



The Winterton Federation Physical Education Policy



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| Related documents: All federation policies referred to are available on the federation website: https://thewintertonfederation.co.uk If English is not your first language, and you require assistance/translation, please contact the Junior school office. | Practice guidance for the Early Years Foundation Stage; Primary Steps scheme of work. The following federation policies: Marking and Feedback |
| Strategic alignment: | 1.1 Objective: Achieve and maintain the best possible pupil outcomes. |

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Introduction

Physical Education and sport have a vital role to play in the physical, social, emotional and intellectual development of children. Physical Education and sport are important in giving children the knowledge, understanding and the tools to make informed choices about healthy living and have a positive impact on their own health and well-being. Physical Education provides stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all children.

The implementation of this policy is the responsibility of all staff.

Aims

The physical education curriculum at The Winterton Federation aims to provide for pupils' increasing self-confidence through an ability to manage themselves successfully and their bodies within a variety of movement situations. Our Federation believes that physical education is a unique and vital contributor to a child's physical development and well-being. Children have the opportunity to take part in a wide range of sports and physical activities, carried out in a safe and supportive environment, where effort and hard-work, as well as success, is celebrated and enjoyment and working together is promoted. It is intended that all children, irrespective of their ability, will enjoy success and be motivated to further develop their potential.

Objectives

- To provide a curriculum that satisfies the requirements of the National Curriculum;
- To provide up to two hours of high quality physical activity per week for all pupils;
- To provide an environment in which pupils enjoy and are committed to PE and sport;
- To ensure pupils understand that physical activity is an important part of a healthy lifestyle, including social and emotional well-being; both in and out of school and now and in the future;
- To provide all pupils, irrespective of ability, opportunities to experience and succeed in positive, enjoyable and stimulating PE and sport;
- To provide opportunities, within the school (intra) and between schools (inter), for pupils to participate in a range of competitive, creative and challenge-type activities, as individuals and as part of a team;
- To develop competence in the fundamental movement skills and control in gross and fine motor skill;
- To develop stamina, suppleness, strength and agility and the determination and resilience to keep going;
- In lessons, to establish: clear learning objectives and success criteria, opportunities for pupils to demonstrate their knowledge, understanding and competence, challenges to enable pupils to select and use skills with regards to tactics and composition and other opportunities for pupils to communicate, solve problems and make decisions;
- To provide meaningful links to other areas of the curriculum;
- To provide an out of school hours' programme of activities which enables pupils to extend and enrich curriculum provision.



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Curriculum

Planning in the Early Years Foundation Stage is based on the Physical Development (movement and space) section of the Practice guidance for the Early Years Foundation Stage. The outdoor environment allows both the Nursery and Reception children to develop gross motor skills and coordination on a daily basis. This includes use of bikes, scooters, a slide, small apparatus and a climbing frame. During the Reception year children are introduced to more focussed P.E. sessions in the hall where movement, small and large apparatus are used.

In both Key Stage One and Key Stage Two, planning is based around the Primary Steps scheme of work, which has been carefully designed to show progression throughout the Key Stages. 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 during the key stage. The medium-term plans, are adopted from the Primary Steps scheme and give details of each unit of work for each term. These plans define what is taught each week to ensure an appropriate balance and distribution of work across each term.

Class teachers use a short-term plan for each PE lesson from the scheme of work. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. Tasks are clearly set out with accompanying relevant teaching points, therefore enabling teachers who feel less confident in this area the opportunity to deliver well planned and progressive lessons. Objectives and expected learning outcomes have been identified for each unit of work which enables teachers to have a common focus, regardless of the method chosen for delivering the materials. Activities are planned to build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the Federation. Activities completed during the lesson may be highlighted and any additional changes to the lesson annotated on the lesson plan.

Long, medium and short-term planning embraces the National Curriculum and uses the Primary Steps scheme of work. These plans can be found on the staff shared drive and on the bookshelf in the PPA room. The planning and delivery of each unit of work ensures all pupils have the opportunity to:

- acquire and develop new skills;
- select and apply appropriate skills, tactics and compositional ideas;
- evaluate their own and others' performance in order to improve;
- gain knowledge and understanding of how PE and sport contributes to staying physically, mentally and emotionally healthy;
- experience a range of roles, such as leader, umpire, coach etc.

