuals and as part of a team. Lessons consist of a warm up, skill acquisition, application of skills and a cool down. Technology should be used as part of PE lessons where appropriate. Teachers collect evidence through photos, videos and observations.

Foundation Stage

In the Foundation Stage the physical development of children is an integral part of their school work and is related to the objectives set out in the Early Learning Goals. The children are encouraged to become Competent Movers, developing their Fundamental Movement Skills in the way they move, balance and handle equipment, both indoors and outdoors.

Key Stage 1

As stated in the National Curriculum, in Key Stage One children will focus on developing their agility, balance and coordination through a range of activities. They should be able to engage in competitive activities and participate in team games, developing simple tactics for attacking and defending. They should master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. In dance, children should be able to perform simple movement patterns.

Key Stage 2

As stated in the National Curriculum, in Key Stage two children will focus on applying and developing a broader range of skills, linking them to make actions and sequences of movement. The children should use running, jumping, throwing and catching in isolation and in combination. They should participate in a range of activities and apply principles of attacking and defending in a competitive setting. In dance, they should use a range of movement patterns. The children should develop their flexibility, strength, technique, control and balance through different sports. They should take part in outdoor and adventurous activities that challenge them both individually and as part of a team. Pupils should communicate, collaborate and compete with each other, and be able to reflect and evaluate on their own performances.

Children in Year 3 are provided with swimming lessons for a year. The children will be grouped according to their ability, which is reviewed throughout the year, and are taught by swimming instructors. The aim is to ensure that every child can swim 25m, use a range of strokes effectively and develop basic water skills.

Planning and Progression

Key Stage 1 and Key Stage 2 teachers plan using the objectives laid out in the National Curriculum. The sports and activities are mapped out over the year so that during each half term the whole school focuses on two sports/activities. Over the year, each year group is supported by a coach provided by SG Sports for a term. The coach will deliver and also support the teacher in delivering high quality PE lessons. Teachers use the PE plans provided to inform and support their weekly plans, ensuring progression across the school. Teachers can link areas of PE to their termly topic (e.g. dance). Swimming lessons are planned and taught by trained instructors who plan targets for each of the ability groups. The planning and delivery of each unit of work ensures all pupils have the opportunity to:

- acquire and develop new skills
- select and apply appropriate skills, tactics and compositional ideas
- evaluate their own and others' performance in order to improve
- gain knowledge and understanding of how PE and sport contributes to staying physically, mentally and emotionally healthy.

Monitoring and evaluating

The termly planners and yearly overviews are monitored by the subject leader on a regular basis to ensure full coverage of sports and activities. Throughout the year, further monitoring may include weekly planning and lesson observations. These will be carried out by the PE Subject Leader, supported by the Senior Management Team, and observations may be carried out by other colleagues in the leadership team. Feedback from any type of monitoring is given both orally and in writing to the teachers concerned.

Assessment, recording and reporting

At Crown Lane Primary School children are assessed at the end of each academic year using PE milestones. The results will be shared with parents on their child's end of year report. Assessment is used to inform and develop teaching. Teachers assess for learning (AfL) and ensure the children are involved in the process of self assessment, recognising their achievements and acknowledging where they could improve. Teachers should ensure that the steps to success are verbally shared and that children are aware of these. The children will self and peer assess and evaluate their performance in lessons. Teachers evaluate lessons, identifying children who have not met and those who have exceeded the learning objective, using this to inform future planning.

Teachers report to parents about their children's ability in PE at the end of every academic year in the school report, which includes information about the child's level, effort and the topics covered that year.

INSET and professional development

The school's policy is to provide all staff with training relevant to their employment to ensure that the quality of pupil learning is enhanced and standards raised in accordance with the SIP (School Improvement Plan). The central emphasis for INSET and professional development will be on improving standards and the quality of teaching and learning in PE.

Inclusion

All pupils at Crown Lane participate in PE lessons with their classmates. The lessons are adapted to suit the needs of the children. Teachers have overall responsibility for the planning and delivery of PE lessons to their class. Teachers seek to provide pupils with learning opportunities which will allow all the pupils to access the subject taught, encounter appropriate challenge and promote progress. The teacher will observe the children during the lesson and differentiate tasks appropriately. Provision will be made to ensure all children can access the learning, and TA's or 1:1 will support the children with additional needs, if needed.

Role of Subject Leader

The PE Subject Leader will oversee planning and teaching in all year groups throughout the school and be responsible for raising standards in PE. They will also be responsible for informing staff of new developments and initiatives, sharing effective teaching strategies and providing training where appropriate. The PE Subject Leader is responsible for organising intra and inter sports competitions and providing opportunities for children to represent the school. The PE Subject Leader is responsible for allocating budget and purchasing appropriate equipment and resources to support high quality physical activity.

Role of Headteacher

The head teacher and other members of the senior management team are responsible for monitoring the teaching of PE throughout the school. The senior management team should decide on the provision and allocation of resources throughout the school in accordance with the school improvement plan and PE action plans. They should also ensure that the PE Subject Leader and teachers are following their roles as listed above and in accordance to job specifications and performance management targets.

Role of Governors

Governors monitor the curriculum across the school. The Subject Leader reports to the governing body on progress across the school, share action plans and may share work samples and data when appropriate.

Role of Parents and Carers

Parents and carers are informed of the learning going on in the curriculum via a termly newsletter for each year group. Planning can also be accessed on the website each term, alongside examples of learning. Each year group has a sharing assembly every two terms where children share examples of what they have been learning with their parents, carers and peers. Home learning is topic-based and may involve a variety of subjects and curriculum areas.

Equal opportunities

The National Curriculum states that, "teachers must take account of their duties under equal opportunities legislation" and that teachers have "an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds".

Crown Lane aims to provide a supportive and flexible atmosphere in which all children are enabled to achieve success. All pupils are given access to the curriculum regardless of sex, religion age, ethnic origin or gender. When planning and delivering PE, considerations will be made to children with Special Educational Needs and lessons will be adapted to meet their needs.

Health and Safety

Teachers must ensure that they follow the school's Health and Safety policy at all times. Teachers must highlight the importance of safety during PE lessons and clear expectations must be established. All children should wear appropriate PE kit consisting of black/navy shorts or tracksuit bottoms, a plain white t-shirt and trainers or plimsolls. Long hair should be tied back and all jewellery, religious artefacts and watches should be removed before participating in a PE lesson. At the beginning of the year parents will be informed of PE kit requirements and "Perfect PE kit" posters will be displayed in classrooms as a reminder of the expectations for the children. Spare PE kits are available if children forget their kit. If this is an ongoing problem then a letter will be sent home.

Teachers must ensure that children handle the equipment safely and understand how to use it correctly. If an accident occurs during a PE lesson then the child will be administered first aid. The teacher is responsible for the medical needs of children in their class and must ensure that any medication is within reach (e.g. asthma pumps).

Teachers follow the correct procedure for educational visits. All visitors must report to reception, sign in and obtain a visitors badge. A member of staff is present at all

times when visitors are in school. Teachers must gauge the level of risk for all activities and decide whether a risk assessment is necessary. If technology is being used, children must be aware of the school's E-Safety guidelines (please refer to the school E-Safety policy).

Resources and Environment

All equipment is kept in the PE cupboard and is regularly checked and replenished by the subject leader. It is the responsibility of all staff to keep the cupboard tidy and to inform the subject leader if any resources are needed or are missing. The PE Subject leader is responsible for ordering any resources or equipment to teach the PE curriculum effectively.

Signed:

Chair of Governors _____

Headteacher _____

Review: annually