

Policy for Physical Education at Fallings Park



Whole School Vision

Fallings Park's curriculum is designed to enable all pupils to work towards our mission statement: *Learn Today For Tomorrow's Success*. As we want our children to thrive and contribute to both the school and local communities, our curriculum provides memorable, knowledge-rich learning experiences in every stage of school life, within and outside the classroom.

The primary focus of our curriculum is to provide a purpose and relevance to learning, whilst making connections between all subject areas. Our school intends to empower students to embrace every learning opportunity, achieve their personal best and build their social, emotional, mental and physical well-being through a wide variety of experiences. This will provide our children with the foundations to become curious and creative thinkers; respectful and reflective individuals and be self-motivated learners.

Intent

Physical education, when experienced in a safe and supportive environment, is a vital and unique contributor to a pupil's education.

Physical education gives pupils the exclusive opportunity to learn how to maintain a healthy lifestyle supporting their physical, cognitive, social and emotional development and well-being. It provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in teams, working together to solve problems. We believe that every pupil should have the right to a high-quality physical education, which includes the development of the 'whole child'.

Breaking down the offer into three key areas: PESSPA (Physical Education, School Sport, Physical Activity) allows school to have a clear vision for moving forward and progressing within the subject. This is reflected in the spending of the PE and Sport Premium.

Through the curriculum offer from EYFS to Year 6 pupils should have the opportunity to meet the physical education and school sport high quality outcomes:

- Children will feel safe and secure within a PESSPA environment
- Children will show commitment and desire to improve their personal best
- Children will improve their physical and emotional wellbeing
- Children will enjoy the participation and confidence that PESSPA brings
- Children will understand that the PESSPA principles are part of a healthy, active lifestyle
- Children will develop independence and become effective leaders
- Children will make appropriate decisions and communicate effectively
- Children will build life skills such as teamwork, self-belief, co-operation and self-esteem
- Children develop the required knowledge and understanding of physical skills
- Children will explore the opportunity to entwine British Values and SMSC values within PESSPA

We aim to echo the AfPE quote: "The difference that high quality physical education, school sport & physical activity makes to the lives of young people, is quite remarkable".

Implementation

Subject Leadership

Senior and Year Leaders take the lead in policy development, using specialists where appropriate. This activity is led by Sam Holmes (Year Leader). Two additional subject specialists are also involved in the development of PE policy and practice: Sarah Fisher and Charlotte Wiley (class teachers). This is led proactively and in accordance with all guidance given by relevant bodies (Youth Sport Trust, Association for Physical Education), whilst simultaneously acting upon regional and city-wide initiatives, working alongside Active Black Country, our School Games Organiser and other specialist PE staff within Wolverhampton.

Senior Leaders, Year Leaders and PE leaders support colleagues in the teaching of PE and Games. They monitor coverage, differentiation and ensure quality teaching is taking place. They keep up to date with developments in Physical Education and disseminate information to colleagues as appropriate, including the leading of CPD. Year Leaders track progress using Termly Curriculum Assessment (TCA) in PE and advise Senior Leaders on action needed.

Organisation

- Teaching staff deliver high quality PE and Games lessons for 2 hours per week over two sessions.
- Each class is timetabled for a PE lesson and a Games lesson each week, teaching the National Curriculum, supported by Complete PE resources and other NGB resources.
- EYFS and Key Stage 1 pupils have access to three halls, twice a week, to facilitate these lessons (outside spaces are also available)
- Key Stage 2 pupils experience outdoor learning for all Games lessons to help children meet the needs of the curriculum and transition to KS3.
- The playground, field and woodland areas facilitate activities such as forest schools, outdoor activities and games.
- Swimming lessons are provided for Year 5 and Year 6 pupils. They are taught by qualified teachers from Splash Swim School and teachers have/will be trained in the Teaching of School Swimming.
- The Cool Kidz programme is undertaken daily throughout the school in all Key Stages, for targeted pupils to promote coordination, wellbeing and the opportunity for further engagement in physical activity. HLTAs are trained in this provision.
- Sports Leaders lead focused activities at lunchtimes to help children establish leadership skills and promote physical activity with peers.
- Out of hours activities provide children with opportunities to encounter new sports and develop skills. The school offers extra-curricular provision in many sports and activities, with the aim being to develop life-long learners.
- The school have strong links with WASPS in Wolverhampton (two teachers are members of the committee), who promote and organise competitive sport for children within the city.
- Playground markings have assisted with the facilitation of The Daily Mile on the Key Stage 1 Playground.