Organisation

Every pupil has access to 2 hours of curriculum P.E. per week. All classes are taught as mixed groups, with support from TAs working alongside class teachers. The content of the P.E. provided is supported through the use of the Primary Steps scheme of work. Individual teachers ensure that activities are **appropriately differentiated** to allow pupils to achieve their potential, using the STEP process as described within this policy.



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By the end of the Early Years Foundation Stage, the children progress towards participation in two 45 minute sessions of high quality P.E.

In Key Stage One, each class is timetabled for two one hour sessions of high quality P.E. In this way it is expected that all children achieve two hours of physical education during the week.

In Key Stage Two, each class is timetabled for one 2 hour session of high quality P.E. Invasion games, including the **principles of attacking and defending** are taught in the Autumn Term as well as indoor athletics. Athletics, striking/fielding and net/wall games are taught in the Summer Term. Individual class teachers teach Dance and Gymnastics Activities in the school hall during the Spring term.

Swimming is delivered by the local authority through purchase of the Swimming SLA. Year 4 pupils take part in an intensive two week 'crash course' programme in the Autumn Term at a council owned leisure facility. Pupils also receive a one-off Water Safety session.

Year 6 pupils have the opportunity to take part in a Residential Visit at a licensed outdoor pursuit centre, Robinwood, located in Todmorden, Lancashire. The centre provides highly qualified members of staff and resources to provide the opportunity for pupils to take part in adventurous activities.

Non-Participation - In the event of a child not able to participate in a P.E. lesson, a record is kept by the teacher and the note from the parent, if there is one, explaining the situation. If this is a regular occurrence, the teacher will set up a meeting with the parent to negotiate a way forward. The teacher will also find an alternative role for the pupil such as team manager, score counter, equipment manager, recording supervisor or lesson report writer.

Teaching and learning style

In all P.E. lessons, teachers use a variety of teaching and learning styles to address personalisation of learning and provide the opportunity for all pupils to reach their potential, for example, the use of practical demonstration, diagrams, visual descriptions, etc. The principal aim is to develop pupils' knowledge, skills and understanding and this is achieved through a mixture of whole-class teaching and individual/group activities.

Assessment for Learning (AfL) is achieved by teachers making reference to good examples of individual performance as models for the other children to observe and comment upon. The use of technology further supports this, including the use of school tablet cameras. Pupils learn how to evaluate their own work as well as the work of other children. Within lessons pupils are given the opportunity to collaborate with each other, and to use a wide range of resources, including large and small apparatus, various types of equipment, music, video footage, photographic images and other visual stimuli.

In all classes pupils have differing needs, that in PE, not only reflects the various levels of learning but also includes the physical and development differences also, size and maturation. Whilst recognising this fact, suitable learning opportunities are provided for all pupils by matching the challenge of the task to the ability and maturation of the child. This is achieved through the implementation of the **STEP** Process:



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- **Space** - e.g. changing the size/shape of the space or adding safe zones to make the task easier or harder;
- **Task** - e.g. grouping children by ability, each with a different tasks or outcome;
- **Equipment** - e.g. providing different levels of challenge through the use of different resources, large/small/hard/soft bats or balls etc;
- **People** - e.g. changing the number of players in a game / activity to make easier or harder, (3 v 1 or 5 v 1).

Additionally, other strategies could include the setting of common tasks that are open-ended that can have a variety of outcomes, e.g. timed events, such as an 80m sprint.

Subject Leader

Development of Physical Education

- To develop and implement the subject policy and revise as necessary;
- To monitor and evaluate long, medium and short-term planning;
- To be aware of initiatives and to act as liaison with school.

Teaching and Learning

- Ensure effective teaching of Physical Education and evaluate the quality of teaching through lesson observation.

Staff Development

- Provide support for staff needs as appropriate;
- Keep staff informed of developments concerning the subject;
- Try to sustain motivation of staff and secure improvements in teaching through lesson observation.

Resources

- Ensure efficient and effective use of Support Staff;
- Identify appropriate resources for the teaching of PE and advise SLT of any major requirements;
- Monitor the use of resources;
- To keep staff resources including books and videos centrally.

Inclusion

Equal Opportunities

All children are entitled to access to the P.E. curriculum, although there may be times when work needs to be adapted for individuals or groups of children. Teachers in their planning ensure that all pupils are able to participate as fully and as effectively as possible within the framework of the National Curriculum.

Teachers ensure that pupils with disabilities or special education needs are given activities that are suited to their needs without destroying the integrity of the activity. We deal with such issues clearly and sensitively when they arise.

