Physical Education (PE) Policy.

This policy is for Barleyhurst Park School and Barleyhurst Park Nursery.

Agreed by Governors: 10.11.2022

To be reviewed: Autumn 2025

1. **Aims and objectives**
	1. Physical education develops the pupils’ knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. The school will deliver a high-quality physical education curriculum which inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. The activities will include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventurous activity. Physical education promotes an understanding in pupils of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus we enable the pupils to make informed choices about physical activity, health and fitness throughout their lives. Furthermore, we aim to build character and embed values such as fairness and respect through physical education.

**1.2** The objectives of teaching PE in our school are:

* To develop pupils’ competence to excel in a broad range of activities.
* To ensure pupils are physically active for a sustained amount of time.
* To ensure pupils engage in competitive sports and activities.
* To encourage pupils to lead healthy, active lifestyles.
* In Key Stage 1, to develop pupils’ agility, balance and co-ordination and to enable pupils to master basic movements such as running, jumping, kicking, throwing and catching.
* In Key Stage 2, to develop pupils’ tactical awareness particularly of attacking and defending in games situations.
* To enable pupils to develop and explore physical skills with increasing control and coordination.
* To promote competition, cooperation and communication in a range of physical activities.
* To encourage pupils to work and play with others in a range of group situations.
* To develop the way pupils perform skills, and apply rules and conventions, for different activities.
* To show pupils how to improve the quality and control of their performance.
* To teach pupils to recognise and describe how their bodies feel during exercise.
* To develop the pupils’ enjoyment of physical activity through creativity and imagination.
* To develop an understanding in pupils of how to succeed in a range of physical activities, and how to evaluate their own success.

**2 Teaching and learning style**

**2.1** At Barleyhurst Park School we use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the pupils’ knowledge, skills and understanding. We do this through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other pupils, and we encourage the pupils to evaluate their own work as well as the work of other pupils. Within lessons we give the pupils the opportunity to communicate with each other, collaborate with each other and compete with each other, and they have the opportunity to use a wide range of resources.

**2.2** In all classes, children have a wide range of physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all pupils 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;
* setting tasks of increasing difficulty, where not all pupils complete all tasks;
* grouping children by ability, and setting different tasks for each group.;
* providing a range of challenge through the provision of different resources.

**Barleyhurst Park school values**

**How PE, sport and physical activity contribute towards this.**

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| **Values** | **Links to PE and Physical Activity** | **Evidence** |
| **Be the best you can be!**  | All children are encouraged to perform to their best ability in a safe, positive and caring environment. They are given opportunities to practise and refine skills. In lessons pupils are set challenges that encourage improvement and progress. | -Lesson plan activities-Rewards given for effort |
| **Always try your hardest** | All children are encouraged to perform to their best ability in a safe, positive and caring environment. They are given opportunities to practise and refine skills. In lessons pupils are set challenges that encourage improvement and progress. | -Lesson plan activities-Rewards given for effort |
| **Responsible for our actions** | Children are encouraged to be responsible for equipment and their space, and to be able to work co-operatively with a partner/within a group to ensure activities are carried out fairly. Within competitive settings children take responsibility for own preparation and reflect upon their own performance. |  |
| **Learn and be confident** | Pupils are given an opportunity to practice and refine skills. In lessons, they are set challenges that encourage them to improve and progress. |  |
| **Encourage others** | Within lessons, pupils work with a peer within a group structure. Many opportunities are given to support each other’s’ learning.  | -Via observations/ evaluations andpeer tasks |
| **You should always be yourself** | Pupils are allowed to develop their skills at their own pace and are able to identify what stage they are working at and what they need to do to improve. | -Keep log books-Assessment data |
| **Honesty** | Children are encouraged to follow rules of fair play, and give honest and constructive feedback. | -Observation of teacher |
| **Use your initiative** | Pupils have opportunities to lead during warm ups, and paired and group work. They also think of and take next steps to further their own learning. |  |
| **Resilience** | Challenges set and repeated, then made progressively more difficult to encourage children to keep working hard. |  |
| **Strive to achieve** | PE lessons incorporate a wide variety of activities designed to help pupils achieve their best. These include: challenges, goal setting, competing against others, extension tasks. Opportunities are given for children to represent the school at fixtures and be a role model at school. | -Within PE planning-School reward assemblies, photos and match reports |
| **Take pride in your work** | Children are encouraged to share their work of any standard, keep practising to make it better, and be a role model within lessons (if they have additional experience in the activity).  |  |

**3 PE curriculum planning**

**3.1** PE is a foundation subject in the National Curriculum. Our school has developed its own long-term P.E planning in line with the National Curriculum expectations. As required, we teach dance, games and gymnastics at Key Stage 1. In Key Stage 2 we teach dance, games and gymnastics, athletics and OAA (outdoor adventurous activity). In addition, swimming and water safety is taught in Year 5 and Year 6.

