



# MARISH

## ACADEMY TRUST



# Physical Education Policy

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## **1 Introduction**

Physical education develops pupils' physical competence, confidence and their ability to use these to perform in a range of activities. It promotes skilfulness, physical development and knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive, cooperative, and encourages them to face up to different challenges as individuals, in groups and in teams. It promotes positive attitudes toward healthy and active lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive, cooperative and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances. Pupils will show improved attitudes, abilities, preferences towards PE and will be encouraged to think about how to get involved in lifelong physical activity. We seek to provide a full, varied and interesting physical education curriculum which challenges, engages and excites staff and pupils alike. We see physical education as a vital part of the education experience as a whole.

## **2 Aims**

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include multi skills, dance, games, gymnastics, athletics as well as swimming and water safety. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. It enables them to make informed choices about physical activity throughout their lives.

The aims of PE are:

- To enable children to develop and explore their fundamental physical skills: agility, balance and coordination.
- To encourage children to work and play with others in a range of group situations.
- To develop the way children perform skills and apply rules and conventions for different activities.
- To increase children's ability to use what they have learnt to improve the quality and control of their performance.
- To teach children to recognise and describe how their bodies feel during exercise.
- To develop children's enjoyment of physical activity through creativity and imagination.
- To develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.
- To promote and engage in healthy competition.

## **3 Entitlement and Curriculum Provision**

All pupils are entitled to a progressive and comprehensive physical education programme which covers National Curriculum requirements and which takes account of individual interests and needs. Using the scheme 'Primary PE Planning' we are able to ensure the highest level of planning content.

## 1. **KS1**

Through a range of different activities, pupils will continue to develop fundamental movement skills, and will therefore become increasingly confident and competent in different aspects of physical education. The aim and focus with KS1 is to provide opportunities for pupils to extend their agility, balance and coordination, both individually and with others. Pupils will begin to engage in competition in a variety of different activities and challenges.

## 2. **KS2**

When pupils reach KS2, the children are encouraged to enjoy communicating, collaborating and competing with each other. They will also begin to think about recognising and evaluating their own performances.

We cover two sports each half term meaning, throughout the year, the children will be taught 12 different sports. The table below shows what is currently on offer:

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Football</b>	<b>Gymnastics</b>	<b>Basketball</b>	<b>Hockey</b>	<b>Tennis</b>	<b>Cricket</b>
<b>Tag rugby</b>	<b>Netball</b>	<b>Yoga fitness</b>	<b>Dodgeball</b>	<b>Outdoor athletics</b>	<b>Outdoor adventure (team building)</b>
<b>Throughout the year, the second lesson for Year 4 children is swimming.</b>					

## **Extra-curricular provision**

All children have access to an extensive choice of extra-curricular sports activities that are aligned to the competition calendar with the Slough Schools Sports Network (SSSN). Children are able to sign up for clubs with the aim of refining and practising their skills - aiming to put them into practice in a competitive environment.

All clubs are validated by the Children's University where by pupils are accredited their hours to their "Passport for Learning". All hours are then collated at the end of the school year and learners are awarded their Gold, Silver or Bronze Diploma at the Graduation ceremony.

All participants in clubs are signposted to local sports clubs that are validated by the Children's University Coordinator. Between the club and school, this creates a school/club link. For example: those children that take part in Tag Rugby will practice in the after school club, play in the SSSN competition and will also be encouraged to take up Rugby with Slough Rugby Club out of regular school hours.

The PE lead has also arranged for external agencies to provide clubs at the school this year. These include:

- TVA Basketball club
- Brentford Football Club (Multi Sports)
- SSSN provide a specialist dance group for Year 5 (teaching modern street dance)
- Berkshire Cricket Foundation

## **4 Delivery of Curriculum**

### **1. Teaching and Learning Strategies**

A variety of teaching and learning styles are used in PE lessons. The principal aim is to develop the children's knowledge, skills and understanding and this is done through a mixture of whole class teaching and individual/group activities. Delivery of the lessons are 'Whole-Part-Whole'. After the warm up, the activity is played (whole), a skill development is taught to improve performance (part) and then the game is played again and reviewed (whole). Teachers draw attention to good examples of individual performance as models for the other children and the children are encouraged to evaluate their own work as well as the work of other children. Within lessons, the children have the opportunity both to collaborate and to compete with each other, and to use a wide range of resources.

Good lessons should contain the following elements.

- Purpose: lessons should have clear objectives and defined learning outcomes which should be explained to the pupils at the beginning of the lesson;
- Progression: pupils' capabilities should be developed with increasing demand made on their physical and mental processes. Building on previous learning is essential, as well as working to achieve successful outcomes through repetition, application and refinement of skills;
- Pace: high levels of activity, with clear expectations for high work rates to be maintained are important. The physiological benefits of exercise should be explained and understood and their association with health emphasised;
- Coherence: all teachers should reinforce previous understanding and establish links between curriculum experiences;
- Challenge: high expectations are set for individual and group achievement. Pupils are extended both physically and intellectually through interesting tasks;
- Differentiation is achieved through using tasks and equipment that will enable pupils to be challenged appropriately which ensure good progress for all ability groups;
- Responsibility in lessons sees pupils encouraged to make decisions. They are given responsibility for equipment, group organisation and, at times, their own learning as they practice and repeat movements in order to improve efficiency and the quality of their performances.

