



# **Shakespeare Primary School**

## ***Physical Education Policy***

May 2018 – July 2019

Subject Leader: Kris Feather

# Introduction

The following document is intended to inform staff, governors, parents and other interested parties of our approach to the teaching of Physical Education at Shakespeare Primary School.

## Vision

All children leaving school with the knowledge, understanding, skills and motivation necessary to equip them for a healthy lifestyle and the ability to achieve their physical, emotional and social potential.

## Rationale

Shakespeare Primary School recognises the vital contribution that Physical Education makes to a child's physical, social, emotional, and cognitive development, as well as the positive role it can play in a child's spiritual, moral and cultural development. Physical Education is one of the statutory foundation subjects of the National Curriculum, and makes a vital and unique contribution to every child's physical development, health and wellbeing.

Through building up a body of key foundational knowledge and skills, pupils should be encouraged to recognise the benefits of a healthy and active lifestyle and develop a sense of pride and excitement in their personal achievements.

## Aims

Our PE curriculum is designed to provide every child with the opportunity to reach their physical, social and emotional potential. It allows them to discover the capabilities of their bodies, develop an in depth understanding of how their body can change, and build a repertoire of skills to aid them throughout their lives.

As a school we have recently invested in the 'Primary PE Passport', a scheme of work that we felt matched our vision and the needs of our children perfectly. It focuses on the key areas that we feel are essential in the development of children as they grow and learn. The PE Passport is designed around the National Curriculum 2014. It provides a comprehensive range of lesson plans which provide active challenging and progressive content. The PE passport's portability as an APP allows teachers to record multimedia to support their judgements on standards and to use as AFL for subsequent sessions.

### **Physical**

For all children to be able to effectively transfer skills and movements across a range of activities.

For all children to perform a variety of skills consistently and effectively in challenging or competitive situations.

### **Health & Fitness**

For all children to be able to explain how individuals need different types and levels of fitness to be more effective in their activity/ role/ event.

For all children to be able to plan and follow their own basic fitness programme.

For all children to be able to explain the basic fitness components and to know how long to exercise to keep healthy.

### **Creative**

For all children to be able to use variety and creativity to engage an audience.

For all children to be able to respond imaginatively to different situations, adapting and adjusting skills, movements or tactics.

### **Cognitive**

For all children to be able to review, analyse and evaluate their own and others' strengths and weaknesses.

For all children to be able to read and react to different game situations as they develop.

### **Social**

For all children to be able to involve others and motivate people around them to perform.

For all children to be able to give and receive sensitive feedback to improve their own and others' performance.

### **Personal**

For all children to be able to create their own learning journey and revise it when needed.

For all children to be able to see all new challenges as opportunities to learn and develop.

## Teaching and Learning

As teachers it is important that physical education is taught in a variety of ways. There is scope to use whole class, group and individual work in teaching physical education and it is vital that children receive these various styles. Children need to be given a variety of tasks including practice and consolidation, investigations and problem solving.

Links between physical education and other core and foundation subjects should be made where possible to ensure that children see the importance of physical education within all areas of the curriculum.

As a school we look to promote independence in our learners and want our children to take ownership of their own learning, setting their own goals and knowing their next steps with teachers facilitating this learning.

## Support staff

The role of support staff in PE lessons is paramount to the success of the learning. Following on from the 'Support Staff Expectations 2018' document, there are a variety of roles support staff can help to deliver throughout the lesson:

- **Be actively involved in children's learning:** under the direction of the teacher, we expect to see Support staff working with children throughout the lesson and moving around the learning environment when necessary to meet the children's needs. We will foster an ethos of 'having a go' and enjoying learning, engaging the children to move their learning on.
- **Be flexible and adaptable:** we expect to see staff using their initiative, observing the teaching and learning and finding ways to support the child and teacher without

always having to be directed to do so. We recognise that some days are more challenging than others and will support other staff members by stepping in to problem-solve – we don't say 'That's not my job...'

