

PE Policy

September 2022 update

National Curriculum Aims:

The National Curriculum (2014) outlines the objectives for each Key Stage, which are taught in weekly Physical Education lessons. This is achieved through a broad variety of sporting activities, which encompasses topics such as fitness, health & mental well-being and traditional team sports. Dedicated coaches and dance teachers support the delivery of our high quality curriculum. Throughout the year, every pupil has the opportunity to receive this specialist provision from our partners. There are areas of the PE curriculum that cross over into other aspects of the wider curriculum.

Physical Education educates primary children through the use and knowledge of the body and its movement.

- ⤴ Develops physical competence and enables pupils to engage in worthwhile physical activities.
- ⤴ Promotes physical development and teaches pupils to value the benefits of participation in physical activity while at school to embed an understanding of the importance of a life-long participation of physical activity.
- ⤴ Develops artistic and aesthetic understanding within and through movement.
- ⤴ Helps to establish self-esteem through the development of physical confidence and helps children to cope with success and failure in competitive and co-operative activities.

Physical Education also contributes to:

- ⤴ The forging of links between the school, community, outside agencies and across cultures.
- ⤴ The development of fine motor skills.
- ⤴ The development of inter-personal skills.
- ⤴ The development of problem solving skills.

Aims

- ⤴ To help boys and girls equally enjoy a range of physical activities.

Be Healthy, Stay Safe, Make a Positive Contribution and Economic Wellbeing.

- ⤴ To help contribute towards the physical development of each child by providing opportunities to achieve fitness, co-ordination, stamina and strength.
- ⤴ To promote the development of a range of personal skills through PE e.g. confidence, pride, initiative, self-discipline, self-reliance and enthusiasm.
- ⤴ To provide opportunities for children to use and develop their imagination in an expressive way.
- ⤴ To provide children with opportunities to explore the links between PE and health related education and to promote good health.
- ⤴ To help children learn how to co-operate and work in a team situation. They must therefore be encouraged to value other people's contributions.
- ⤴ To encourage children to respect ability, gender and ethnicity.
- ⤴ To understand the need for safe practice in physical activities.
- ⤴ To address the increasing obesity of children and decreasing levels of physical activity
- ⤴ To achieve the national target of a minimum of two hours of structured activity per week in or outside of the curriculum

In order to achieve these aims, the National Curriculum for Physical Education recommends that the programmes of study for Key Stage 1 and 2 should include the following six areas of study:

Dance, Games, Gymnastic activities, Swimming (non-statutory at KS1), Outdoor and adventurous activities (OAA) (KS2), Athletic activities (KS2).

Intent	<p>At Abbey Meads, we are committed to inspiring our children to develop a lifelong love of sport and physical activity. We aim to equip all children with the fundamental skills to engage in team sports and individual pursuits confidently, which will progressively build throughout their time at AMCPS. Children will develop an understanding of the benefits of leading a healthy and active lifestyle and how this can contribute to improved physical and mental well-being. We are passionate about giving children the opportunity to discover a platform to engage with sport and PE in connection with Spiritual, Moral, Social and Cultural values. We promote the importance of celebrating success and developing our children's understanding that 'failure' or setbacks lead to growth and personal growth. Pupils have the opportunity to engage in competitive sports, as part of our links to the sport festivals and inter-school events. We also provide opportunities for pupils, who ordinarily would not represent school teams, to participate in non-competitive activities against other schools within the trust. Our inclusive curriculum aims to develop transferable skills including, collaboration; self-evaluation; resilience, in addition to a host of other qualities that will enable pupils to be successful in future careers as well as all aspects of their life. Pupils' experiences are enriched with our various community links to sports clubs and organisations, including, but not limited to: Swindon Town FC, Wiltshire Cricket, Swindon Dance and Fortius.</p>		
Underpinned by	<p>High expectations and mastery</p> <p>All children are expected to succeed and make progress from their starting points within P.E. They build on the skills learned previously, provide peer role modelling to others and can work on their areas of development with resilience and drive to improve. The environment should provide the children with a safe space in which to express themselves, take measured risks and showcase what they know.</p>	<p>A vocabulary rich environment</p> <p>We intend to create an inclusive and vocabulary rich environment in PE. Understanding of activity specific vocabulary helps to develop pupil's ability to perform a skill accurately. Language linked to mental wellbeing and physical literacy will be used as a reflection technique pre and post a unit. Pupils will use cross-curricular vocabulary e.g. scientific terms such as 'beats per minute' and 'oxygen', and vocabulary linked to their PE focus e.g. 'choreography'.</p>	<p>Parental engagement</p> <p>PE is mentioned in our end of year reports. Parents will be invited to watch and support our school Sports Day where children will be able to showcase some of their skills learned. Specific PE interventions will take place to support the children's physical and mental wellbeing. Parents of the children involved in these interventions will be notified. EYFS Tapestry weekly updates. Stratts & Shore for online learning lesson too.</p>

