

St Mary Cray Primary Academy

PE Policy

January 2020

Policy approval	January 2020
Policy renewal	July 2020

1. Aims and Objectives

Physical education at St Mary Cray (SMCPA) aims to develop the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. We do this by teaching the core values of the national curriculum through a variety of activities: these include but are not limited to: dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities such as 'Forest Schools'. Physical education promotes an understanding in children of their bodies in action and aims to improve their physical literacy. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle, leadership, volunteering and risk taking. We aim to enable the children of SMCPA to make informed choices about physical activity throughout their lives and understand the importance of physical fitness.

The aims of PE at SMCPA are to:

- Enable children to develop and explore physical skills with increasing control whilst increasing their agility, balance, co-ordination, fitness and strength;
- Encourage children to work and play fairly with others in a range of group situations and develop their communication and perseverance skills;
- Develop the way children independently perform skills and apply rules and conventions for different activities and sports;
- Increase children's ability to use what they have learnt to improve the quality and control of their performances across a variety of different sports and contexts;
- Teach children to recognise and describe how their bodies change and feel during exercise and the importance of their fitness on their longer term mental and physical health;
- Develop the children's enjoyment of physical activity through team games, acquisition and development of new and existing skills;
- Develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success;
- Develop a competitive ethos in the children so they learn how to embrace challenge, success and failure as individuals and groups.

Profile:

The head of PE leads a staff meeting at least once a year to keep staff up to date with government policy and ensure that PE is deemed as a hugely important aspect of school life. To this end the school website is used as an important tool to further raise the profile of

Physical Education at SMCPA. The Head of PE is to ensure that the website contains: A register of children representing the school in competitive fixtures as well as the results, current expenditure and impact documents as well as previous academic year accounts, an up to date PE policy, photographs documenting high quality PE at SMCPA as well as contact information of local clubs and organisations. The school is also committed to achieving nationally recognised awards and we have reaffirmed its commitment to the health and wellbeing of the children here by confirming our intention to apply for Sainsbury's Competitive Mark bronze and Healthy Schools silver by the end of the academic year 2020/2021.

2. Teaching and Learning Style

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 as well as modelling excellent practice themselves. We encourage the children to evaluate their own work as well as the work of other children using a variety of devices including I.C.T. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of safe and high quality 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 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 appropriate levels, where all children are challenged to improve according to their individual ability;
- Providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment;
- Gifted children are offered chances to excel within lessons as well as specialist work with the head of P.E leading towards competitive fixtures with other schools;
- Children who are assessed to not engage in P.E or whom are not as fit and healthy as their peers are offered support from the head of PE via our change for life clubs.

3. PE Curriculum Planning

PE is a foundation subject in the National Curriculum. SMCPA uses Power of PE planning based on targeted sports/games and delivered in conjunction with specialist coaching. In Key Stage 1, we teach basic skills in dance, team games, individual multi-skills, gymnastics, outside adventurous activities as well as offering swimming to Years 1 and 2. In Key Stage 2 we teach compulsory dance, games, (invasion, net and field striking, health and fitness) gymnastics, swimming and water safety, athletics, circuit training and outdoor and adventurous activities. The planning provided is progressive, which allows us to build on skills year on year, and offers a wide variety of sports which we will feel will benefit the demographic of our school whilst offer extra opportunities in sports not widely available in our locality.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage.

Long Term – This is an overview of different PE activities for each term and encompassing all areas of the PE curriculum.

Medium Term – Half-termly plans outline progressive teaching points, strategies and steps for each group. These plans are linked to previous teaching and learning as a sequential element of the curriculum map and are used to build towards intra-house competition..

Short term – each lesson is planned and delivered to promote the progression of children's skills, knowledge and abilities. Teachers and PE mentors plan and team teach as part of the school's sustainable PE professional development strategy. All teachers are offered the support of the head of PE as well as teaching alongside an internal PE specialist and have access to our Power of PE scheme of work.