- **Always put the child's best interests first:** we will foster positive relationships with all children, providing them with a challenging yet supportive and encouraging environment. No child will be left to struggle or their needs ignored.
- **Follow the school behaviour policy consistently:** we expect staff to encourage our pupils to follow the Golden Rules and use them to 'look for the good' in all children. We will challenge unacceptable behaviour and not be afraid to ask for support from colleagues if unsure. We will find out about individual children's needs from their IBPs and follow through with agreed steps. We do not 'pass the buck'.
- **Communicate clearly with teachers and other support staff:** we will follow agreed planning and ask questions to clarify expectations and jobs. We will communicate our observations and feedback on children's achievements and use our initiative, in partnership with the teacher, to suggest next steps in learning.
- **Have the highest standards of professional conduct:** we will never speak about a child in a negative way in front of them or other children. We will not speak negatively about other members of staff in public spaces or in groups. We will aim to look for the positive in all situations.

## Progression in Physical Education

The school is using the 'Primary PE Passport' as our framework for teaching physical education across the school from Nursery up to Year six. Purchased as an APP the PE Passport is a portable Physical Education planning, assessment and tracking tool designed to enable all Primary School teachers to deliver enjoyable, active and high quality sessions. The PE Passport is child centred and allows pupils' achievements, in and out of school, to be recorded and tracked from Nursery right through to Year six.

Teachers plan and deliver lessons around specific skills and then personalise them to the individual needs of each child in order to ensure every child can achieve their maximum learning potential in every lesson.

The curriculum provides one hours of curriculum teaching per week for each year group, focussing on the agility, balance and coordination aspects of physical education, which is topped up by a range of disciplines including gymnastics, dance, swimming or a sport based activity to allow children to transfer the skills they have learned. Gymnastics is taught across two half terms for each year group and dance units are included across the year for all year groups.

## Foundation Stage

Children in foundation stage are provided with daily opportunities to explore their physical beings through play and other planned physical activities. In reception children are being taught the basic principles of PE within their continuous provision. They are taught one half term of gymnastics in the summer term to prepare them for key stage one, and are given daily opportunities to support their body weight to develop their upper body strength.

## Key Stage 1

Children in key stage 1 are taught the basic fundamental movement skills through the Primary PE Passport. They are given basic skills that they can then experiment with and adapt, and then apply them in challenges where they compete against themselves to achieve their personal best. Children also complete two units of gymnastics, two units of dance, and two sports based units to allow children the opportunity to transfer skills they have learned elsewhere in the curriculum.

## Lower Key Stage 2

Children in lower key stage 2 are given the opportunity to consolidate the skills they have learnt in key stage one, and then develop them into more complex movements and skills. They then often work in pairs and small groups to 'train', taking up the roles of a coach or athlete, before being given the chance to apply their skills either in individual situations to beat their personal best, or against a partner as they begin to develop their tactics and social etiquette required to be successful in competition. In year three, two units of gymnastics are completed, as well as two units of dance and two sports based units to allow children the opportunity to transfer skills they have learned elsewhere in the curriculum. Year four children go swimming once a week, complete four units of PE, one unit of gymnastics and one unit of dance. Children in year four also have the opportunity to attend a residential which allows them to experience physical education in an outdoor and adventurous setting, taking part in hill walking, orienteering, low level climbing as well as many other activities.

## Upper Key Stage 2

Children in upper key stage 2 are given a wider range of opportunities to apply their learnt skills and begin to understand and apply tactics in competitive situations with partners and in small sided games. Children are taught problem solving skills in an individual and team context so that they are able to outwit opponents. In year five, children go swimming once a week, complete four units of PE, one unit of gymnastics and one unit of dance. Year six children complete an hour of PE each week as well as two units of gymnastics, one unit of dance, and three sports based units to allow them to transfer the skills they have learned elsewhere in the curriculum. Children in year six also have the opportunity to attend a residential which allows them to experience physical education in an outdoor and adventurous setting.

