



Escrick Church of England Primary School

PE Policy

P.E is the holistic development of knowledge, skills and understanding of physical activity through a continuous process of planning, practise, exploring, performing and evaluating.

Intentions:

All children should be provided with opportunities and encouraged to:

- Experience a wide range of physical activity;
- Develop and explore physical skill with increasing control and coordination.
- Develop confidence and competence in performing different skills;
- Develop positive attitudes to physical activity;
- Improve social and interpersonal skills;
- Appreciate the efforts of others, as well as their own;
- Respond positively to different challenges;
- Persevere and make sustained efforts to develop and improve their own performance;
- Pursue habits and interests that promote a healthy lifestyle;
- Become increasingly aware of how physical activity affects the body;

Through the Government PE funding, we provide opportunities for both pupils and staff to work with and alongside PE specialists and sports coaches. The aim of the enhanced specialists and coaching facilities are to develop the skillset and experience of staff to provide improved PE lessons, coaching, mentoring and advice to pupils of all abilities; PE funding will be reviewed and evaluated once a year and published on the school's website.

Planning, Teaching and Assessment.

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

Key points:

- All children get at least 90 minutes of Physical Activity a week – this can include active Maths, active English and Forest School activities.
- The school's PE curriculum map and associated resources ensures continuity and progression following guidance from the National Curriculum.
- Learning may be planned to fit into a topic, but generally the P.E curriculum demands specific skills which are not easily linked with topic work.
- PE lessons are delivered by class teachers, PE specialist teaches and coaches.
- Children are taught within their normal class as individuals, in pairs or groups as appropriate to facilitate a range of individual learning styles.

- There are ample opportunities for all children to be involved in extra-curricular sports clubs.

Children have access to a range of well organised, clearly labelled resources to develop the ability to select the appropriate equipment for a task. Children are taught to use resources/equipment appropriately and independently

Teachers assess children's learning in PE as they observe them during lessons. They record the progress made by children against the learning objectives for their lessons.

At the end of a unit of work, teachers make a judgement as to whether individual pupils have met the expectations of that unit and this is recorded on progressive year group spreadsheets. These records enable the teacher to assess attainment in PE for each child (workings towards, expected or exceeding) and this is reported annually to parents and passes to the next class teacher.

Instantaneous assessment, in the form of verbal feedback during lessons, is an essential and integral part of P.E. Children reflect and evaluate their own performance, with teacher support.

In the early years, regular observations are made and recorded in the area of 'Physical Development'.

All aspects of PE will be taught in such a way as to include all pupils: regardless of gender, background, ability, culture or physical ability.

All children and adults are expected to wear full PE kit for their lessons. Jewellery should not be worn and long hair must be tied up.

Progression in PE:

P.E in EYFS

We believe that young children learn through using all their senses through being active and interactive. Physical Development is one of 6 areas in the Foundation Stage Curriculum. Activities provide children with opportunities to achieve nine early learning goals. Activities are planned specifically to ensure a safe, well-resourced environment, which helps them to build on and develop their confidence and independence. Children are given time to explore, experiment and refine their social, interpersonal skills as well as gross motor skills and hand-eye coordination. Staff provide children with a balance of opportunities for all round physical development. This is achieved through use of in and outdoor play, use of the hall, playground and field. A range of equipment, apparatus and stimuli is employed to encourage the development of specific skills.

P.E in Key Stage 1.

Children continue to build on their early experiences and move into paired and group activities. They begin to play simple games, explore and link actions, improve coordination and response to stimuli. They develop greater awareness of others and begin to develop their own ideas and creativity. Children improve their use of apparatus and equipment and continue to develop gross motor skills and hand-eye coordination. They learn to refine skills in throwing, catching and kicking balls and working cooperatively. They continue to develop coordination, balance and achieve greater control over their movements. They develop their visual and spatial awareness and begin to express themselves through movement and communicate ideas and feelings about their performance.

P.E in Key Stage 2.

Children build on their previous experiences through a broader P.E curriculum. They learn specific skills and refine and improve existing ones. Children learn and demonstrate the importance of teamwork in pairs and small groups, and are taught common skills and principles for playing games with increasing

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complexity. They are given opportunities to be creative in developing their own rules as well as learning the conventions of traditional games.

Children begin to sequence movements with greater complexity, and develop poise and control over their actions, including equipment and apparatus. They respond creatively to stimuli and improve compositional work, performance and content. They become confident at evaluating their own performances and others, and reflect on how they can refine and improve their skills. Children develop greater awareness of the importance of physical activity and the effect upon their own body.

YSSN:

Our school, as part of the average size of cluster schools, has bought into an organisation called 'YSSN' to administer and deliver our competitions and cluster events including a dance festival, swimming gala, High 5 netball, Kwik Sticks hockey, Cross Country, Multi skills and Quad kids. These provide a range of competitive opportunities for children right across the age range of the school and allow gifted and talented children a chance to compete at a higher level, though all children are considered for team events.

Through YSSN we also utilise a qualified sports coach to deliver sessions within school once a week. This is part of our PE funding and also purchases a dance teacher on a weekly basis to teach and model dance to the children and staff. After school clubs are also purchased through this.

YSSN are also training a small group of Y5s to be Play Leaders to lead games at dinnertimes.

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