

*St Alban's C of E
Academy*



*Physical Education Policy
2023-2024*

PE Policy

Intent _

At St Alban's Academy we believe that PE is a vital part of school life and ultimately our children's future wellbeing. It is therefore our intent to provide an inclusive, broad and balanced PE curriculum that ensures ALL children will benefit, whether through enhancing existing skills, learning new skills or being introduced to new sports, clubs, teams and organisations.

It is our intent to ensure children understand the importance of leading a healthy lifestyle and to equip them with the tools to do so through health and well-being education. Children must understand how to take care of themselves both physically and mentally in order to be successful as adults.

Beyond merely a subject, we believe that participating in physical activity and sporting activity is a key element of developing a school in which pupils are proud of the community in which they belong. Therefore, great emphasis is placed upon additional sporting opportunities beyond the lesson within after-school clubs, inter-school competition and festivals as well as directly trying to support the local clubs within the school's geographical area.

It is our intent to fully deliver and build upon the aims of the national curriculum for physical education to meet the needs of our pupils.

The aims of national curriculum PE 2014 are:

Ø develop competence to excel in a broad range of physical activities

Ø are physically active for sustained periods of time

Ø engage in competitive sports and activities

Ø lead healthy, active lives. The aims for each child at St Alban's are:

Ø to enable children to develop and explore physical skills with increasing control and coordination; Ø to encourage children to work and play with others in a range of group situations; Ø to develop the way children perform skills and apply rules and conventions for different activities; Ø to increase children's ability to use what they have learnt to improve the quality and control of their performance; Ø to teach children to recognise and describe how their bodies feel during exercise;

Ø to develop the children's enjoyment of physical activity through creativity and imagination;

Ø to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.

Ø to develop competence to excel in a broad range of physical activities.

Ø to be physically active for sustained periods of time.

Ø to engage in competitive sports and activities.

Ø to lead healthy and active lives.

We believe our intent links directly with our school's vision of empowering each child to learn enthusiastically, grow independently and explore inquisitively to fulfil their God given potential. Children also apply the school Christian values of friendship, trust, perseverance, justice, forgiveness and thankfulness to support themselves and their peers.

For example, within EYFS, children have the opportunity to build their independence and self-awareness of their own bodies by being introduced to fundamentals of PE, giving them the tools they need to become increasingly competent and confident and access a broad range of

opportunities to extend their agility, balance and co-ordination. Later in EYFS, children can build upon these skills by playing collaborative games with their peers, building their teamwork, communication and tolerance of each other.

These Christian values are also evidenced in KS1, where children will continue to work collaboratively throughout invasion games and team building activities. This will continue to enrich children's inquisitiveness and perseverance as they begin to explore the most effective way to achieve success when faced with increasingly challenging scenarios.

In KS2, children will receive opportunities to self-reflect on their progress over time, an essential element of our Christian distinctiveness. In Years 4, 5 and 6 children have the opportunity to go swimming, giving them increased chances of flourishing in the wider world.

We believe our intent links directly with our school's vision of empowering each child to learn enthusiastically, grow independently and explore inquisitively to fulfil their God given potential. Children also apply the school Christian values of friendship, trust, perseverance, justice, forgiveness and thankfulness to support themselves and their peers. Our PE curriculum is underpinned by 'Activity with Purpose' which supports every child to develop socially, healthily and creatively as well as physically, promoting a love of lifelong participation in physical activity.

Implementation

With our committed to meeting the requirements of the primary National Curriculum and ensuring that ALL the children will receive high quality PE lessons which are planned, sequenced and mapped out in broad and balanced blocks to support children's progression in physical activity and skills. Professional sports coaches are used to compliment the teaching and to provide subject knowledge development for the teachers as part of our CPD plan. This ensure the provision is of the highest quality.

In order to achieve our intentions of ALL the children receiving high quality PE lessons, the school, through the PE subject leader, supports staff to gain confidence and competence in teaching high quality PE. This ensures that the ambitious curriculum which is planned and sequenced is well resourced in terms of staff competence, subject knowledge and pedagogy. The PE subject leader works with all staff to ensure that they understand the sequence of learning and how the content supports the wider progression of pupils in our school. All staff are also supported to differentiate and adapt their planning to meet the needs of our pupils through CPD and also looking at how to challenge all learners irrespective of their individual starting points. Staff will have high expectations and use these to ensure pupils make good progress, recording this on our assessment forms to help inform planning and teaching.