***At all stages, sports based lessons are not used to teach them how to play a sport, but to use the sport as a driver to teach the agility, balance and coordination skills required to play that sport. Basic rules can be used in small sided games with no more than 5 players on a team. This ensures that children maximise the time they have to apply their skills in a small sided game situation. The rules played to do not have to be those of the professional sport as the children or teacher may choose to adapt games to suit the people involved, or may create their own.***

## Planning and Differentiation

### Primary PE Passport

The Primary PE Passport makes up the majority of lessons taught throughout school. It is a pre-planned scheme that allows for simple differentiation as children are challenged at their own level of learning within a session and take the required steps to progress. All lessons are

electronic and can be shown to children within lessons, with clear learning objectives and videos to demonstrate each skill.

### **Dance and Sports Based Units of Study**

Dance and sports based units of study are planned around the same skills that provide the structure for PE. Skills are selected by the teacher to meet the needs of their class and planned accordingly, using the chosen sport as a driver to teach the skills in a different context. Teachers differentiate these lessons using the STEP principle (Space, Task, Equipment, People), but like PE, give children the opportunity to think of their own ways to challenge themselves appropriately. We also have iMoves available, which we have signed up for as a school, to use in PE lessons as a supporting online resource.

### **Swimming**

For swimming we currently use the Active Schools and Leeds City Council scheme of work which aims to have all children swimming 25metres by the time they leave primary school. Swimming is taught weekly in years four and five by fully qualified swimming instructors at local leisure centres.

### **Outdoor and Adventurous Activities**

Outdoor and adventurous activities are currently delivered through two residential visits, one in year four, and one in year six. These are planned by school teachers in line with local health and safety regulations, and risk assessed accordingly.

## **Assessment, Recording and Reporting**

Children are assessed at the end of every half term. This allows the children to show the progress they have made. These professional judgements are then recorded on the Primary PE Passport using the Bronze, Silver, Gold assessment structure, looking at the Performing, Competing and Personal Development strands across the curriculum.

A Bronze assessment in a unit would state that the child is currently working towards the expectations of the unit.

A Silver assessment would show that the child is working at the expectations of the unit.

A Gold assessment shows that the child is exceeding expectations within a given unit.

Each child will also have their own passport within the app, where staff can store images, comments, videos, commentaries and much more in order to allow them to keep up to date with their achievements and next steps. Teachers can upload photographs and videos as hard evidence of a judgement they have made about an individual child or group of children directly onto the app.

Swimming is assessed half termly, with every child expected to be able to swim 25 metres by the end of year 5. Sessions will be put in place for any year six pupils who do not meet this criteria to 'top up' their swimming skills in smaller swimming groups throughout year six.

## **Equal Opportunities**

It is important that all children are given the opportunity to develop in physical education regardless of race, gender religion, ethnic group, culture or ability. We would also plan and develop children's multi-cultural awareness making sure the curriculum reflects the wider community. Children need relevant experience and language to access our creative curriculum successfully.

## Religious Beliefs and Celebrations

Physical education is a statutory part of the National Curriculum and therefore is something that all children must be taught. As a multi-cultural school we understand the different backgrounds of our families and will always do all we can to support them as long as it does not have a negative impact on a child's education. We have put everything in place to ensure that all children can access the whole PE curriculum having taken advice from religious figures in the local community, including adapting our PE kit policy. We advise that during celebrations such as Eid, where children may be fasting in years five and six, that they should be allowed water during and after PE lessons to avoid becoming ill.

## Special Needs

Children on the SEND register and who have specific learning difficulties will be planned for.

## Homework

Formal homework is not set in PE lessons however children are encouraged and challenged to further practice the skills they have worked on in lessons either at home or by attending sports clubs.