### **2. Time allocation**

Each class is allocated two PE lessons per week. Where possible, these two lessons will be covered by one of the PE team members. However, some of the second lessons are taught by the class teacher. The second PE lesson for Year 4 children each week comprises of them attending a

swimming lesson. The teaching of PE is based on ensuring adequate coverage of the National Curriculum programmes of study to meet the appropriate skills identified for each year group.

### **3. Safe practice**

Safety should be paramount when planning physical education activities. First aid equipment is available in the medical room. All staff know what action to take, including calling for assistance in the event of an accident. Inhalers for pupils suffering from asthma remain with the pupil in Key Stage 2 and are readily accessible for Key Stage 1 and the Foundation Stage. Please refer to the Medical Policy with which all staff should be familiar.

Regular checks are made on all equipment. The subject leader makes frequent visual checks for wear and tear and security of major items. All staff should be responsible for reporting to the subject leader if any items show wear and tear.

Any items constituting a danger will be taken out of use immediately and the subject leader must be informed of any faults.

Pupils should:

- be taught how to move and use apparatus and equipment safely under the supervision of a teacher or responsible adult.
- develop listening and responding skills.
- be made aware of safe practice when undertaking any activity.
- understand the safety risks involved in wearing appropriate clothing and footwear.
- remove all types of jewellery when participating in a lesson (see School Uniform Policy).

## **5 Inclusion**

We aim, within Marish Academy Trust, to provide equality of opportunity for all children whatever their age, ability, gender, race or background. We want all our pupils to achieve their full potential during their time with us. As such, we work to ensure that our expectations, attitudes, and practices enable all children to reach their potential.

At our 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. Intervention through SEN support will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE, which will be worked on through individual intervention time as well as differentiation in whole class PE lessons. We enable pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside of our school (e.g. a sports event at another school), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

#### **4. Children with English as an Additional Language (EAL)**

All pupils with EAL are provided with opportunities to achieve in PE. When appropriate, activities are differentiated so that all learners can access the curriculum.

#### **5. Disability statement**

Marish Academy Trust is committed to ensuring equal treatment of all pupils with any form of disability and will ensure that disabled pupils are treated favourably in any procedures and practices. When a pupil's disability has been disclosed, the school will ensure reasonable adjustments are put in place so that they can have full access to the curriculum. For further details, please refer to the school's Disability Equality Scheme.

#### **6. Gender Equality**

Staff at Marish Academy Trust ensure that current and future policies and practices in this subject do not discriminate against either sex, or maintain or lead to gender inequality. Any curriculum developments are monitored to identify if they have had an adverse impact relating to gender issues.

#### **7. Special Educational Needs**

At the Trust, we are continually striving for an inclusive multi-sensory approach, which values and embraces the individual learning differences of the children within our school. Therefore, in addition to targeting individual needs through differentiation, intervention programmes and G/IEPs, we are also focusing upon specific areas within our mainstream classrooms, with the aim of continually improving and developing our inclusive practice. This includes the use of: picture cues; visual, auditory and kinaesthetic prompts.

### **6 Assessment, Roles and Resources**

#### **8. Assessment and record keeping**

Informal assessment is carried out continuously through observation. Information about the child's achievement is reported to the parents in the annual report. Level descriptors based on the identified skills for each year group will be used to assist in the making of summary judgements about the pupils' achievements as a basis for informing reports to parents at the end of each school year. Pupils are able to track and monitor their own physical education with the support of their peers, coaches, teacher and parents.

#### **9. Resources**

There is a wide range of resources to support the teaching of PE across both schools. All equipment is kept in the PE store. The hall contains a range of large apparatus. It is expected that the children help set up and put away this equipment. By doing so, the children learn to handle equipment safely. The children use the school field for games and athletics activities and the local swimming pool for swimming lessons. An annual stock check is completed of the school resources.

## **10. ICT**

Information and Communication Technology enhances our teaching and learning in PE wherever appropriate, in each key stage. Opportunities for embedded ICT as a tool to support learning and teaching are identified in curriculum planning.

## **11. Leadership and Management**

To develop staff confidence and competence in teaching physical education:

- Whole school training needs and the individual needs of staff are identified as a result of the monitoring and evaluation programme;
- Other training needs are identified through induction programmes and performance review;
- The subject leader will arrange for relevant advice and information from courses to be shared and, where appropriate, good practice will then be included in a planning and development programme;
- Where necessary, the subject leader leads (or arranges) school-based training;
- The Trust is a member of the Slough School Sports Network (SSSN).

## **12. Role of the subject leader**

- Understanding the requirements of the subject.
- Encouraging staff to provide effective learning opportunities for all pupils, to ensure the development of valid activities (appropriate for children at different stages of their development) enable pupils to progress in PE.
- Supporting colleagues to develop their subject expertise.
- Collecting resources.
- Ensuring common standards and formats for recording and assessment.
- Communicating all developments in the subject (e.g. through staff meetings, distributing information via email).
- Producing and monitoring annual action plans.
- Managing and maintaining resources.
- Keeping samples of pupils' performing skills through use of photographs. The samples are linked to the skills and assessment opportunities outlined in the medium term plans for each year group.
- Observing lessons.
- Providing evidence of children's personal development through assessments.
- Managing and monitoring expenditure within the annual budget for PE.



## 7 Revision History

Version	Date	Author	Comments
1.0	04/22	NS	
2.0	05/24	SC	Proof read. Updated with current sports from the curriculum map and external agencies that provide extra sessions.

## 8 Approval History

Version	Approved	Comments
1.0		
2.0		