

	PE Policy		
	Member of staff responsible	Date Approved	Review Date
	Yasmine Carswell		

Intent

Our Philosophy for Teaching PE

We aim to inspire all children and for each child to fulfil their own potential. We want the children's experience of PE to be positive and motivating by building upon our traditions here in the Furness area. PE enables pupils to become physically confident and we strive for our pupils to succeed and excel in physical activities and competitive sport. This supports their health, wellbeing and fitness and provides the foundations for lifelong healthy lifestyles. We offer all children the opportunity to participate in extra-curricular sporting clubs and other wider activities. This helps them build character and learn values such as fairness and respect. Children will build confidence and competence in a range of activities as they progress through the Key Stages.

National Curriculum

Key stage 1

Pupils should develop their fundamental movement skills and extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive and co-operative physical activities.

Pupils should be taught to:

- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, 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, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate (basketball, rugby and netball) and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance (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.

Swimming and water safety

All schools must provide swimming instruction.

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 (for example, front crawl, backstroke and breaststroke)
- perform safe self-rescue in different water-based situations.

Our Curriculum

We use 'The PE Hub' website as our main resource for planning and implementing our scheme of work which takes a holistic approach.

EYFS

Body Management

Gymnastics

Manipulation and Co-ordination

Co-operatively Solve Problems

Speed Agility Travel

Dance

KS1 Curriculum

Swimming (Y2)

Outdoor Education: Orienteering

Attack Defend Shoot

Hit Catch Run

Run Jump Throw

Send & Return

Gymnastics

KS2 Curriculum

Invasion Games: Tag Rugby, Netball and Basketball

Striking and Fielding: Cricket

Dance

Swimming (Y3-5)

Athletics

Net and Wall: Tennis

Outdoor Education: Orienteering

Implementation

Curriculum Organisation

Our curriculum has been designed as a spiral curriculum with the following key principles in mind:

- **Cyclical:** Pupils return to the same skills and knowledge time and again during their time at Yarlside.
- **Increasing Depth:** Each time a skill or area of knowledge is revisited it is covered with greater depth.
- **Prior Knowledge:** Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations.

Each unit is organised into 6 lessons. Each lesson includes a focussed learning objective that delivers the concept using a range of teaching strategies including: independent tasks, paired work and group work as well as opportunities to apply to competitive scenarios such as: vs self, time and opponent.

Timetable:

We have considered factors such as the seasons, the nature of each subject and the local competition dates when timetabling our subjects. PE is taught in each class for 2 hours per week, every week throughout the academic year. We have chosen some of our units based upon the traditional sporting clubs of the Furness area.

Teaching & Learning Approach

Lesson structure

This includes warm up, skill development, skill application and cool down.

Knowledge Organisers

Accompanying each unit is a knowledge organiser which contains the key vocabulary, information and key facts. Teachers can use these to support their knowledge and share with the children. Key vocabulary can be shared and used within the lessons.

Vocabulary

Vocabulary is stated so that the teacher knows which vocabulary has already been used and language to be built upon. The vocabulary is often specific to the unit being taught and children are encouraged to use this language to improve their performance and evaluation.

Assessments

Assessments for learning and assessments of learning are made through the observation of children using and applying their skills in competitive scenarios.

Classroom Organisation

The hall is timetabled each half term to allow for each year group's PE provision. During warmer ½ terms, PE is encouraged to be delivered outside. Swimming is delivered at our local provider Dalton Leisure Centre.

The resources are stored in the PE cupboard and outside in the green containers.

Provision for Lower and Higher Ability

We use the 'STEP' principles to support our differentiation within PE.

- Space
- Task
- Equipment
- People

The 'School Games' competitions and events also allow us to provide additional provision for children categorised within different groups.

Extra-Curricular Activities

We offer a wide range of extra-curricular sporting clubs which reflect the offer of the 'School Games'. Our Sports HLTA offers sporting clubs throughout the week and some teachers also support this. We have a committed approach to the 'School Games' and our recent Platinum award reflects this.

Community Coaches

External community coaches from Onside Coaching supplement our PE curriculum and they amongst others support our school sport opportunities.

Parents

We know how important parental involvement is to support PE and healthy lifestyles. Consequently, we keep parents up to date with their child/ren's progress and achievements. We do this by:

- Celebrating sport reports in WOM assemblies.
- Celebrating competition/festival attendance and results via social media.
- Keeping our display up-to-date.
- Promoting School Games on the monthly newsletter
- Invitations for Sports Day and inter-schools competitions and festivals.
- Attainment on school reports.
- Parents' Evenings

Transitions for Secondary

We often use the Furness Academy grounds/resources for sporting competitions and festivals. We work alongside Furness Academy staff and pupil sports leaders from our trust secondary school.

Continuous Professional Development (CPD)

Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust PE syllabus. Teachers are encouraged to watch the teacher videos for each unit to develop their subject knowledge. Teachers may also be given the opportunities to learn from the community coaches who deliver their specific sport during curriculum time. Teachers have the opportunity to liaise with subject leads from other schools within our trust through Teams. Teachers also have access to wider CPD opportunities that are presented by the SGO throughout the year.

Assessment

Formative Assessment

Teacher assessment and pupil self-assessment in PE are ongoing throughout each unit. Guidance is provided for each lesson through a specific success criteria. These assessments provide the next steps for learning within the unit to develop and deepen their PE knowledge and proficiency.

Summative Assessment

Children are assessed through applying their skills to a competition or performance. The competition may be against one-self, time or opponents. We use 'Heads, Hands, Hearts' to support our thorough assessment of PE. Assessments will also be made of the children's ability to: show positive character traits (social and emotional) eg leadership or team values, apply tactics, self-evaluate, learning attitudes. PEHub provides statements that teachers use to support their assessments.

Impact

Whole School Tracking

Assessment results are input into a tracking spreadsheet which enables teachers, subject leads, and SLT to monitor progress and attainment on a half term basis as well as tracking between key stages.

Subject Monitoring

Progression of skills is monitored by discussing the subject with the children to analyse what they have learnt, understood and remembered.

		Blank	Not Achieved	Working Towards	Achieved		
Cricket	Head					Adhere to some basic cricket rules	
	Head					Explain how fielders work together to restrict batters runs	
	Head					Hit a ball using a forward drive	
	Hand					Accurately bowl a ball underarm	
	Hand					Strike a bowled ball	
	Hand					Strike a ball off a tee with some consistency	
	Heart					Stop a moving ball	
	Heart					Develop throwing skills to throw over longer distances	
	Heart					Field as a team to return the ball to the bowler/base effectively	
	Heart					As a team, apply simple tactics to choose where to hit the ball	
							Sophie B

Staff are encouraged to feedback during staff meetings.

Impact on the Children

Our children are enthusiastic and competent in PE. They have a good skill base and are able to apply their skills to competitive scenarios with confidence. Our school often represents the Furness area at county finals.

SEN children achieve well and have the opportunity to represent the school at the local festivals.

Children lead healthy lifestyles and hold positive attitudes towards PE and school sport.

Children leave Key Stage 2 with the ability to swim at least 25m and show competency in their strokes.