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Coton-in-the-Elms C of E Primary School

Physical Education Policy

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INTENT

1. Introduction

The 2014 National Curriculum for Physical Education aims to ensure that all children:

- 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

2. Ethos & Aims

At Coton in the Elms Primary School, we believe that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. A broad and balanced physical education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils.

Through the selection of suitably differentiated and logically developed tasks, it is intended that pupils, irrespective of their ability, will enjoy success and be motivated to further develop their individual potential.

Skills will be taught using a balance of individual, paired and group activities, involving co-operative, collaborative and competitive situations, which aim to cater for the preferences, strengths and needs of every pupil. Such activities, experienced within a range of areas of activity, aim to promote a broad base of movement knowledge, skills and understanding. They also aim to develop a pupil's ability to work independently and to respond appropriately and sympathetically to others.

The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem-solving.

Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness. This work is closely aligned with the criteria for achieving National Healthy School Status and especially those for Physical Activity.

The School's aims for Physical Education are:

- An enjoyment of sport and of physical exercise through creativity and imagination;
- An understanding of the importance of exercise in maintaining a healthy lifestyle, with an appreciation of the value of safe exercising and the knowledge of how fitness, exercise and health effects the body and positively impacts the mind;



An appreciation of the concepts of fair play, leadership, honest competition and good sportsmanship through the application of skills, rules and conventions of different activities;

- The ability to work independently, communicate with and respond positively towards others and the confidence to demonstrate the best of their abilities when working alongside their peers in a range of group situations;
- The ability to use a wide variety of equipment and apparatus and to promote an understanding of safe practice and develop a sense of responsibility towards their own and others' safety and well-being through increased control and co-ordination;
- An increased ability to use what they have learnt to improve the quality and control of their performance;
- An increased self-esteem by successfully completing tasks appropriate to their abilities and evaluating their own success
- An opportunity to participate in competitive sport through sports competitions inside and outside school

IMPLEMENTATION

3. How is it Taught?

The school provides all pupils with the full entitlement of two hours high quality physical education a week. This is delivered through P.E. lessons and structured physical activities at lunch time.

Foundation Stage: Lessons are structured so that there are 2 sessions per week aimed at physical development. These are approximately 45 minutes in duration and are aimed at the Desirable Outcomes and Early Learning Goals. Children will still be following a scheme of work and working towards putting all their newly acquired skills into practice just as they do further up the school.

Key Stage 1: (x 2 lessons – 45 minutes duration each lesson)

Key Stage 2: (x 2 lessons - 1 hour duration each lesson)

Each PE lesson follows the same structure regardless of the age group or the sport being taught; Warm Up which prepares the children for the activity, Main Body of work which aims to prepare the children for competition and finally Competition at the end of the lesson which is aimed at working against themselves or others. The duration of activity increase in length throughout the key stages.

Each class is timetabled so that they can access the hall each week for indoor based PE lessons. Depending on the time of year/weather and the focus of the scheme of work the class is also timetabled to be outside each week for their PE lessons.

EYFS children have the opportunity to complete a Balanceability learn to cycle programme.

Year 3 and 4 children have the opportunity to go swimming each week for three terms, within this period.

Year 6 children have the opportunity to learn cycling proficiency over a two day period each year.



Outdoor and adventurous activities are offered, in the form of a residential holiday, to Key Stage 2 pupils.

4. Planning & Progression

The organisation of PE in the school promotes learning and progression. This scheme of work specifies progression of skills, knowledge and understanding.

Children will be presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams. They will learn how to think in different ways to suit the different challenges. They will be given the opportunity of demonstrating their learning, using a range of communication styles, allowing for effective assessment. This assessment will be used to inform planning and promote greater learning.

The school follows the progressive schemes of work provided by the South Derbyshire Active Schools Partnership called Do, Think, Feel PE. All sports coaches have access to these schemes of work and are to share them with the PE coordinator at the start of each half term. The schemes of work follow the same themes throughout the year and are adapted depending on year group, ability and topic focus, these are: athletics, health related fitness dodgeball, fundamental football, invasion games, net/wall games, striking/fielding, key steps gymnastics and dance. In upper key stage 2 the children play cricket and tennis.

