



# Pikes Lane Primary School Physical Education Statement of Practice

LEADING SCHOOL | LEARNING SCHOOL | INCLUSIVE SCHOOL | HEALTHY SCHOOL | EXTENDED SCHOOL | REFLECTIVE SCHOOL

Policy Leader: Mr G Higgins  
Linked Governor Sub Committee: Standards Committee  
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# Physical Education (PE) Policy

## Statement of Practice

### 1 Aims and objectives

1.1 Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

1.2 The aims of PE are:

- To enable children to develop and explore physical skills with increasing control and co-ordination;
- To encourage children to work and play with others in a range of group situations;
- To develop the way children perform skills and apply rules and conventions for different activities;
- To increase children's ability to use what they have learnt to improve the quality and control of their performance;
- To teach children to recognise and describe how their bodies feel during exercise;
- To develop the children's enjoyment of physical activity through creativity and imagination;
- To develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.

### 2 Teaching and learning style

2.1 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.

2.2 In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children 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, e.g. timed events, such as an 80m sprint;

- Setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump;
- Grouping children by ability and setting different tasks for each group, e.g. different games;
- Providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

### **3 PE curriculum planning**

**3.1** PE is a foundation subject in the National Curriculum. Our school uses the pre-existing national scheme of work as the basis for its curriculum planning in PE. Since January 2016 we have introduced the KeyPE Sports scheme of work which has been adopted by both Bolton & Manchester councils. Subject areas taught at Key Stage 1 include dance, games, gymnastics & SAQ. In Key Stage 2 we teach compulsory dance, games, gymnastics, athletics, SAQ & OAA. Year 4 pupils attend swimming & water safety lessons (10x1 hour sessions). Towards the end of year 6 pupils undergo a 25m swimming test.

**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 during the key stage. The PE subject leader works this out in conjunction with teaching colleagues in each year group.

**3.3** Our medium-term plans, which are taken from the KeyPE Sport scheme, give 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 adapt the KeyPE Sports plan for each PE lesson according to the ability of their class. Each lesson has specific learning objectives and gives details of how the lessons are 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 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 school.

### **4 The Foundation Stage**

**4.1** In EYFS children focus on the prime area 'Physical Development' relating to the Early Learning Goals Assessment criteria. Children have opportunities to develop their gross and fine motor skills through purposeful play opportunities indoors and outside. We

encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. Pre-school, Nursery and Reception children have planned access to physical equipment such as wheeled toys on a continuous basis, and the snack area offers plentiful discussion around Health and Self Care. Reception children also have specific PE lessons. Part of the EYFS ethos at Pikes Lane is developing independence and this also links to the aspect Health and Self Care.

## **5 Contribution of PE to teaching in other curriculum areas**

### **5.1 English**

PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance.

### **5.2 Mathematics**

PE contributes to the teaching of Mathematics, more specifically numeracy by requiring students to keep scores, add, divide and subtract during activities and games.

### **5.4 Information and communication technology (ICT)**

We use ICT to support PE teaching when appropriate. In dance and gymnastics children make video recordings of their performance, and use them to develop their movements and actions. Children use a concept keyboard to record the order of movements in their sequences of work. Older children compare each other's performance from recordings and use these to improve the quality of their work.

### **5.5 Personal, social and health education (PSHE) and citizenship**

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

### **5.6 Spiritual, moral, social and cultural development**

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children'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.

## **6 Teaching PE to children with special needs**

- 6.1 We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties, and work in PE takes into account the targets set for individual children in their Individual Education Plans (IEPs).

## 7 **Assessment and recording**

- 7.1 There are 3 PE levels that can be awarded to each pupil per specific subject area.
- **Green: Exceeding** - pupils are working above an appropriate ability level for their age.
  - **Yellow: Expected** – pupils are working at an appropriate ability level for their age.
  - **Red: Working Towards** - pupils are working below the appropriate ability level for their age.
- 7.2 Teachers assess children's work in PE by making assessments as they observe them working during lessons. Assessment is both formative & summative. Teachers use KeyPE Sport assessment criteria and hand their assessments sheets to the PE subject leader at the end of every half term. PE subject leader will collate all assessment levels in a whole school assessment spreadsheet. Each half term, each class (Year 1-6) is assessed in two PE subject areas. At the end of the year a final average will be given to each pupil.
- 7.3 The PE subject leader keeps photographic and video evidence of children's work (in a portfolio). This demonstrates what the expected level of achievement is in each area of activity in PE in each year of the school. Teachers meet regularly to review individual evidence of children's work against the national exemplification material produced by the QCA and the DFEE.

## 8 **Resources**

- 8.1 There is 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 to children only under adult supervision. 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 MUGA for games and athletics activities and the local swimming pool for swimming lessons.

## 9 **Health and safety**

- 9.1 The general teaching requirement for health and safety applies in 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. The governing body expects the

teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no jewellery is to be worn for any physical activity.

- 9.2** A headscarf may only be worn if they are easily removable (lycra/Velcro) and are shoulder length. Long scarves, pinned scarves and scarves with additional decorative features on them are not appropriate for health and safety reasons.

## **10 Monitoring and review**

- 10.1** 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. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leader gives the Head teacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The PE subject leader has specially-allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of PE teaching across the school.

## **11 Extra-curricular activities**

- 11.1** The school provides a wide range of PE-related activities for children just before the school day. Students have the option three days a week to take part in multi skill games and activities during Breakfast club.
- 11.2** During lunch times there are activities organised by the PE teacher and some upper key stage 2 students. Activities include football, basketball and cricket etc.
- 11.3** The school also provides a range of PE-related activities for children at the end of the school day. These encourage children to further develop their skills in a range of the 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 and we are an active part of the SSCO partnership. 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 co-operation amongst our children.

## **12. British Values**

At Pikes Lane Primary School we uphold and teach pupils about British Values which are defined as:

**Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs.**

These values are taught explicitly through Personal, Social, Health and Emotional (PSHE), and Religious Education (RE). We also teach British Values through planning and delivering a broad and balanced curriculum as part of our unique Pikes Lane Learning Journey.

We take opportunities to actively promote British Values through whole school assemblies and through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values in every subject area.