



## Worthington Primary School

### Physical Education Policy

Date	Review Date	Subject Leader	Nominated Governor
May 2024	May 2027	Maddy Grover	Laurie Sanders

## Aims

### Intent

We believe that 'a high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. (The National Curriculum in England Framework Document (DfE) 2014)

At Worthington Primary school we recognise the importance of physical education in all aspects of daily life. We explicitly teach the national curriculum to ensure that all children are provided with high quality PE and sport provision. In following the National Curriculum and Early Years Curriculum, we ensure all children:

- 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.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance. PE is taught, shared and assessed through the specific areas of Physical Development (Moving and Handling, Health and Self-Care) and Expressive Arts and Design (Being imaginative and Exploring and Using Media and Materials).

Within KS1 the national curriculum states 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.

Within KS2 it states pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination



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- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and 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.

In order to ensure both development and application of skills in sports, we use individualised year group planning by [Peplanning.org.uk](http://Peplanning.org.uk). Each plan includes the Declarative Knowledge (factual knowledge concerning movement, rules, tactics, strategies, health and participation. Best practiced through spoken or written observations of a practical demonstration), and Procedural Knowledge (knowing how to apply declarative facts. Best practiced through demonstration or participation.)

Skills are built on throughout each year group, giving the children clear progression. This is mapped out in the skills progression grid. The long- term plan ensures these key skills are taught through a variety of;

- Net / Wall activities
- Invasion Games
- Striking and Fielding activities
- Target Games
- Outdoor and Adventurous
- Dance
- Gymnastics
- Athletics

### **Implementation**

Our well-balanced curriculum promotes the spiritual, moral, cultural, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life.

We strive to provide a curriculum that all pupils will find enjoyable with them understanding the relevance of their lessons. This can only be achieved by using the experience, enthusiasm and specialism of individual teachers who provide interesting, relevant, purposeful and differentiated lessons.

P.E. is taught as an area of learning in its own right as well as integrated where possible with other curriculum areas. It is taught for two one-hour sessions per week. In Key stage 1 and 2 one lesson a week is taught by a qualified sports coach from an outside agency, and one lesson is taught by the class teacher.



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In order to facilitate these lessons, we have a wide range of sporting equipment, including bats, balls, rackets, bibs, quoits and cones. We have four large outdoor spaces for PE lessons (a Key Stage 1 playground, a large, marked Key Stage 2 playground with netball posts, a large grassed playing field with football goals as well a Multi-Use Games Area (MUGA) with fixed basketball posts, as well as a 200m running track and a school sports hall.

All aspects of swimming, water safety and assessment are delivered and monitored by external swimming coaches, using an onsite swimming pool through the Pools for Schools programme. We aim for the National Curriculum standard of 25m to be reached by all children when they leave Worthington at the end of Year 6. Children who are identified as not meeting this standard in Year 6 receive intensive coaching to enable this.

Many children take part in additional physical activity outside of their PE lesson with an aim of increasing their daily activity. Organised clubs and activities take place at lunchtimes and are supervised by qualified sports coaches, lunchtime organisers and play leaders.

## **Curriculum Planning and Organisation**

We teach lessons so that children:

- Have fun and experience success in sport
- Have the opportunity to participate in P.E at their own level of development
- Secure and build on a range of skills
- Develop good sporting attitudes
- Understand basic rules
- Experience positive competition
- Learn in a safe environment
- Have a foundation for lifelong physical activity, leaving primary school as physically active

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- Invasion Games
- Striking and Fielding activities
- Target Games
- Outdoor and Adventurous
- Dance
- Gymnastics
- Athletics

Curriculum planning is managed in three phases namely:

### **Long Term Planning:**

- details what is to be taught over the year;
- previous knowledge
- includes Declarative and Procedural knowledge for progression
- provides teaching guidelines and overall objectives for each year group for the whole year.

### **Medium Term Planning:**

- organises the subject into half-termly sections;
- includes Declarative and Procedural knowledge for progression
- previous knowledge
- is more detailed and the objectives are more specific in nature;
- is developed by the teachers, who respond to the needs of their pupils;
- ensures a balanced distribution of topics is undertaken across each term.

### **Short Term Planning:**

- plans lessons in detail with specific class objectives

### **Links with ICT**

The use of information and communication technology will promote, enhance and support the teaching of this subject area.

### **Inclusion**

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.