Planning

We provide two sessions of high-quality PE per week. One games session and one indoor session consisting of gymnastics, dance, indoor athletics and fitness activities. Swimming is taught in Year 5 and 6; pupils who have missed sessions due to COVID-19 will be provided with top-up swimming when allowed.

Complete PE is the resource we have based our PE curriculum upon. The implementation of Complete PE is important for staff to gain the confidence and skills required to teach the high-quality PE we promise our children at Fallings Park.

Learning objectives are to be shared with all children at the beginning of the lesson and used by children and the teacher to assess progress at the end of each lesson on whiteboards. Pre-made videos are used to support pupils' understanding and to help with the organisation of lessons.

Differentiation can be catered for in a range of ways, such as;

- Using the STEP principle (Space, Task/Time, Equipment, People)
- Setting common tasks that are open-ended and can have a variety of answers
- Setting tasks of increasing difficulty, where not all children can complete all tasks
- Grouping children by ability and setting different tasks for each group
- Providing a range of challenges through the provision of a variety of resources, individual, paired and group work and team games
- Consulting with young people about their needs and interests

In addition, all children have the opportunity to join in a variety of OHAs (Out of Hours Activities) run by staff and outside agencies. This gives them the opportunity to develop their skills, enjoy performance, competition and encourage sport as part of a healthy lifestyle. Pupils are taught in mixed ability settings with differentiation provided by additional staff members.

- COVID-19 – pupils are taught in Year Group bubbles when in OHAs. This is to minimize transmission by children and staff crossing bubbles. Staff will only be able to offer OHAs to children from their own year group.

Resources

There are four separate equipment areas for PE in Early Years, Key Stage 1 and Key Stage 2 and the outdoor container on the KS2 field.

PE cupboards are the responsibility of all staff. Year Leaders and Senior Leaders should ensure that equipment is tidy and organised. It is the responsibility of all staff in school to put the equipment away in a tidy and orderly fashion. Children should not be allowed to put equipment away, unless supervised by a member of staff.

Year Leaders meet with their teams at the end of each term to evaluate the range, suitability and condition of PE resources. Year Leaders then forward upcoming requirements to the PE lead. This is important as long as PE and Sport Premium continues to be ringfenced funding.

Changing

At Fallings Park Primary School, children from Reception to Year 4 will change together in their classrooms, with the teacher responsible for the class at the time to be within the class to help with any issues or problems. The staff member is to follow the Department for Education guidance at all times. Children in years 5/6 will get changed separately, with either the girls or boys (depending on the children) getting changed in the classroom.

- During COVID-19, pupils will be coming to school in their PE kit on days where they have PE/games or a sporting Out of Hours Activity. This is to reduce the amount of equipment pupils are bringing into school.

Impact

To ensure all pupils are successful in PE, the objectives have been rewritten so that physical skill-based objectives have less than 50% weighting in each unit (2/5 in each unit are physical objectives). We believe, although it is important that children receive high-quality first teaching, every child should have the opportunity to achieve in PE. This means that each unit has been assigned a cognitive, social and wellbeing objective that runs throughout the unit. This ensures that all pupils' needs are accounted for, providing them with the best opportunity to succeed in PE (3/5 in each unit are holistic objectives that require more than just the physical).

By the end of the academic year, pupils are expected to know, apply and understand the skills and processes specified in the relevant Age Related Expectations. This is then assessed using milestone assessments using the TCA spreadsheet (see shared area Assessment folder) in order for teachers to plan for progression and monitor progress. TCAs are subsequently used in order to

ensure knowledge skills are built upon and not repeated. The assessment feature of Complete PE adds value to this area, where teachers are able to comment on individual lessons and assess a child's performance in each unit of work.

Reporting in PE to parents is done on a termly basis through Parents' Evenings and annually through a comment on a written report.

Health and Safety

Consideration of Health and Safety should be given in PE. Teachers should refer to school risk assessments for specific guidance with safety during lessons and OHAs. Sports Fixtures Risk Assessments are created by lead staff organising the match.

Staff Dress Code

Staff should be allowed to wear sports kit during days they teach PE/Games or have an Out of Hours Activity or fixture. This should be school branded kit supplied at the start of the academic year.

Equal Opportunities

Teachers do not exclude any individual or group of pupils from access to the PE curriculum on the basis of gender, ethnicity, Special Educational Need, disability or socio-economic factors. Teachers have had Sainsburys Inclusive PE training and all learners, even non-participating pupils, should be included using the STEP principle (Space, Task, Equipment, People) and supporting documents. Complete PE resource provides ideas for non-participating pupils.