## Time

All children receive a minimum of two hours physical education every week. The time given to each area is outlined on the long term plan (see Appendix A) and it is down to the teacher's professional judgement how best to teach the skills required and which skills based on their knowledge of their children.

## Resources

Every phase has access to the school sports equipment to deliver PE sessions. Resources are audited termly by the subject leader and replacements are ordered where needed. Teachers within each phase know to inform the subject leader of any missing/ broken equipment so that replacements can be ordered.

## Health & Safety

The safe use of equipment is to be promoted at all times in line with the Association for Physical Educations handbook, *Safe Practice: In Physical Education, School Sport and Physical Activity*. This publication is readily available for all staff to access and is kept by the subject leader.

## The Role of the Head Teacher

To ensure that the National Curriculum is implemented.

To encourage and support the subject leader's approach to physical education development across the curriculum.

To support and encourage all staff in the teaching of physical education.

To make available the necessary resources to continue the development of physical education within the school budget.

To promote physical education in school.

## The Role of the Subject Leader

To promote physical education in school.

To provide a good example of the teaching of physical education in the classroom.

To ensure resources are available.

To plan and implement future developments of physical education through action plans.

To review and monitor both the planning and teaching of physical education.

To work alongside staff when required.

Attend relevant courses and disseminate information to staff.

Arrange INSET courses for staff.

Organise the acquisition of new resources.

Support colleagues.

Encourage parental involvement.

## The Role of Teaching Staff

To ensure that physical education is used in the classroom in line with the National Curriculum.

With the support of the subject leader and head teacher to implement any changes in the teaching of physical education.

To ensure there is equality of opportunity in the teaching of physical education.

To inform the coordinator of any problems which may arise in the implementation of physical education.

Teach and assess the children in physical education.

## The Role of the Governing Body

The governors will monitor the development and implementation of physical education in school.

## Review

This policy will be reviewed in April 2019.



# Shakespeare Primary School Long Term Physical Education Planning



Year	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Lesson 1	Lesson 2	Lesson 1	Lesson 2	Lesson 1	Lesson 2	Lesson 1	Lesson 2	Lesson 1	Lesson 2	Lesson 1	Lesson 2
<b>N</b>	Balance		Dance		Movement skills 1 and 2		Dance		Gymnastics - Parts High and Low		Gymnastics – Travelling, stopping, making shapes	
<b>R</b>	Balance	Fundamental movement skills	Locomotion	Invasion game skills	Gymnastics – rocking and rolling	Dance	Gymnastics - flight	Dance	Target Games 1	Gymnastics 1	Athletics 1	Gymnastics 2
<b>1</b>	Movement skills 1	Dance	Target games 2	Gymnastics	Net and wall game skills 1	Gymnastics	Striking and fielding game skills 1	Dance	Striking and fielding game skills 2	Athletics 2	Invasion game skills 1	Invasion game skills 2
<b>2</b>	Movement skills 2	Dance	Movement skills 3	Gymnastics	Net and wall game skills 2	Gymnastics	Striking and fielding game skills 2	Dance	Target Games 3	Athletics	Invasion game skills 2	Tri-Golf
<b>3</b>	Tennis	Gymnastics – receiving body weight	Netball	Gymnastics – linking movements together	Hockey	Gymnastics - symmetry and asymmetry	Health related fitness	Dance	Target games 3	Athletics	OAA	Cricket
<b>4</b>	Gymnastic skills 1	Swimming	Dance	Swimming	Gymnastics – pushing and pulling	Swimming	Health related fitness	Swimming	Basketball	Swimming	Athletics	Swimming
<b>5</b>	Netball	Swimming	Dance	Swimming	Gymnastics	Swimming	Health related fitness	Swimming	Cricket	Swimming	Volleyball	Swimming
<b>6</b>	Team building and PS	Basketball	Basketball	Gymnastics	Leadership	Gymnastics	Netball	Dance	Tag Rugby	Athletics	OAA	Cricket

## Appendix A