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We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have more able, gifted and talented children. We believe that:

- more able children demonstrate a higher ability than average for the class and often require differentiated tasks and opportunities to learn through challenges;
- gifted children are those who have the ability to do well in more than one subject;
- talented children demonstrate an innate talent or skill in creative, cultural or sporting fields

We have an even greater obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

Also, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

### **Adaptive Teaching**

Adaptive teaching focuses on providing all students with the same learning objectives, but teachers will provide different levels of support as needed. This is done by monitoring student progress and adjusting instruction accordingly. For example, a teacher might provide more scaffolding or support to students who are struggling, and more challenging tasks to students who are ahead.

In P.E. adaptive teaching might be used in the following ways;

- A teacher might provide all students with the same learning goal of dribbling a ball through cones, but provide different levels of support depending on their skill level. For example, students who are struggling might have a larger space between cones, or those who are proficient dribble the ball at a faster pace.
- A teacher might change the rules of a game to make it more accessible to all students. For example, a game of football might be modified to overload the attack or to only intercept the ball (no tackling) to facilitate success.
- A teacher might modify how they question pupils to check for understanding by providing additional thinking time or peer support (think-pair-share).



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### **Special Educational Needs**

We want pupils with identified special educational needs to have full access to all subjects of the National Curriculum with teachers planning lessons that have no barriers to pupils achieving and with appropriate targets relating to the subject.

### **Competition**

We nurture the children with a talent for and interest in sport through a variety of sporting clubs, including running, football, dodgeball, multi-skills club, gymnastics, lacrosse, tennis and many more. Additionally, the school has lacrosse and football teams which take part in local league competitions.

All children in Key Stage 1 and Key Stage 2 are able to participate in Intra School Competition. There are many opportunities across the school including a Key Stage 1 Dance Competition, Lower Key Stage 2 Football Competition and Upper Key Stage 2 Rounders Competition. This encourages friendly competition in a safe, organised and fair environment.

### **Impact**

Impact of the curriculum in Physical Education is monitored through:

### **Assessment for Learning**

Teachers will:

- carry out continuous assessment;
- use short-term assessments matched to the teaching objectives to adjust their planning;
- carry out medium-term assessments to measure progress against key objectives to adjust planning;
- long-term assessments to help them plan for the next academic year;
- inform parents and carers of their child's progress and targets
- assess KS1 and KS2 pupils against the English Schools Athletics Association standards in running, sprinting, throwing and jumping;

The Subject leader will

- have termly assessment meetings with the Sports coach to discuss progress and achievement;
- input data on to the Itrack tracking system;
- record images and videos of the children's practical learning;



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- keep a record of KS1 and KS2 pupils attainment against the English Schools Athletics Association standards in running, sprinting, throwing and jumping;
- inform class teachers of KS1 and KS2 pupils attainment against the English Schools Athletics Association standards in running, sprinting, throwing and jumping in order to help them work towards and achieve Personal Bests year on year;

Pupils will:

- have learning Conversations – pupils are able to talk confidently about their learning in Physical Education to adults and to each other.
- comment and evaluate younger children’s performances in dance during the KS1 dance festival
- have focused targeted questioning

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

## **Roles and Responsibility for the Policy**

### **Role of the Governing Body**

The Governing Body has:

- appointed a member of staff to be responsible for the curriculum leadership of Physical Education;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring compliance with the legal requirements of the National Curriculum;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to:
  - visit the school regularly;
  - work closely with the Headteacher and the coordinator;



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- ensure this policy and other linked policies are up to date;
  - ensure that everyone connected with the school is aware of this policy;
  - attend training related to this policy;
  - annually report to the Governing Body on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

### **Role of the Headteacher**

The Headteacher will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
  - ensure teachers:
    - 'have good knowledge of the subject(s) and courses they teach;
    - have effective support for those teaching outside their main areas of expertise;
    - present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching;
  - check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback and in doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches;
  - design their teaching to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts;
  - use assessment well in order to help learners embed and use knowledge fluently or to check understanding and inform teaching;
  - create an environment that allows the learner to focus on learning;
- (Amended from the 'Education Inspection Framework' (Ofsted 2019))

- work closely with the curriculum leader, subject leaders and the link governor;
  - ensure compliance with the legal requirements of the National Curriculum;
  - consider disapplying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child;
  - ensure all equipment and PE facilities are up to standard;
  - provide leadership and vision in respect of equality;
  - provide guidance, support and training to all staff;
  - monitor the effectiveness of this policy by:
    - observing teaching and learning
    - discussions with pupils and members of the school council
- annually report to the Governing Body on the success and development of this policy.

