

Graiseley Primary School



PE Policy
September
2023

<u>Contents</u>	<u>Page</u>
Aims and Objectives	3 - 5
Equal Opportunity (Inclusion)	5
PE curriculum planning	6
The Foundation Stage	6
Assessment	7
Current Resources	7 - 8
Health and Safety	8
Qualified Personnel, Location of the First Aid Box and Manual	8
Extra- Curricular activities	9
PE Co-ordinator's Role	10
Appendix 1 - Long Term Plan	11

Aims and Objectives

Our aim at Graiseley Primary School is to give all our pupils opportunities to experience a range of activities within Physical Education. This will allow them to feel confident and secure about their own bodies, become physically competent, and adopt positive attitudes towards physical activity and good health.

Intention:

The PE curriculum at Graiseley offers a coherently planned sequence of lessons to ensure all pupils have progressively covered the requirements of the National Curriculum for PE. The lessons ensure that all children have a broad, varied and progressive PE curriculum. These lessons cover a wide range of sports linked to the PE National Curriculum for EYFS, KS1 and KS2 for both indoor and outdoor activities. The progression is clearly identified on our progression of skills maps which have been carefully and clearly linked to the lessons planned. In EYFS, the focus lends itself to the Early Learning Goals. In KS1, the focus of the PE curriculum is on the development of fundamental skills that is then built upon in KS2 when they are applied to more specific sports. At Graiseley, it is our intention to develop a lifelong love and understanding of physical activity, sport and PE in all young people. We aim to ensure a positive and healthy physical and mental outlook in the future and help young people to develop essential skills like communication, teamwork and leadership. Within each lesson, we strive to give every child the opportunity to develop skills in PE, consider the impact on their health and fitness, compete, perform and evaluate themselves and their peers. These elements are clearly identified in both lesson plans and on the progression of skills maps. All lessons are clearly differentiated which helps to ensure that learning is as tailored and inclusive as possible. It is also our intention to ensure that every child has access to quality teaching within PE.

Implementation

Our detailed Medium-Term Plans ensure that all teachers are equipped with the secure subject knowledge required to deliver high-quality teaching and learning opportunities across all areas on the National Curriculum of PE. Our overarching aim is for teachers to have the knowledge and skills they need to feel confident in teaching all areas of PE, regardless of their main area of expertise. Lessons are planned alongside subject-specific progression maps to ensure that children are given the opportunity to practise their existing skills and build on these to develop new and more advanced skills. There is a structure to the lesson sequence which means prior learning is always considered and opportunity for revision and practise is also built in. However, this is not to say that this structure should be followed rigidly: it allows for revision to become part of good practice and ultimately helps to build depth of the children's knowledge, skills and understanding of PE and Sport. Throughout the lesson plans, key assessment questions are highlighted in red. These allow the teachers to assess the levels of understanding at various points in the lesson and allows time for a recap of misconceptions when necessary, helping to embed the learning further. Formative assessments are supported using 'PE Floor Books' to show different children's achievements and where challenge or support is required in future lessons. The 'PE Floor Books' are intended to show a formative record from a child's perspective, and these are created as a class. A summative assessment spreadsheet is updated each term to help monitor the impact against the aims of the PE National Curriculum. Graiseley aims to ensure all children have access of up to 60 minutes of physical activity every day. This also includes our aim to encourage as many children as possible to participate in both intra-school and inter-school competitions.

Impact

Each unit of planning is mapped against the progression documents to ensure that learners develop detailed knowledge and skills across the full breadth of the PE curriculum through engaging and age-appropriate curriculum content. Our indoor units are often themed with strong cross-curricular links to other subjects and topics, such as Romans, World War II and the Rainforest. This all helps to make the learning fun and memorable, allowing links to be made and ultimately creating a higher level of engagement and understanding. The attainment and progression of all children is measured using both the progression of skills maps, the 'PE Floor Books' and the assessment spreadsheets. The consistent and high quality of teaching in PE, demonstrates our commitment to attain knowledge and skills in PE. Whole school and parental engagement will be encouraged through the use of active assemblies, interventions and our increasing links with the wider community.

Equal Opportunity (Inclusion)

All children will be given access to Physical Education and be able to participate at their level of ability. Groupings will be based upon skill, agility, experience, strength, size, interest, purpose of task and other criteria for the benefit of all children. All children are also given the opportunity to participate in both intra-school and inter-school competitions.

