

King's Hill Primary School



P.E. Policy 2022 – 2023

Contents

- 1. Curriculum Statement**
- 2. Teaching and Learning**
- 3. Assessment**
- 4. Planning and Resources**
- 5. Organisation**
- 6. EYFS and KS1**
- 7. KS2**
- 8. Equal Opportunities and Inclusion**
- 9. Role of the Subject Leader/Team**
- 10. Parental Involvement/Home Links**

Introduction

Why is PE so important at King's Hill Primary School?

Physical activity is a very important part of our school day. PE gives children the opportunity to be active every single day. In order to attract children to being physically active in our school we offer an array of different activities and sports to appeal to everyone. Not only does exercise improve a child's overall health and fitness it helps to improve their mental health and cognitive development as well, by doing physical exercise, children are more likely to concentrate and maintain focus in lessons. As well as strengthening muscle and bones, exercise builds confidence, inspires positivity and improves social skills.

As the PE coordinator, my role is to ensure that there is consistency of teaching, continuity in context and skills, and there are high quality experiences of learning for all pupils in line with the national curriculum requirements and OFSTED recommendations. As a coordinator, it is important to maintain an up-to-date knowledge of local and national initiatives, by attending relevant courses and disseminate that information to the staff. In turn, I will support staff with the planning and delivery whereby pupils are able to develop and form new skills within a variety of activities. Through our community links, staff and pupils will be supported in attending as many competitions and experiences.

The coordinator should be able to review, monitor and evaluate current practice (including schemes and policies) and provide feedback to the Senior Leadership Team. Through my own good practice, knowledge and awareness of PE, I should be able to lead by example, support, motivate and advise staff, and work alongside them in the development of their practice. Through assessment and monitoring, pupils should be demonstrating progression throughout their school life in preparation for adulthood.

The coordinator should continue to develop the partnership with Streetly Academy, which the school has had in place over the last three years, utilising their practical expertise and guidance in delivering and monitoring PE. In addition, the coordinator should effectively liaise within the network of schools to organise and participate in a range of competitive activities and continue to attend professional courses and enrol staff to improve their CPD.

To ensure the longevity and sustainability of PE, the coordinator (with the support of the Head) must be familiar with the separate Sports Premium government funding and its corresponding action plan. With more experience, the coordinator should be evaluate and personalise the Sports Premium action plan (where funding has been approved for the next academic year) based upon the requirements of the school.

1. Curriculum Statement

Intent

Early Years

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both

objects and adults. By creating games and providing opportunities for both play indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Key Stages 1 and 2

The national curriculum for physical education aims to ensure that all pupils:

- 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.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

The national curriculum subject content for Key Stages 1 and 2 can be found within Implementation. Swimming is applicable within both Key Stages 1 and 2.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- 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.

Implementation

King's Hill Primary School provides PE from EYFS to Year 6. On a daily basis, all year groups provide breaks through outdoor play as outlined below.

- Years 1 and 2 – forty-five minutes (x2 breaks)
- Years 3 and 4 – twenty minutes (x1 break)
- Years 5 and 6 – thirty minutes (x1 break)

In addition, timetabled curricular PE is provided consistently for at least one hour a week and Years 4 and 5 partake in weekly swimming and other physical activity for an additional one hour a week (with the latter completing one term). The recent developments of resources and outdoor spaces now provide the pupils with improved facilities as they benefit from the new fitness and gym equipment in the playground, climbing wall, gymnastics area, obstacle course, garden areas, Early Years playground, woodland area and the hall. Years 5 and 6 consistently play football as a result of the new football pitch with the support of staff.

Impact

- Through pupil voice it is evident that pupils are thoroughly enjoying being challenged physically and socially and appreciate the safe and stimulating learning environments.
- Teachers are consistently planning and delivering a range of physical activities largely with the support of the Striver curriculum.
- As per feedback from staff, staff are using the resources provided far more from the PE cupboard appreciating the ease of access to all the equipment.
- Planning demonstrates that staff are utilising a range of resources: equipment, PowerPoints, videos and images to improve learning outcomes.
- Staff are using the assessment tracker to record pupils' attainment as shown during staff training.
- Having met with the EYFS leader, they endeavour to provide a holistic curriculum that achieves physical development through everyday activities. Those activities work on the children's fine and gross motor skills.

2. Teaching and Learning

A typical PE lesson lasts approximately 50 minutes. PE is taught weekly, and provides opportunities to improve physical, social, mental wellbeing and theoretical understanding as demonstrated by an outline of the approved planning scheme:

- Review prior learning and skills to help consolidate pupils' development.
- Sharing of technical vocabulary where pupils can demonstrate and improve their theory and understanding of the skills.
- Healthy and safety routines which allow pupils to perform skills precision and accuracy in a safe manner.
- Partake in warm up and cool down activities that prepare and improve pupils' overall health and increase their longevity to continue to use the required skills within sports and physical activities.
- Fun individual/ team games to improve the above range of outcomes and provide an opportunity to practise and demonstrate the taught skills.

Additional physical activities

Additional time for physical activity is timetabled through a range of extra-curricular activities. One class from Years 4-6 benefit from swimming lessons at the local leisure centre. Through the Streetly Academy partnership, activities promoting PE are scheduled during schools hours and afterschool. Physical play is promoted throughout the school with expertise of the staff and equipment available on the playgrounds.

3. Assessment

Summative assessment takes place at the end of each unit (half term) using the school's PE assessment tracker which provides the requisite skills for each year group. Pupils are graded

with working towards the standard (WT), working at the expected standard (E) and achieving greater depth (GD). Staff are able to complete summative assessments at the beginning of each unit to establish their current levels and amend them accordingly at the end of each unit.

