

# Longfields Primary School and Nursery



## Physical Education Curriculum Vision Statement and Policy

### Physical Education Vision Statement

We aim to provide an exciting and creative curriculum which provides every child with the skills, knowledge and motivation required to become physically literate, equipping them for a healthy and active lifestyle.

At Longfields school, we recognise the importance of Physical Education to the health and well-being of every child. All children have an entitlement to a well-resourced and rich learning environment that promotes lifelong participation in physical activity or sport. The school will demonstrate an atmosphere that promotes celebration of successes and achievements so that children learn to value each other. We are committed to providing all pupils with at least two hours of high quality PE per week delivered by confident and well trained teachers. Regular staff training is provided through our membership with North Oxfordshire School Sports Partnership and specially trained P.E. mentor. Varied and sympathetic approaches to teaching endeavour to provide stimulating, enjoyable and challenging learning experiences for all pupils, groups and individuals with our child centred approach offering children the opportunity to develop skills, have time to reflect, consolidate and apply their learning in a range of physical and sporting contexts. Children are regularly involved in intra school competitions. Children across school have the opportunity to take part in school competitions and festivals, extra-curricular sporting clubs, interschool competitions and sports festivals.

#### PE Curriculum Aims:

The School's aims for Physical Education have been developed in connection with the aims of the Physical Education National Curriculum, ensuring that all children:

1. Develop knowledge, skills, understanding, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency (acquiring and developing).
2. Develop an increasing ability to select, link and apply skills, tactics and compositional ideas (selecting and applying).

3. Improve observation skills and the ability to describe and make simple judgements on their own and others' work, and to use their observations and judgements to improve performance (improving and evaluating).
4. Develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising (knowledge and understanding of fitness and health).
5. Develop the ability to work independently, and communicate with and respond positively towards others (working alone and with others).
6. Promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being (applying safety principles).
7. Children of all abilities will be encouraged to join clubs and organisations with the aim of extending their interest and involvement in sport.
8. Through the Government Funding for Sport, the School will, where possible, provide opportunities for both pupils and teachers to work with and alongside PE specialists and sports coaches to develop the skills and expertise of staff to provide better coaching, mentoring and advice to pupils across the whole PE and sport spectrum.

### **Entitlement**

We will provide a well-balanced curriculum which covers the statutory requirements for the PE National Curriculum. During the Foundation Stage, activities are based on movement, drama, dance and outdoor activities. In KS1 we will cover units in dance, gymnastics, coordination, agility and balance. In KS2 we will cover units in dance, gymnastics, games (including striking/fielding, net/wall and invasion), swimming, athletics and outdoor and adventurous activities. Outdoor and adventurous activities will be enriched in Years 3/4 and Years 5/6, through residential stays at an outdoor education centre. Lesson units will be based on acquiring and developing, selecting and applying skills, tactics and compositional ideas, evaluating and improving performance and knowledge and understanding of fitness and health, from the National Curriculum PE strands for 2012. Children will learn a range of skills through physical me, thinking me, social me and healthy me strands.

### **Time Allocation**

We aim to provide each pupil with an average of two hours of P.E. per week, over the course of a year.

### **Staffing**

P.E. is taught throughout the school primarily by each class teacher, but will on occasions be supported by our NOSSP Partnership mentor. Oxfordshire provide a qualified swimming instructor to oversee the teaching of swimming at Bicester Sports Centre and

in addition the children are accompanied to the pool by at least two members of staff who work under the direction of the swimming instructor, at least one of whom has current training in teaching swimming, in line with Oxfordshire guidelines.

### **Teaching and Learning Style**

We use a variety of teaching and learning styles in P.E lessons. Our principal aim is to develop the children's knowledge, skills and understanding 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 and that of their peers through formative and self-assessment. Within lessons we give the children the opportunity both to collaborate and to compete with each other. By giving the children use of a wide range of resources they are able to experiment and use their natural creativity to investigate physical skills. In all classes there are children of differing physical ability. Encouragement and praise from teachers and peers alike has a positive effect on a child's motivation. But we also strive to provide suitable learning opportunities for all children by matching the challenge of the task to the ability 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.
- Setting tasks of increasing difficulty, where not all children complete all tasks.
- Grouping children and setting different targets for each group.
- Providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.
- Providing opportunities for children to lead and support each other.