PE curriculum planning

Long Term  Medium Term  Short Term

The **long-term plan** maps out the PE activities covered in each term during the key stage. The PE co-ordinator has worked alongside the School Games Organiser to organise the areas for each term.

The **medium-term plan** has been adopted from the national scheme, giving details of each unit of work. 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.

The **short-term plan** will list the specific learning objectives for each lesson and give details of how the lessons are taught. The class teacher will keep these individual plans, and the class teacher and PE co-ordinator will discuss them.

The Foundation Stage

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. 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 the 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.

Assessment

Children should be regularly assessed in areas of participation and assessed at the end of each term with reference to the lesson plans and progression of skills maps. This is monitored by the PE & Sport co-ordinator and each class teacher.

Year 4 & 5 children are also assessed at the beginning and end of their swimming lessons to ensure they can enter and exit the water safely, swim 25m confidently and swim a range of strokes in line with government's national curriculum requirements.

Current Resources

Games

Footballs (size 3 & size 4)

Plastic band bibs

Tall cones

Flat cones

Netballs

Netball post

Basketballs

Rugby balls

Tennis balls

Tennis rackets

Rounder's posts

Rounder's bats

Kwik cricket set (bats & stumps)

Gym

Gym mat - standard

Mat Trolley

Balance domes

Agility tables

Dance

Large dance scarves

Dancing wrist scarves

Pom-Poms

Weighted pouch scarves

Bangle ribbons

Athletics

Foam Javelins

Relay batons

Measuring tapes

Stop-watches

Health and safety

Children are made aware of the need for appropriate footwear and clothing, and the need for all jewellery to be removed before participating in any activity; if earring studs need to be kept in, they must be covered with plasters or porous tape which should be provided by parents. The children are also encouraged to consider their own safety and the safety of others.

Equipment is checked for safety by the Physical Education Co-ordinator and by teachers prior to using it. The gymnastics apparatus is checked annually by outside contractors.

Qualified Personnel, Location of the First Aid Box and Manual

Qualified personnel: all support staff and PE & Sport co-ordinator

First Aid Box and Manual located in school office and each classroom.

Extra-curricular activities -TBC

Monday: Multi-skills (Autumn), Tag Rugby (Spring), Dance (Spring), Tennis (Summer).

Tuesday:

Wednesday: Martial Arts (Autumn, Spring & Summer)

Thursday: Football (Autumn & Spring), Athletics (Summer)

Friday:

The school also participate in a wide variety of sporting competitions, both intra-school and inter-school competitions. 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. The opportunities foster a sense of team spirit, co-operation and communication amongst our children.

PE & Sport Co-ordinator's Role

The PE & Sport co-ordinator's key roles are:

- To monitor and evaluate practice by being aware of current classroom practice and discussing any needs and concerns with colleagues.
- To organise resources through carrying out a resource audit, ordering new resources and managing the P.E. curriculum budget effectively.
- To support other members of staff by demonstrating good practice, commitment and enthusiasm, organising INSET opportunities, leading curriculum development meetings and giving advice on assessment and recording.
- To organise and liaise with outside agencies when completing CPD with staff.
- To communicate the school policies by writing and reviewing curriculum policies and oversee the extra-curricular activities that relate to Physical Education.
- To organise and support children when participating in sporting competitions.

Appendix 1 - Long Term Plan

PE Whole School – Long Term Plan

	Autumn Term		Spring Term		Summer Term	
	Early Years Foundation Stage					
EYFS	Fundamental Skills		Fundamental Skills		Games	
	Key Stage One					
Year One	Fundamental Skills		Gymnastics Dance		Athletics Striking & Fielding	
Year Two	Fundamental Skills Dance		Fundamental Skills Gymnastics		Athletics Striking & Fielding	
	Key Stage Two					
Year Three	Invasion Games (Hockey) Gymnastics		Outdoor Education Dance		Athletics Striking & Fielding	
Year Four	Invasion Games (Netball)	Gymnastics	Outdoor Education	Dance	Net & Wall Games (Tennis)	Athletics
	Swimming		Swimming		Swimming	
Year Five	Invasion Games (Netball)	Dance	Gymnastics	Outdoor Education	Striking & Fielding (Cricket)	Athletics
	Swimming		Swimming		Swimming	
Year Six	Invasion Games (Tag Rugby) Gymnastics		Outdoor Education Dance		Athletics Striking & Fielding (Rounders)	