4. Planning & Resources

A LTP has been devised for Years 1 to 6 to follow to ensure coverage and progression of the skills across the school. The use of resources are available on Striver, iMoves and equipment from the dedicated PE stockroom to support the delivery of the staff's planning. Staff are to inform the PE leaders of any further equipment that is required or needs replacing.

5. Organisation

The school largely follows the Striver curriculum and the iMoves curriculum whilst also allowing teachers to adapt planning to the needs of their pupils with the support of the PE leaders. All planning underpins the skills as set out in the school's assessment criteria.

6. EYFS

Within Early Years, PE is achieved through the focus of physical development. Whilst it is not a standalone subject, Physical development is achieved through a range of cross-curricular activities that aim to improve the children's fine and gross motor skills. Those activities can be within 'free play' and 'guided play'. The free play activities are child led, however purposefully set up by the adults to meet the ever-changing needs of the children. The staff establish those needs through assessing through observation, known as "in the moment" – a means of formative assessment allowing for free time to be guided for. Staff ensure that all the 'Enabling Environments' are conducive to having lots of activities to practise using skills.

The outdoor environment is regularly and consistently used in EYFS directly addressing the pupils needs as well as combining with the requirements of the chosen curriculum – Development Matters. Planning is consistently underpinned by the 'Seven Features of Effective Practice' and the 'Characteristics of Effective Teaching and Learning'. The planning caters for whole class teaching and age appropriate activities with a heavy focus on personalised learning. The latter is achieved through adult support with a present target being that the practitioners are mindful of the next stages of development in order to inform new planning. In preparation for Key Stage 1 PE, EYFS ensure they meet the demands of PE by practising routines that support health and safety.

7. Key Stages 1 & 2

Key Stages 1 and 2 during the 2020/21 academic year have largely been using the newly implemented Striver curriculum. Striver has been created with a sole purpose: To improve primary aged pupils long-term physical and mental wellbeing. It aims to ensure children of all abilities feel motivated and engaged, and teachers of all experience levels feel confident and in control. Staff are using the Striver planning on a weekly basis with most year groups editing the planning onto the school's proforma. Striver is implemented following a sequence of activities - practising a personal

best skill; warm up; individual/pairs practising skills and team activity. Striver has allowed for pupils to focus on specific skills with aim of practising and refining as much as possible. In turn, these experiences are progressively built into competitive games from individual to team activities. The school follows its own customised assessment tracker that interlinks with Striver. The skills within the assessment tracker are generic allowing for them to be fulfilled across a range of activities. After each half-term activity, staff mark against each skill on the assessment grid.

In Key Stages 1 and 2, PE is generally taught as a standalone subject. There have been some opportunities in certain year groups to make use of cross-curricular links. Year 6 planning demonstrates how to adapt recommended planning to cater for all types of learners taking opportunities to include such resources as visual examples.

Both outdoor and indoor facilities are used consistently to provide fun and safe learning environments. When required, staff prepare learning spaces by organising the resources beforehand and laying out equipment to maximise teaching and learning opportunities.

Largely, Key Stages 1 and 2 have made use of the recommended Striver curriculum using the school's proforma. Staff have also chosen other curriculums to support the delivery of PE with a range of additional resources that are attached to them. The assessment trackers have been used for each year group whereby staff having been marking against each skill that has been achieved by the pupil. Assessments are typically carried out at the end of each term. Progress can be established for each pupil across each year group only. In its current format, it poses various limitations such as what level the pupil is achieving, and the analysis and evaluation of data in order to support those children that are not achieving.

As part of the September launch project – 'King's Hill Coming Home', PE was taught with various cross-curricular links to History, PSHE, Geography and Design & Technology underpinning the ethos that 'Team is Everything'. The school also benefitted on building links with the local football clubs – West Bromwich Albion and Darlaston Town. In addition, Year 6 pupils have had the opportunity to engage in extra-curricular competitive activities within the community – a rounders tournament.

Due to the Covid pandemic, the teaching of PE has been adversely affected especially in the Spring 2021 terms. Not all units of PE have been taught this year hence, across the school, there are blanks on the assessment tracker for specific skills. During lockdown, year group bubbles isolating and/ or staff working from home it was not possible to follow the PE curriculum. However, staff encouraged pupils to participate in at least some of physical activity for at least thirty minutes per day. Some year groups were participating in 'PE with Joe' as part of the online learning programme.

8. Equal Opportunities and Inclusion

The school is committed to ensuring the active participation and progress of all pupils in their physical development and its other other beneficial associated outcomes. All pupils will be given equal opportunities to achieve their best possible standard, whatever their current attainment and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation or the progress of which they are capable.

Differentiated activities and adult-led support ensures an inclusive and stimulating learning environment for all pupils' abilities. Differentiation can also be evident via the different range of wellbeing and theoretical outcomes.

9. Role of the PE Team

The team members will:

- Work to raise the profile of PE at King's Hill through best practice. They will provide support as required as part of the staff members continued professional development.
- Involve the school in 'celebrations' of PE and prestigious sporting events, including participation in physical challenges.
- Monitor progression and continuity of PE throughout school through observations, pupil voice and staff feedback.
- Ensure that all staff have access to year group plans and the required resources to deliver approved planning.
- Ensure that all staff have access to professional development including support in how to formulate lessons based upon the skills as laid out in the assessment grid.

10. Parental Involvement/Home Links

At King's Hill, we recognise that parents and carers have a valuable role to play in supporting their child's physical development learning and the theoretical understanding that underpins this.

- PE policy is readily available on the website.
- Parents to be informed of their child's progress and is communicated in written school reports.
- PE is to be promoted by parents being invited to observe and participate in Sports Day (only when this meets the health and safety standards as guided by the local council).

To be reviewed July 2024