We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

We use a variety of teaching and learning styles in PE lessons across the school. Our principal aim is to develop the children's knowledge, skills and understanding in fundamental core skills and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we

encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other; using and accessing a range of different PE resources.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability and age of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as an 80m sprint;*
- setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump;*
- grouping children by ability and setting different tasks for each group, e.g. different games;*
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.*

Swimming is taught in addition to this in Years 4, 5 and 6, with each year group spending a term each at the pool in order to meet and wherever possible to exceed the requirements for swimming as set out in national curriculum PE 2014 (namely to achieve the distance of 25m, effect a safe self-rescue and to use recognised strokes). We believe that swimming is an important life skill and a way for children to engage in a broad range of water based physical activities throughout their lives. It is our intent that all pupils leave our school able to swim the minimum standards set out.

Each year group, across all key stages, will receive a minimum of 2 hours of PE each week with additional sporting clubs run every lunchtime and after school on most nights. Sports coaches, together with the PE subject leader, help to coordinate the Playground/Sport Leaders - pupils who provide additional sporting opportunities on the playgrounds each day. Children will also have the opportunities to participate in a wide range of competitions through competitions within the school, inter-school competition and other opportunities.

Organisation and planning

PE is a foundation subject in the National Curriculum. Our school uses the national scheme of work as the basis for its curriculum planning in PE. We have adapted the national scheme to the local circumstances of the school. As required, we teach dance, a range of games and gymnastics at Key Stage 1. In Key Stage 2 we teach dance, games and gymnastics, outdoor and adventure activities, swimming and water safety, and athletics.

In EYFS 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, which underpin the curriculum planning for children aged three to five years of age. 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 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.

In KS1 children should develop core movement and fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and others) and cooperative physical activities, in a range of increasingly challenging situations.

In KS2 children should continue to implement, develop and apply a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to succeed in different activities and sports and learn how to evaluate and recognise their own success.

Our Children's Curriculum Charter

Our children are entitled to a world class curriculum which enables them to:

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

Impact

At St Alban's Academy, through our rich and broad PE curriculum we are enabling children, regardless of their starting points, to gain the knowledge, skills and understanding they need to apply to their PE learning and development. Each of our children is individual and unique and each has a potential that we need to unlock. This will impact greatly on all our children's ability to acquire the knowledge, skills and understanding needed to make appropriate choices about their physical and mental health. Wherever possible we align our extended curriculum with the core PE curricular offer to enhance learning and extend opportunities for greater depth. The curriculum will develop positive self-awareness in children as they become physically competent. They will also

demonstrate a healthy attitude to all forms of physical activity, to competition, showing respect for individuals, teams, officials and coaches.

We will ensure that the curriculum is regularly monitored and reviewed by senior leaders, subject leader and our children. The learning and outcomes will be monitored and feedback will be given around what is going well and what are the ways to grow.

Our assessment system of building blocks will be used by the children and staff to reflect on the progress that is being made over time. Senior Leaders will evaluate progress that has been made and the impact of the curriculum to ensure all pupils, including the most disadvantaged and pupils with SEND have been given the knowledge and cultural capital they need to succeed in life.

Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons and the children's individual building blocks. At the end of a unit of work, teachers make a judgement of attainment against the National Curriculum age related expectations. They record this information and use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

From years 1-6 assessment opportunities have been put in place to assess the skill level of children of core skills. These core skills are the fundamentals in coordination, balance and agility and support the planning and delivery of individuals with a range of different games, dance and gymnastic learning opportunities. Teachers and sports coaches support the children in taking ownership of their learning in PE by encouraging them to assess where they feel they are and how they can improve further. This is recorded regularly in a tracking system, which moves with the child throughout school. Through each unit teachers/sports coaches can build on these fundamentals in order for children to make rapid progress across a lesson and over time.

The PE subject leader keeps photographic and video evidence of children's work (in a portfolio). This demonstrates what the age related expectations are for each year group across the school.

The quality of education will be evaluated to ensure that it enables children to achieve the highest standards and supports them in being confident, resilient, self-motivated independent learners with the skills to be a lifelong learner.

Termly observations are also completed by the PE Subject Leader.

Review

This policy will be reviewed annually by staff, SLT and Directors of the Trust/CEO.