### **Curriculum Planning, Assessment and Reporting**

- The subject leaders are responsible for overseeing the planning and monitoring of PE to ensure requirements are being fulfilled. Relevant units are made available to all staff and they are then expected to adapt and develop their programme of work to be taught in their class. They will be expected to annotate plans, evaluate these units and feed back to the subject leaders. This allows for curriculum review in relation to content, progression, continuity, teaching and learning. Individual lessons should be evaluated to inform planning and ensure differentiation.
- As a school, we have developed a set of 'expectations', developed from the Rawmarsh schemes of work for pupil achievement. Pupils' progress will be monitored and recorded by the individual class teacher to set realistic targets for the individual pupil, based on their strengths and weaknesses and in line with

national guidance and our expectations. Assessment and achievements are formally reported to parents through the school's annual reporting process, indicating whether the individual is working in line with, above or below national expectations.

### **Differentiation**

Physical education in the school will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils

The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEND Code of Practice. Some pupils may need specialist equipment and approaches or alternative or adapted activities, consistent with school based intervention augmented by advice and support from external specialists. Any classroom support provided must extend into physical education lessons as appropriate. Teachers, support staff and coaches working with the children will be made aware of any pupils who have special educational needs or medical conditions. The SENCo will liaise with all staff to ensure all pupils' needs are met in relation to teaching and learning in PE. All staff should read the risk assessment for areas where PE is taught. All staff will ensure that any medication for their children is in the location where PE takes place (Inhalers / epi-pens etc).

### **Cross-Curricular Links**

Whilst retaining its unique contribution to a pupil's health, safety and movement education, physical education also has considerable potential to contribute to much wider areas of learning. Where appropriate, planning for PE should be integrated into all other subject areas through active learning activities. CPD and training will be supported by subject coordinators if required by other staff.

### **Extra-Curricular Opportunities**

The extra-curricular programme compliments and supplements the range of activities covered in curriculum time. Both teachers and qualified coaches are used at some of these sessions, but a member of staff will always be present. We follow a full range of inter-school fixtures, tournaments and festivals as a member of the Cooper family of the NOSSP partnership. Staff will notify pupils of any cancellation, rearrangements of clubs as soon as possible. The school will strive to offer a variety of opportunities as

additional extra-curricular opportunities, through lunchtime and after school clubs in sport above and beyond the two hours a week curricular entitlement.

### **Equipment and Resources**

All resources are regularly reviewed (annually) in order to ensure they are appropriate to the range of ages, abilities and needs of the children in order to enhance learning. Resources are kept in the store cupboard in the hall. Resources should be counted out and counted in, returned in good condition and working order. It is everyone's responsibility to ensure the cupboard is kept orderly and safe. This ensures safe practice and that equipment is kept in good order.

The pupils should be encouraged to look after resources and to return all equipment to its correct place, where feasible. Teachers should teach children how to carry, move and lift equipment safely. There should be progression in the expectations of what children are expected to help with in ensuring resources are returned tidily and to the correct place (staff should oversee). Staff expected to 'set up' and move any apparatus to be used. Any damage, breakage or loss of resources should be reported to the PE Subject Leaders as soon as possible. Any damage observed to a piece of apparatus which could cause subsequent injury must be isolated from use, and reported. No other groups or individuals should be able to access the resource until such time as it is made safe. Teaching books and resources for teachers are located in the school staffroom.

### **Health & Safety**

This school follows the follows Oxfordshire County guidelines for health and safety. Appropriate clothing must be worn and changing procedures followed. Any hazards must be removed, including jewellery before taking part in P.E. In addition to all pupils being taught how to handle and carry apparatus, resources appropriately, they should also be taught to recognise hazards, assess the consequences of risks and take steps to control the risks to themselves and others. The hall must be kept in a tidy state and free from hazards. Staff should always conduct a visual risk assessment in the area they are teaching PE to ensure that it is safe to do so. Staff will be regularly updated and will be supported by access to relevant training either in school or on appropriate courses delivered by approved providers. Staff should alert the PE Subject Leader if they feel they have any training needs.

**Apparatus-** The apparatus that children use should be progressive. The equipment should be set up in line with approved safety guidance. Staff must only use equipment appropriate for the age of the children.

**Mats-** The mats are to be used for floor work and signalling where to exit the apparatus. The mats are not crash mats and should not be used as a method to cushion a fall, as this

could encourage children to take unnecessary risks. Defects should be reported to the PE Subject Leaders immediately upon detection.

### **Sports Premium**

The government provides additional funding to improve provision of physical education (PE) and sport in primary schools. This funding - provided jointly by the Departments for Education, Health and Culture, Media and Sport - has been allocated to primary schools and is ring-fenced so it can only be spent on development of PE and school sports. Primary schools are responsible for the spending of the fund and are responsible for showing the impact that this provision has had on promoting the subject across the school. Historic spend and outcomes can be seen on the school website. School Leaders are responsible for how the Sport Premium money is spent and how this has improved outcomes for all children.

### **POLICY DEVELOPMENT**

This policy has been developed in consultation with family SSCO and school mentor.

**Nov 2021**

**Date for Review: Nov 2023**