### **Role of the Senior Leadership Team**

The Senior Leadership Team will:





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- provide strategic leadership and direction;
- provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain;
- coordinate a number of working parties in order to explore ways of improving the curriculum and the way in which we deliver it with a view of ensuring the highest standards of delivery and consistency in pupil's learning and teaching experiences and opportunities throughout the school;
- provide an environment that is fun, stimulating and challenging to all pupils;
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- equip children with a range of skills and a desire for lifelong learning;
- ensure appropriate coverage of the curriculum;
- provide support and advice;
- monitor pupil progress;
- ensure sufficient and up to date resources are in place.

### **Role of the Subject Leader**

The Subject Leader will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher, SLT, the nominated governor and SENCO;
- promote the teaching of numeracy and literacy within all subjects;
- be accountable for standards in this subject area;
- monitor standards by:
  - auditing the subject area
  - review of the scheme of work
  - monitoring teachers planning
  - lesson observations
  - discussions with pupils
- ensure continuity and progression throughout the school;
- devise a subject improvement plan;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- attend appropriate and relevant INSET;
- keep up to date with new developments;
- undertake an annual audit and stock take of resources;
- purchase new resources when required and in preparation for the new academic year;
- manage the subject budget effectively including allocation of Sports Premium funding;
- undertake risk assessments when required;



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- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

#### **Role of Teachers**

Teachers will:

- comply with all aspects of this policy;
- work closely with the subject leader to develop this policy;
- follow medium and short term planning;
- develop mathematical fluency, numeracy and mathematical understanding in all subjects;
- develop pupils' spoken language, reading, writing and vocabulary in all subjects;
- plan and deliver good to outstanding lessons;
- plan differentiated lessons which are interactive, engaging and of a good pace
- have high expectations for all children and will provide work that will extend them;
- achieve high standards;
- celebrate the success of pupils in lessons;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

#### **Role of Pupils**

Pupils will:

- be aware of and comply with this policy;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- follow the Worthington Way to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys.

#### **Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;



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- be encouraged to take an active role in the life of the school by attending:
  - parents and open evenings
  - parent-teacher consultations
  - curriculum development workshops
- be encouraged to work in school as volunteers;
- be encouraged to respond to curriculum information newsletter;
- asked to provide suggestions and ideas for improving this subject;
- be asked to take part periodic surveys conducted by the school on curriculum development;
- encourage effort and achievement;
- join the school in celebrating success of their child's learning.

## **Policy Procedure**

### **Teaching and Learning Style**

We use a variety of teaching and learning styles in order to develop children's knowledge, skills and understanding.

### **Curriculum Planning and Organisation**

Curriculum planning is managed in three phases namely:

#### **Long Term Planning:**

- details what is to be taught over the year;
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#### **Short Term Planning:**

- details the subject curriculum over the week;
- plans lessons in detail with specific class objectives

### **Links with ICT**



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The use of information and communication technology will promote, enhance and support the teaching of this subject area.

#### **Inclusion**

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#### **Differentiation**

Differentiation is best defined as 'the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning.' (Geoff Petty)

The main purpose of differentiation is to challenge and raise standards of learning by ensuring that curriculum objectives are accessible to all our children despite their backgrounds or abilities. We see differentiation as a form of integration and not exclusion.

Differentiation must reflect the learning objective and can be achieved in a variety of ways either by task, by support or by outcome and should be chosen by fitness for purpose.



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We want all children to achieve success, therefore we will ensure they are given differentiated tasks that are matched to their level of attainment so that they can demonstrate successfully what they know, understand and can do.

The main feature of effective differentiation is good planning resulting in effective teaching and learning with children making good progress. Also we expect to see in all classes interested well motivated children responding to challenges, children working productively on task and being aware of their own progression.

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### **Special Educational Needs**

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### **Monitoring and Review of the Subject**

Monitoring of standards of children's work and the quality of teaching is the responsibility of the subject coordinator supported by the Headteacher and the SLT.

Standards will be monitored by:

- looking at pupils work



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- subject observations
- pupil discussions
- audit of subjects
- scrutiny of planning
- general curriculum discussions

### **Contribution of the Subject to other Areas of the Curriculum**

PE contributes to many subjects within the primary curriculum such as ICT, PSHE, Science, Literacy, Numeracy and Spiritual, moral, social and cultural development.

### **Resources**

The school has a full range of resources to support the teaching of this subject throughout all year groups. Resources are upgraded and replenished when the need arises. An annual stock take and audit is undertaken by the subject coordinator in the summer term in preparation for the next academic year.

### **Training**

We ensure the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure.

### **Monitoring the Implementation and Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	