Implementation	Scheme of work
	The school has a progression of skills taken from the National Curriculum. Planning is supported by the Curriculum Map document, which outlines the PE coverage for the year. The school specially selected the <i>GetSet4PE</i> scheme, as it begins at EYFS2 as a skills and concept based curriculum, building a foundation of fundamental skills, before transitioning into traditional sports and activities units. <i>GetSet4PE</i> provides a broad coverage of physical, social and emotional aspects of PE and this links to the Curriculum Map. All year groups have access to specialist dance provision, led and planned for by Swindon Dance.
	Planning
	Teachers will follow the curriculum map and <i>GetSet4PE</i> scheme of work for PE lessons. Lessons must cover the objectives and skills outlined in their designated unit. However, teachers are given the autonomy to adapt the lessons from the scheme to suit the needs of their class and ensure that activities are inclusive. Certain activities may be specifically selected to meet the needs of SEND pupils. PE lessons are planned to incorporate both inside and outside PE lessons. EYFs also plan gross and fine motor activities each week in addition to using <i>GetSet4PE</i> .

Teaching

Children receive two weekly PE sessions, comprising of an indoor and outdoor session, which take place in either our school gymnasium, all-weather astro-pitch, school field or trim trail.

Enriching our PE curriculum, skilled specialists and dance teachers support the delivery of our high quality curriculum. Throughout the year, each pupil has the opportunity to receive specialist provision from our partners.

PE lessons are taught in whole classes where teacher's model and support children's learning using a warm-up, skill consolidation, skill development, application in sporting context, cool down and reflection. Children are encouraged to use evaluative talk as part of their learning and to explain what they are doing to others and encouraged to connect with their physical literacy. During a lesson children may work in a small group/teams, with a partner or independently to practise and reinforce their learning. Cross-curriculum links can be made across a range of subjects and will be present within lessons.

The use of video technology can be used to contextualise sports activities and sporting events within the calendar year, at a local and international level. Children, at times, are exposed to icons of sport/teams that celebrate diversity, behaviours of a leader and overcoming adversity and develop cultural awareness. Our weekly House Cup promotes sportsmanship, sense of belonging and building towards a collective goal. Children can wear their house colours on sports day. We actively participate in Sport Relief and other charity events. Sports Education Module can be used within some year groups - (issuing pupil roles in PE lessons, both performing and non-performing).

Swimming is a key life skills and all pupils have the opportunity to receive specialist tuition/training to develop water confidence, swimming competence and how to self-rescue.

Additional Opportunities for Physical Activity and PE

The use of Active Learning is encouraged across the curriculum, where teachers plan activities intended to 'break state' and get the children moving. Initiatives including: activities from 'Maths of the Day', Supermovers for times tables/grammar, Go Noodle, Joe Wicks PE, Cosmic Kids, Brain Break, Trim Trail.

We use our outdoor environment as a key part of boosting physical activity, mental-health and well-being in a variety of curriculum areas. At Abbey Meads School, we use our rich learning environment for Forest School, where facilities such as the pond, woodland areas and meadow are utilised to promote mental well-being through a love of outdoor activities. To connect with others and the world around them, our rich curriculum provides opportunities for activities including Talkies Walkies, Welly Walks and outdoor Yoga.

Active Life Ambassadors (pupils in Y5) model, run and lead activities and games, as well as coach pupils the techniques to self-regulate and think metacognitively. This takes place during lunchtime play, and goes towards addressing some of the areas identified during learning walks and National Health Data.

We also have literature on our books shelves that allow pupils to access and enjoy sport and activity in a non-physical way. Books on Sports Star Authors, biographies are available to pupils.

We have a host of sports and mental well-being clubs run weekly by our staff across the school, e.g running, football, mindfulness colouring, Forest School, Messy and More, Book Club, Active8, Strong Girls Club, as well as specialist led clubs from external professionals.

Assessment

Teachers use formative and summative assessments to direct next steps in learning. Teachers will make informal assessments continuously against the objectives throughout the unit and across the year. Teachers use end of unit assessments to make judgements against the learning objectives for that unit. Intervention is given in lesson for children who require additional support. Where there is an issue with gross motor control, children are referred for an intervention group e.g. Active8 and Strong Girl Can. At times, a metacognitive approach will be used in lessons to ascertain the children's self-assessment. For instance, running to the colour of the cone that matches the metacognition colours.