4. Sports Premium Funding

SMCPA uses the entirety of our allocated funding to make additional and sustainable improvements to the quality of PE and sport that we offer. The sports premium funding is used exclusively to:

- develop or add to the PE and sport activities that we already offer
- make improvements now that will benefit pupils joining the school in future years

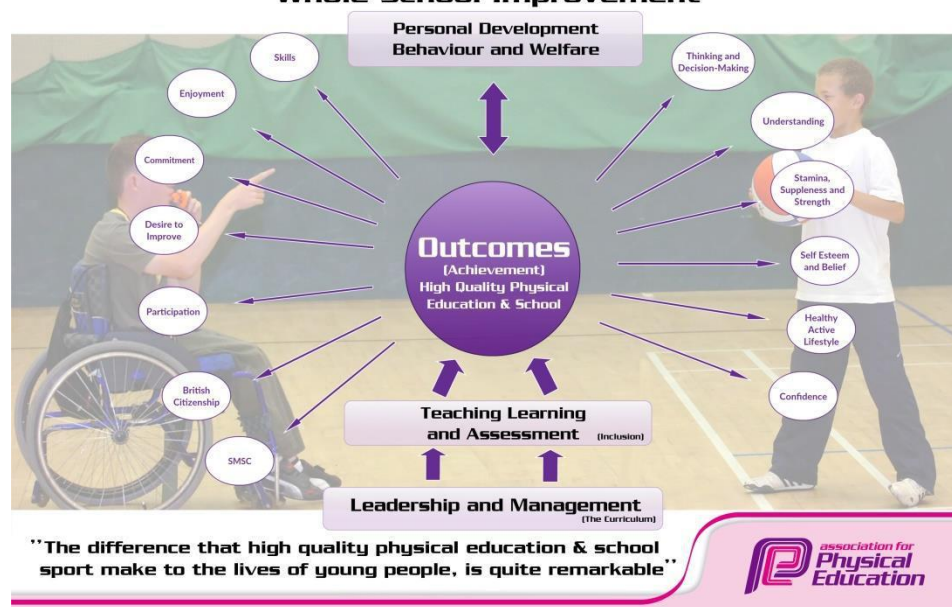
As a legal requirement the school has an overview of the spending and impact displayed on our website so that our parents are aware of how the funding is allocated.

5. The Early Years Foundation Stage

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.

6. Contribution of PE to teaching in other curriculum areas

The Difference Physical Education & School Sport Makes to Whole School Improvement



PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance and Maths based on the skills taught and analysed. These are two key components of the Power of PE package.

We use ICT to support PE teaching when appropriate. In dance and gymnastics children make video recordings of their performance, and use them to develop their movements and actions. Older children compare each other's performance from recordings and use these to improve the quality of their work.

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things by working together in teams.

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

7. Teaching PE to children with Special Educational Needs

At SMCPA Primary School we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs, whilst adhering to any IEPs in each cohort.

8. Assessment and Recording

The Head of PE demonstrates what the expected level of achievement is in each area of activity in PE in each year of the school via observations and discussion with class teachers, and, in addition to this, pupils assess their performance and progression using the same criteria. At time of writing, plans have been submitted to The Spring Partnership Trust to use the Power of PE assessment tool formally, and use it alongside our Target Tracker system of assessment to analyse the performance of key marginal groups.

9. Resources

There is a wide range of resources to support the teaching of PE across the school which are audited and ordered by the head of PE. We keep all PE equipment safely and neatly in the PE store, and this is accessible to sports captains only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school playground and playing field for supported and structured games and athletics activities and a local school's swimming pool for swimming lessons.

10. Health and Safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. The governing body expects teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the school is that no jewellery is to be worn for any physical activity. Risk assessments are carried out regularly and normal operating procedures (NOP) and emergency action plans (EAP) are in place and reviewed annually.

11. Monitoring and Review

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the head of PE. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leader gives the headteacher an annual summary report in which he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The PE team undertake lesson observations of PE teaching across the school and reports to the SLT.

12. Extra-curricular activities

The school is committed to ensuring that our children are increasing the amount of time that they spend being active when not within curriculum hours. As a result SMCPA strives to ensure that the children are offered a wide range of after school clubs that are either free or greatly subsidised by the school – at time of writing we provide fun fitness, dance and football clubs after school as well as football at lunchtime.

We have a stated aim of attending 80% of borough led competitive events and will begin to increase the numbers of children representing the school competitively by utilising the Trust minibus in the Summer term. Moreover, our breakfast and after school clubs have a focus on active sessions and so provide opportunities for physical activity at least once during each session and classes provide morning exercise sessions for all pupils – ensuring that all children are provided with at least 2 hours of Physical Education per week.

L Frost – January 2020