**3.2** 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 for each year group. The PE subject leader devises this plan in conjunction with the Head Teacher and sports coach.

**3.3** We predominantly use schemes of work from the MKSSP (Milton Keynes School Sports Partnership) as the basis for our medium term plans. This gives details of each unit of work for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans.

**3.4** Class teachers use a daily plan for each PE lesson (from the MKSSP planning). This lists the specific learning objectives and expected outcomes, and gives details of how the lesson is to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

**3.5** We plan the PE activities so that they build upon pupils’ prior learning. While there are opportunities for pupils of all abilities to develop their skills, knowledge and understanding in each activity area, there is progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.

**4 The Foundation Stage**

**4.1** 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 pupils to develop confidence, control of the way they move, and care in the handling of tools and equipment. We give all pupils the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

**5 Increasing Participation & Enjoyment**

**5.1 School fixtures**

As part of the school’s objective to increase participation, the school participates in a range of sporting fixtures and competitions against other schools.

**5.2 Long-term PE plan**

The long-term PE plan encourages increased participation and enjoyment by enabling pupils to access a range of activities throughout each year group. The Golden Mile also ensures pupils are participating in more physical activity than expected.

**6 Continuity and Progression**

**6.1 Assessment**

Assessments for each unit of work are undertaken at the end of each unit of work. All pupils from Year 1 upwards will be assessed for core skills to ensure all pupils make progress in PE. Furthermore, teachers and the sports coach will make informal assessments throughout each lesson and unit of work to identify next steps for pupils and to inform their short term planning.

**6.2 Developing skills and tactical awareness**

One of the school’s aims is to ensure pupils develop skills and tactical awareness. This objective will be met through children having lots of opportunities to practise and develop skills in lessons and to think tactically in a number of game situations throughout the relevant units of work.

**7 PE and inclusion**

**7.1** We teach PE to all pupils, whatever their ability or individual needs. 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 good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

**7.2** When progress falls significantly outside the expected range, the pupil may have special educational needs. Our assessment process looks at a range of factors – equipment, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each pupil’s attainment and progress against expected levels. This helps ensure that our teaching is matched to the child’s needs.

**7.3** Intervention through SEN Support or an EHCP will lead to the creation of an Individual Education Plan (IEP) for pupils with special educational needs or disabilities. The IEP may include, as appropriate, specific targets relating to PE.

**7.4** We enable all pupils to have access to the full range of activities involved in learning PE. Where pupils are able to participate in activities outside of our school (a sports event at another school, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

**8 Assessment for learning**

**8.1** Teachers assess pupils’ work in PE by making assessments as they observe them working during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways to improve. Teachers record the progress made by children against the learning objectives for their lessons. Teachers record this information and use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the school’s annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

**8.2** At the end of each unit of work in Key Stage 1 teachers and the school sports coach will informally assess, where appropriate, the progress of pupils’ agility, balance and co-ordination as well as running, jumping, throwing and catching.

**8.3** In Key Stage 2, at the end of each unit of work and where appropriate, teachers and the school sports coach will informally assess the development of the core skills learnt in Key Stage 1 as well as tactical awareness. Swimming confidence, competence and water safety will also be assessed in Year 5 and 6.

**9 Resources**

**9.1** There are a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible adults only. 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 field for games and athletics activities, a MUGA (multi use games area) and the local swimming pool for swimming lessons.

**10 Health and safety**

**10.1** It is the general teaching requirement for health and safety that applies to 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. Jewellery is not to be worn for any physical activity.

**11 Extra-curricular activities**

**11.1** The school provides a range of PE-related activities for pupils at the end of the school day. These encourage children to further develop their skills in a range of activity areas. The school sends details of the current club activities to parents at the beginning of each term. The school also plays regular fixtures against other local schools. This introduces a competitive element to team games, and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and cooperation amongst our children.

**12 Role of the Subject Leader**

**12.1** The monitoring of the standards of children’s work and of the quality of teaching in PE is the responsibility of the PE Subject Leader. Therefore, the Subject Leader will monitor lessons, provision and outcomes in physical education across the school. To ensure the best possible provision and outcomes in PE, the Subject Leader will regularly liaise with the sports coach. In addition, the Subject Leader will give advice and guidance to colleagues regarding planning in PE. Building up positive relationships with other schools to enable wider opportunities for competitive sports is also the responsibility of the subject leader.

**12.2** The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for PE in the school. The subject leader gives the Headteacher an annual summary report in which the strengths and weaknesses of the subject provision is evaluated. Areas for further improvement are identified. The PE Subject Leader has specially-allocated management time in order to review evidence of the pupils work and to undertake lesson observations of PE teaching across the school.