



Physical Education Policy

At Grange, we believe PE provides opportunities for children to be creative, competitive and to tackle challenges as individuals, groups and in teams building on their confidence, resilience, and perseverance.

Aims

Living

We believe in PE being a key driver in children acquiring and developing skills such as teamwork, sportsmanship, perseverance and commitment that they can apply to everyday life. Pupils are provided with opportunities to develop these skills by taking up roles across the school such as mini leaders, here they encourage other children to learn and develop their PE skills through leading activities as part of a school's lunchtime or afterschool clubs. Pupils are encouraged to set targets for themselves and compete against others, individually and as a member of a team learning sportsmanship, dedication and perseverance. Developing role models within sport are an important part of our PE curriculum, we regularly organise visits from inspirational athletes such as Olympians to run assemblies and workshops and raise the profile of sport within school.

Learning

Through our knowledge-engaged approach, we develop children's ability to select and apply skills, tactics and compositional skills. They are encouraged to evaluate and improve performance through accurate self, peer and group led reflection. We focus on developing children's co-ordination, agility, knowledge, and understanding of fitness and healthy lifestyles and understand the importance of making links across all subject for key vocabulary and concepts. Our lessons are vocabulary rich and we endeavour to embed accurate and rigorous vocabulary throughout our lessons.

Laughing

PE lessons are designed to engage all abilities through fostering a love of physical activity and enjoyment by relating it to cross-curricular subjects. We encourage children to find their individual talents by offering a wide range of alternative sports such as yoga, goal ball, archery, hand ball, volleyball and tchouk ball. In partnership with Long Eaton United we have a strong focus on encouraging children to take part in sports within their local community and pupils take part in workshops with Long Eaton United on a weekly basis to develop football skills and tactics and raise confidence and role models in sports. We facilitate our own competitions between schools and are also a part of the Silver Package ran by Erewash Sports Partnership giving pupils the chance to compete and work alongside their peers.

Teaching and Learning

In accordance with the National Curriculum our PE objectives have been mapped out to ensure progression from Reception to Year 6. The objectives focus on both content and skills to ensure pupils develop holistically.

Our objectives focus on four main areas of development termed the 'CARE' model:

- Competence
- Active and Healthy
- Reflective
- Engage

These competencies run through a variety of different genres of sport, which include:

- Invasion games
- Gymnastics
- Alternative sports
- Dance
- Swimming
- Striking and fielding
- Athletics
- OAA (Outdoor and adventure)

The sports, skills and progression are mapped on our long-term plans (see appendix 1). Medium term plans are designed to provide a further breakdown of the objectives and success criteria (see appendix 2) with short term plans created to meet the needs of all pupils, providing levels of challenge and support (see appendix 3).

Implementation

PE is taught discretely on a weekly basis with dedicated PE sessions. Within these sessions vocabulary development is a fundamental component; learning objectives and key vocabulary are introduced at the start of the lesson and are linked across topics to develop oracy and embed language in sport. The four main areas of development are the foundations of learning and are referred to throughout the lessons through success criteria, performances and feedback. Pupils are then given a focus area to reflect upon and to improve upon subsequent lessons. The end of the lesson will always involve a plenary, which requires them to reflect on the three questions proposed at the start of the lesson and consider how to improve often using video, photos or performances to prompt discussions between peers. Challenge and support for pupils centres on the 'CARE MODEL' assessment and focuses on children becoming an assistant coach to support and develop their peers.

Implementation in the EYFS

The teaching of PE in EYFS falls within the physical development section of the curriculum. Both FS1 and FS2 children have weekly PE sessions where they are taught specific skills such as throwing and catching, kicking a ball and dancing.

Throughout their day at school, children are given many opportunities to develop their physical skills. Resources and activities to support the development of children's fine motor skills are always available for children to engage with both inside and outside, and the environment itself lends itself

to the development of children's gross motor skills. Through free flow and outdoor learning children are able to practice their running, climbing, jumping and balancing on a variety of equipment. Children also practice riding bikes and scooters in the outdoor area.

Assessment (Impact)

Assessment in PE consists of two components: the 'CARED MODEL' and measuring fitness.

CARE model

As outline above the 'CARE' Model of assessment focusses on children's progress in four main areas of learning: Competence, Active and Healthy, Reflective and Engaged. Children are assessed with these foci in mind at the end of a unit and provided with feedback on how best to improve. Parents are also given updates of pupils' performance within these competencies on school reports to support with the link between home, school and community sports.

Fitness

Fitness is measured by assessing pupil's ability to run around a 60/80m track for 3 minutes (KS1) and for 4 minutes (KS2). This is recorded in in Autumn, Spring and Summer. During this assessment we record how far they have ran and their endurance during this activity. Progress between the terms is then measured by the increase in distance.

Our Summative assessments are used to identify children in need of further support and challenge. Interventions in the form of breakfast and afterschool clubs, lunchtime workshops and physical literacy are implemented as a direct result of assessment to meet the needs of our learners ensuring that children are challenged, confidence is improved and all children are given provision to succeed in physical activity and develop positive attitudes towards fitness and health.

Formative assessments

Formative assessment runs through all PE lessons and is the core tool used for pupils to make progress. Feedback is instantaneous and is given by the teacher, by their peers and reflected on individually through the use of ICT. Additionally, pupils reflect on their progress at the end of every lesson through the three questions posed at the beginning.

Home/ Community

At Grange, we recognise the importance of ensuring a strong link exists between PE and the community and home. We offer a wide variety of breakfast clubs, lunch, afterschool clubs and competitions/festivals to ensure PE is part of daily life. Long Eaton United works in partnership with Grange to develop football skills and tactics and raise confidence for targeted children for example girls' attitudes towards sport. Additionally, we facilitate our own competitions between schools and are also a part of the Silver Package ran by Erewash Sports Partnership.

Equality at Grange Primary School

Grange Primary School is inclusive; we focus on the well-being and progress of every child and we are committed to ensuring all members of our community feel valued. We recognise, respect and value difference and understand that diversity is a strength. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, economic background, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation. For a full overview of our views on equality please see the Grange Equality policy.

Other related policies

Sports Premium Funding Document

This policy was written by the PE lead and Sports Coach and will be reviewed in July 2022.