



# ST CUTHBERT WITH ST MATTHIAS CE SCHOOL

## PHYSICAL EDUCATION POLICY

### SEPTEMBER 2021

We take inspiration from our vision,

*'As a school community we are inspired by the parable of the Good Samaritan from the Bible (Luke 10:25-37), where we are encouraged to love one another courageously and with compassion. Through friendship, kindness and thoughtfulness, we will nurture each other to learn and flourish as individuals.'*

***Loving one another. Learning for our future.***

#### **OUR INTENT:**

At St Cuthbert with St Matthias CE School, we are committed to offering pupils a broad and balanced experience of Physical Education – enabling them to succeed and excel in competitive sport and other physically demanding activities undertaken individually or in groups, being appropriate to boys, girls and to those from different cultures and home backgrounds.

Pupils are taught to become physically confident in a way which supports their health and fitness and exposed to opportunities to compete in sport and other activities which build character and help to embed values such as fairness and respect.

*(Due to the impact caused by COVID-19 some of the broader elements of teaching PE may not have occurred, such as trips and visits, over the past 18 months.)*

To provide opportunities for the children to:

- develop competence to excel in a broad range of physical activities
- be physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

To develop skills through teaching which:

- develop fundamental movement
- enable pupils to become increasingly competent and confident
- enable pupils to access a broad range of opportunities to extend their agility, balance and coordination, individually and with others
- enable pupils to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations

To develop children's knowledge of Physical Education so that they:

- can apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement
- enjoy communicating, collaborating and competing with each other
- develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success



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#### **IMPLEMENTATION:**

##### **PLANNING including CROSS-CURRICULAR LINKS**

We believe that quality planning is essential in all areas of learning. Planning should be clear, succinct and ensure that all pupils are catered for regardless of their needs. Planning should also clearly show continuity and progression through learning stages.

Long term plans (curriculum maps, subject overviews for year groups) provide details of skills and both disciplinary and substantive knowledge covered across the year. Medium Term plans (termly planning documents) identify aspects to be taught each term and form the basis for title pages and lesson learning objectives.

The planning structure for each year group is organised so that progression through the subject is identified. Vocabulary for each topic taught within each year group is identified on overview pages.

We also use a cross curricular approach through subjects, linking topics where this provides valuable learning.

##### **LEARNING AND TEACHING STRATEGIES**

We follow the 2014 National Curriculum for Physical Education. To deliver the Physical Education curriculum the children work within class groups. Teachers will expose children to a range of experiential learning opportunities using equipment and resources provided by the school, including appropriate competitions or trips, and visitors will be arranged as needed.

Whole school co-ordination and support is essential to the development of artistic and creative ability. However it remains the responsibility of the PE teacher or responsible practitioner to:

- Develop pupils' understanding technique, skill and movements
- Enable the development of specific skills
- Ensure children have access to a range of equipment and resources; and they are used safely and appropriately
- Ensure that pupils engage in practical experiences and that this is done safely and appropriately
- Ensure that cross curricular links are made wherever possible and valuable
- Differentiate activities appropriately
- Review and monitor progress regularly

In the Early Years Foundation Stage, the activities are organised to promote social skills and the development of scientific language and understanding. Teaching will be based on the objectives in the Framework for Reception, working towards the Early Learning Goals. This will prepare children for starting the National Curriculum in Year 1.

##### **ASSESSMENT**

We recognise various methods of assessing a child's learning, and use formative and summative assessment to make assessment judgements.

Pupils are then identified as working at a low (WT)/secure (EXP)/high level (GDS).

##### **MARKING**



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AFL has impacted significantly on the School's Marking Policy to ensure immediate feedback is offered to the pupils. When assessing PE, teachers must assess according to the intended Learning Objective (LO). They can also make effective use of peer assessment. Once they have completed a task, pupils self-reflect on how they have done against the objective of the lesson through discussion and verbal feedback. Finally, teacher's comments include a verbal star and a wish (next step) which is addressed the following lesson.

#### **MONITORING AND REVIEW**

##### ***Lesson Observations:***

The Physical Education Coordinator, as well as the HT, will complete drop in sessions as part of the monitoring. There will also be an opportunity for formal observations to be completed as part of the Appraisal cycle. The coordinators support colleagues in developing their practice according to the results of the observations and common principles will be addressed in INSET and staff meeting sessions. Learning Walks with the governors, Diocese and RBKC advisers take place on a cyclical basis.