Teachers are to work with sports coaches ahead of each half term to inform them what the topic focus is that the children will be learning, the sports coaches then where possible link in the physical development to that learning topic. E.g. Ancient Americas, the children then learn how to play an ancient Mayan invasion game called Pok-A-Tok. All sports coaches are to update teachers throughout each half term on how the children are progressing in their physical development. This feedback enables evaluation and curriculum review for teachers and sports coaches alike in relation to content, progression, differentiation, continuity, teaching and learning. Sports coaches must ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas and fitness and health.

At Key Stage 2, swimming is taught by the Swimming Instructor with support from the staff. Information on progress, assessment of attainment is provided by this person in consultation with the class teacher, this feedback is then shared with the PE coordinator.

5. Support for SEND Pupils & Inclusion

At Coton in the Elms, every pupil has equal access to national curriculum physical education. Learning experiences are differentiated in such a way as to meet the needs of all pupils; sports coaches work with teachers to know how best to adapt lessons if needed. All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities. This is irrespective of special educational needs, disabilities, ethnic, social or cultural background, home language or gender.



6. Cross Curricular Links

At Coton in the Elms we use a thematic approach to our planning, this allows us to provide the children with a unique and exciting approach to learning and to meet the objectives set by the National Curriculum. Thematic topic webs can be found for each half term's unit of work where cross curricular links are evident.

P.E. overlaps into other areas of the curriculum; teachers and sports coaches will make links where appropriate.

For example –

Science - Health and Fitness.

Maths - Speed, Distance, Time, Measuring, Recording, Handling Data.

English - Speaking and Listening, Subject-specific vocabulary.

Geography - Map-reading.

Music - Rhythm, Tempo.

ICT - Use of stop watches, Use of digital camera and digital video.

Use of spreadsheets for recording and interpreting data.

Use of the internet.

IMPACT

7. Assessment & Recording

Pupils will receive effective oral feedback throughout each lesson from the sports coach. The learning objective will be shared with the class at the beginning of each lesson and each child will be assessed based on whether they have achieved the learning objective by the end of the lesson (AFL). The subject co-ordinator will collect in Pupil and Parent Voice throughout the year analysing comments and attitudes, and acting on this feedback where needed and appropriate.

Pupil's work will be assessed throughout each unit of work using formative assessment methods as well as through core tasks as outlined at the end of each unit of the Do, Think, Feel PE scheme from South Derbyshire Active Sports Partnership. These contextual core tasks will allow teachers to compare pupils against the attainment target and expected outcomes. At the end of each blocked unit of work, the children complete a short end of unit check which puts all the skills they have learnt into practice through a game or sport they have learning about. Teachers will then record achievements and progress through the online assessment system (ALPS) at the end of each topic that is taught once they have received this information from the sports coach. The subject coordinator will then be able to view the progress of all children across on the school in PE via ALPS. Assessments will be shared with parents or carers at Parents Evenings and in end of year reports.



8. Monitoring

The subject leader will monitor the standards through learning walks and regular feedback from the sports coaches. The PE subject leader will keep an up to date Subject Leader File with the PE premium statement, schemes of work, pupil voice, school displays and photographic evidence of PE lessons for each half term, competitions and sporting events within school. Meetings between the PE coordinator and their subject governor will take place at least annually to ensure that developments and levels of attainment are being met across the school.

Pupil's progress will be monitored by the sports coach who will provide regular feedback and updates to the individual class teacher and PE coordinator. The sports coach will set realistic targets for the individual pupil, based on their strengths and weaknesses and monitor their progression and development. At the end of the year an overall attainment level is given, which will reflect the progress made over that academic year. This will allow a comparison to be made with national expectations.

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Reviewed by: Hannah Knowles