During lessons, teachers use questioning to guide lessons, support and challenge. Children are invited to evaluate their own work and the work of others.

In EYFS, skills progression documents and Target tracker are used to assess and support the fine and gross motor areas.

Cross curricular

Every opportunity is taken to ensure that other areas of the curriculum are fed into PE lessons. For example, Swindon Dance plan their sessions to link to our topics. Scientific terms are used to explain the importance of warming up and to discuss what happens to our heartbeat when exercising. Within the EYFS years elements of storytelling, characterisation and maths links are also made.

Home - School learning

- When school switches to online learning, a weekly PE video is posted (See School Vimeo Channel for examples). Interviews linked to sport and wellbeing, as well as physiology and anatomy features were also included. Children also had access to creative boards during lockdown, which included a physical element.
- Staff encourage children to complete physical challenges at home, during the weekends/holidays and their experience via Twitter, photos.
- Beat the Streets.
- Children sharing healthy meals/recipes they have cooked at home.
- Lockdown Newsletter with lockdown physical activities challenges.
- Sports Days.
- Class assemblies and Nativities include some of the skills learned in Dance
- Celebrating sporting success/excellence in assemblies, Twitter, newsletters
- Blue Kite Sports Festivals for the unrepresented

Monitoring

Teachers for EYFS, KS1, LKS2 and UKS2 work together to monitor the subject across the school. We follow the school monitoring schedule to evaluate the effectiveness of teaching and learning in P.E.

Across the year, pupil voice, planning audits, pupil skills audits and learning walks will take place and the outcomes of this work are fed back to staff and SMT. Where necessary, further monitoring and support will take place outside of the planned work.

EYFS tracks fine and gross motor development from baseline throughout the year on Target Tracker.

Extra-Curricular Engagement Register is taken to identify how physically active pupils are in school and outside of school. This builds towards Heathy Schools Award and Games Mark Award.

Impact	Pupil/Parent/Staff voice
	<p>Attitudes and values towards Sport and PE are collected from the pupils.</p> <p>Pupil voice discussions are used twice a year to gain an understanding of what pupils have developed and learned in regards to their understanding of different sports, how to keep themselves healthy (physically and mentally) and to identify their awareness of what areas of further development they may have.</p> <p>Children are given opportunities to self-evaluate and discuss their development within PE lessons.</p> <p>The Journey to School Audit allows pupils the chance to share their mode of travel to school.</p> <p>Conducting staff audits has enabled us to identify the confidence levels and skill set of our staff to deliver high quality PE. Dance and Gymnastic has been 'team taught' with specialist outside agencies, as a result of feedback from staff.</p> <p>Lines of communication with parents are encouraged continually, to report successes/concerns, as well as two annual Parent Conference Meetings, to provide feedback on development. Pupils achieves and enjoyment is celebrated through regular Twitter Posts on the AMCPS Twitter feed.</p> <p>Head Teacher coffee morning, and Parent's Forum are used as a platform to communicate with parents. In Early Years, Tapestry is used to communicate with parents, to share successes such as riding a bike, or 'Autumn Finds' during a Welly Walk. Family Learning Events often encompass a physical focus within their chosen themes.</p>
	Data
	<p>Assessment Tracker Sheets are used to identify the percentages of pupils exceeding or working below the standard for their year group. Teacher can use this to track progress; they are saved on the Staff Shared and also printed off and put into Class Assessment Files.</p> <p>Early Years tracks fine and gross motor skills throughout the year on Target Tracker; these are used to monitor the steps to make GLD, along with all other aspects of the EYFS.</p> <p>Data is gathered for pupil participating in after schools clubs/extra-curricular engagement.</p> <p>Swimming data is gathered and sent to the DfE.</p>
	Book looks/Skills Audit
	<p>After revising our curriculum, we have decided for pupils to not record in books although there are opportunities for children to document performance based outcomes. Therefore, to monitor standards of pupil attainment and the quality of teaching, we conduct an audit (twice a year) of the skills that have been taught during those three terms.</p>
	Planning audits
	<p>All planning meets the requirements of the NC, whilst ensuring the relevance of what they learn in relation to real world concepts.</p> <p>Planning ensures appropriate coverage of knowledge, skills and vocabulary.</p> <p>Opportunities for fluency, reasoning and problem solving are carefully planned for all children.</p>
Learning walks	
<p>Children are engaged in their learning and show enthusiasm for PE, as well as the specific foci for the intended walk.</p> <p>Previous learning walks have enabled us to understand the positives of our curriculum and areas of development.</p>	