##### ***Planning Look:***

The HT and Physical Education Coordinator will monitor the planning at the beginning of each Term identifying key strengths and areas for development. These results are shared with all staff. ECT's and new teachers to the school receive additional planning support from the subject lead, leadership team or mentors. Staff meetings can allow time for addressing planning next steps and teachers are encouraged to seek any support, guidance or clarification from their phase leaders.

##### ***Data Analysis:***

The PE Coordinator reviews whole school data for their subject and together learning evidence and pupil voice, creates an overview analysis commenting on the standards of achievement in PE for each cohort and an overview for the whole school. Training and INSET will be scheduled according to these findings. This data also informs the School Development Plan.

Early Years Foundation Stage: The EYFS follow a thematic curriculum. There are specific topics for each term. Where reference has not been made specifically to Nursery and Reception in this policy, it is important to remember that they work from Foundation Stage Framework as this is the main tool for assessment.

#### **EQUAL OPPORTUNITIES**

Our school is an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. Where appropriate, alternative assessments (E.g. P Levels) are used to assess progress. EAL pupils are also assessed across Stages of English Language Development. Personal Learning Plans are reviewed termly and SMART targets are set to ensure progress is attainable. These form the basis for rapid progress targets which identify small steps of daily progress in a child-friendly manner. Pupils take ownership for their goals on clipboards in this way.

#### **ROLES AND RESPONSIBILITIES**

The Physical Education Coordinator and Head teacher will ensure this Policy is implemented consistently throughout the School.



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The Governing body in co-operation with the Head Teacher should determine the school's general policy and approach to Physical Education in the school.

In addition:

#### **The Co-ordinator**

The co-ordinator is responsible for co-ordinating Physical Education through the school. This includes:

- To be a role model and demonstrate good practice
- To keep the written policy document up to date and keep under review the Scheme of Work for Physical Education in line with the requirements of the National Curriculum.
- Encourage and support colleagues in the implementation of the agreed procedures and monitor the progression of activities and consistency of approach across both Key Stages
- Manage the financial allocation to Physical Education effectively and purchase and organise all resources, ensuring they are readily available and well maintained
- Monitor standards in Physical Education across the school through classroom observation, work scrutiny, teachers' planning, discussion with pupils and data analysis
- Contribute to whole-school curriculum improvement by advising SLT and Governor Teaching and Learning Committee on areas of strength and areas for development and identify clear targets to improve and sustain pupil achievement
- Lead the teaching of Physical Education by example and afford colleagues the opportunity to share in good practice
- Lead professional development in Physical Education in accordance with staff development needs and support and guide by encouraging sharing of ideas and skills
- Be aware of National development in Physical Education through reading relevant materials and attending courses when appropriate
- Link with subject leads in alternative settings to work collaboratively and benchmark standards
- Further parental involvement and knowledge by facilitating support and advice through parents meetings and in disseminating relevant information
- Submit regular feedback on standards in Physical Education to SLT and in turn the governors.
- Work to achieve equality of opportunity throughout the school

#### **Class Teachers**

The PE teacher remains responsible for the teaching of Physical Education, but liaises closely with the Physical Education Co-ordinator where necessary. The PE teacher needs:

- To ensure progression in the acquisition of Physical Education skills with due regard to the 2014 curriculum
- To develop and update skills, knowledge and understanding of Physical Education and to take advantage of training opportunities where necessary
- To plan effectively for Physical Education (with phase group partners where appropriate)
- To plan effectively for all learners, including the planning for visits to offsite settings
- To keep appropriate on-going records
- To inform parents of pupils' progress, achievements and attainment
- To keep up to date with new or revised information from the Physical Education lead or SLT
- To employ a variety of teaching styles using various methods and different techniques to enable all children to maximise their learning



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#### Parents

We encourage parents to be involved by:

- Providing them with a curriculum map so that they can support the learning of the topic at home
- Inviting them into school regularly to share in the children's learning of the topic
- Sending home an annual report outlining their child's progress and targets for the start of the following academic year
- Giving informal feedback of their child's progress in the playground at the end of the day
- Providing parents with weekly updates about Physical Education learning via our weekly newsletter and via our website

**IMPACT:** Please visit our website galleries and weekly newsletters.



**Signed:** *Chuteville*

*September 2021*

**Name of School:** St Cuthbert with St Matthias CE Primary School

**Policy review Date:** September 2021

**Date of next Review:** September 2023

**Who reviewed this policy?** Ratified by the T&L committee