In order to achieve differentiation teachers:

- set suitable learning challenges;
- respond to pupil's diverse learning needs;
- use T.A.s effectively either on a one-to-one basis or within a small group.



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PE Clothing

The children have a P.E. uniform as detailed in the Parent/Carer Information Booklet. If a pupil repeatedly forgets his or her P.E. kit, a letter is sent home by the class teacher. The Federation has sets of spare PE clothes to enable those who do forget their kit, to access the lesson. Gymnastics and dance are performed in bare feet. If a pupil has an injury to a foot, a letter should be sent in by a parent or carer to request permission to wear plimsolls. These light weight shoes are preferred to trainers for these units, especially when partaking in partner or group work.

Pupils may be asked to wear footwear if the hall floor becomes unsafe for bare feet and if games activities have to be moved indoors due to inclement weather. In this case, trainers would be permitted.

Health and Safety

First Aid boxes are taken out for each games lesson. TA's trained in Emergency First Aid are either deployed as assistants on the field or accessible in school should assistance be required. For safeguarding reasons, lessons on the school field require the gate to be locked at all times. When crossing West Street from the school, at least one member of staff should be on patrol on the road to notify traffic of children crossing, one positioned at the corner of Church Fields and one at the rear. All members of staff are required to wear high visibility vests and a head count of children should be conducted within the class and also prior to crossing. When returning to school, a head count should be conducted when lining up on the field and at the end of Church Fields prior to crossing. All children should walk in single file. Where weather renders an outdoor lesson non-viable, every effort is made to move the lesson into the hall. The lesson may be adapted or suitable indoor games played instead.

In the event of an accident, incidents must be referred to the first aider and recorded on Arbor.

In the event of a serious incident or accident, a staff member's class radio is used to contact the school office. If necessary, a staff member's personal mobile phone can be used to call for an ambulance. Serious accidents are reported to the Local Authority.

Pupils are taught how to handle apparatus safely which follows a common procedure. Apparatus is always checked by the teacher before children are allowed on it.

Teachers and children are expected to dress appropriately and safely, (including footwear), to either teach or take part in physical education. The school has a no jewellery policy for P.E., requiring that pupils remove any jewellery, including body piercings, and watches and that long hair is tied back prior to the start of any physical education lessons. If personal effects cannot be removed, the teacher takes action to try to make the situation safe. In some situations, this may require adapting the activity in some way or taping over the item. This may offer some protection if the pupil is working in their own space and the teacher continually monitors the situation, but it is not acceptable when swimming, where water can dislodge the tape.

Risk assessments exist for the school environment and attending swimming, and a risk assessment is completed by the P.E. Subject Leader for pupils attending an off-site sporting event. However, individual teachers are responsible for making sure that they are appropriate to cover the specific activities that are being provided to their own classes.



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Assessment

We assess the children's learning by making informal judgements as we observe them during lessons. The Federation's marking and feedback policy is implemented to provide verbal feedback in order to aid further learning. Assessment for Learning is used routinely in lessons, enhancing the learning experience and contributing to progress in the lesson and over time. Summative assessment is carried out termly using the Federation's assessment tracking system.

Out of School Hours Learning

Sports and physical activity clubs run on a weekly basis where children are provided with the opportunity to take part in a variety of activities. From these clubs, sports teams are selected to represent the school in competitions and tournaments.

Contribution of PE to teaching in other curriculum areas

English

P.E. contributes to the teaching of English by encouraging children to describe what they have done and to discuss how they might improve their performance.

Personal, social and health education (PSHE) and citizenship

P.E. contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthier eating, and how to make informed choices about these things.

Spiritual, moral, social and cultural development

The teaching of P.E. offers opportunities to support the social development of the pupils through the way they are expected to work with each other in lessons. Groupings allow children to work together and the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

Maths

P.E. contributes to the teaching of maths through the reinforcement of number sequences in activities, for example; keeping the score. Pupils are also encouraged to develop their directional and time skills by the use of specific given instructions. PE develops problem solving.

The Sports Premium

The Sports Premium is used to support all of Winterton Federation's P.E. and Sport objectives and its vision. The premium helps to promote sustainable outcomes: high quality P.E. lessons and extra-curricular opportunities which enable all pupils to want to regularly participate in physical activity and even excel, both now and in the future. The expenditure is posted annually on the Federation's website, a report is also made annually to the Federation's Governors and its impact is measured as described above.