

# Elm Park Primary School

## PE Policy



'Aspiring to be the best we can be!'

<b>Policy type</b>	School
<b>Statutory compliance with</b>	N/A
<b>Responsible (author)</b>	PE Subject Lead
<b>Approved / Accountable</b>	HT
<b>Consulted</b>	SLT Curriculum & Subject Leads All staff
<b>Informed</b>	All Staff/governors
<b>Review Frequency</b>	Every 3 years
<b>Next review date</b>	03/03/2020
<b>Approved by/when</b>	Headteacher/03/03/2017

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## **1 Introduction**

To be read in conjunction with the following policies:

- Assessment
- Curriculum
- Health & Safety
- Inclusion
- Teaching and Learning
- Well Being

## **2 Equality Impact Assessment**

The school aims to design and implement services, policies and procedures that meet the diverse needs of our service, population and workforce, ensuring that none are placed at an unreasonable or unfair disadvantage over others. In the development of this policy, the school has considered its impact with regard to equalities legislation.

## **3 Vision & Values**

Elm Park Primary School's motto is 'Aspiring to be the best we can be!'. Our vision is based on the belief that through our school 'we grow 'good' people who are inspired to make a difference to their lives and the lives of those around them.' which we (aim to) achieve through our core values of 'ASPIRE': Achieve, Success, Perseverance, Independence, Respect, Enthusiasm.

## **4 Teaching and Learning**

At Elm Park Primary we believe in the concept of lifelong learning. We believe in providing an (broad and balanced) enriched curriculum that provides opportunities for creative and practical learning experiences. We identify cross-curricular learning experiences with innovative use of technology within and beyond the school.

## **5 Aims and Objectives**

Our Physical Education programme includes involving all children in physical activities which challenge our children at their own level. The aim is to allow children to develop individual physical skills to their full potential and to promote a healthy lifestyle within and outside of school.

- At Elm Park Primary School we aim to inspire and engage children's interest in sporting activities through providing a wide range of opportunities within school, after school and within the wider community.
- We aim to foster children's interest in physical wellbeing and healthy lifestyles in order to establish long lasting lifestyle messages.
- We aim to promote our Core Values through sports and positively encourage children to share, respect, support, trust and work together.

## **6 Organisation and Planning**

At Elm Park Primary School we plan our curriculum in three phases. We have agreed a long term plan for the Curriculum at Foundation Stage, Key Stage One and Key Stage Two. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis. With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning intentions for each session, and to identify what resources and activities we are going to use in the lesson.

Here at Elm Park Primary School, the curriculum is taught using a cross-curricular topic based approach.

## **7 Assessment**

Teachers regularly assess each child's progress in every subject. Every half term, teachers complete Symphony Foundation Assessments for foundation subjects to identify whether children are working towards ARE (age related expectations), at ARE or exceeding ARE and achieving greater depth.

## **8 Children with Additional Educational Needs (SEND/EAL/MAAT)**

A child with or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to or different from that made generally for others of the same age in mainstream settings in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014.

The term 'more able' will be used to define those pupils who have high abilities across three main areas:

- Academic strengths
- Multiple intelligences (based upon work of Howard Gardner – see appendix A)
- Trans-intellectual strengths (e.g. empathy, resourcefulness, leadership)

Identification

- Curriculum opportunities
- Identification checklist (see appendix B)
- Teacher assessment/nomination
- Peer/parent nomination

The list of 'more able and talented' pupil should be 'fluid', gathered and reviewed termly using the identification criteria.

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**9 Key Skills**

	Acquiring and Developing Skills	Selecting and Applying Skills, Tactics and Composition	Evaluating and Improving	Knowledge and Understanding of Fitness and Health
Y e a r 6  Y e a r 5  Y e a r 4  Y e a r 3  Y e a r 2  Y e a r 1  R e c e p	Move with confidence, imagination and in safety. Move with control and co-ordination. Travel around, under, over and through balancing and climbing equipment.	Use their imagination in, dance. Express and communicate their ideas, thought and feelings through movement.	Show awareness of space, of themselves and of others.	Use a range of small and large equipment. Importance of keeping healthy and those things which contribute.
	Copy, repeat and explore simple skills and actions with basic control and coordination.	Link these skills and actions in ways that suit the activities.	Describe and comment on my own and others' actions.	Discuss about how to exercise safely and how my body feels during an activity.
	Explore simple skills. I can copy, remember, repeat and explore simple actions with control and coordination.	Vary skills, actions and ideas and link these in ways that suit the activities.	Discuss the differences between my own and others' performances and suggest improvements.	Understand how to exercise safely and describe how my body feels during different activities.
	Select and use skills, actions and ideas appropriately applying them with coordination and control.	Show an understanding of tactics and composition by starting to vary how I respond.	Evaluate how my performance is similar to and different from others' work and use this understanding to improve my own performance.	Provide reasons to why warming up before an activity is important and why physical activity is good for my health.
	Link skills, techniques and ideas and apply them accurately and appropriately. My performance shows precision, control and fluency.	My performance shows precision, control and fluency and that I understand tactics and composition.	Compare and comment on skills and techniques and the ways they are applied in my own and others' work and use this understanding to improve my performance.	Explain and apply basic safety principles in preparing for exercise. I can describe what effects exercise has on my body and how it is valuable to my fitness and health.
	Select and combine my skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.	When performing I can draw on what I know about strategy, tactics and composition.	Analyse and comment on skills and techniques and how these are applied in my own and others' work. I can modify and refine skills and techniques to improve my performance.	Explain how the body reacts during different types of exercise and warm up and cool down in ways that suit the activity.

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**10 Cross-curricular Links**

PE contributes to the teaching of Literacy in our school by encouraging children to describe what they have done and to discuss how they might improve their performance this includes an explanation, rules of fair play, games and evaluation.

We use ICT to support PE teaching when appropriate. iPads are used to gather evidence of lessons and used to help children to evaluate that of theirs and others performances and actions. Children that cannot participate in PE use the iPads to conduct pupil interviews to show a deeper understanding of their learning.

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.

**11 Resources**

**SEN**

- When the governing body approves the school's budget, consideration will be given to the resources allocated to meeting special educational needs. The annual report to parents will include this information. The Head Teacher will manage the allocated funds and will ensure that the best use is made of these resources through provision mapping. It is now a mandatory requirement that schools fund up to the first £6,000 of any SEN support required by a young person.

- Adapted Learning Plan (ALP) see appendix C

**EAL**

Priorities:

- Newly arrived students with little or no English
- Students at end of Key Stage working well below age related expectations because of EAL
- Students who are identified by the school as not making sufficient progress due to having EAL

- Students who need specific help with grammar and syntax in lessons  
N.B. Where this support involves withdrawing students from class, this will be time limited and measured for impact.

**MAAT**

More Able Plan (MAP) see appendix D

## **12 Role and Responsibilities**

### **Teacher**

- Ensure coverage of objectives in year group MTP
- Assess pupils against appropriate objectives and provide data by deadline dates
- Ensure subject is timetabled and taught accordingly
- Differentiate for SEN/MA pupils
- Read policy and follow
- Seek advice from subject lead when necessary to enjoy own subject knowledge is appropriate
- Plan creative and engaging lessons
- Use appropriate resources to support high quality teaching and learning in the subject

### **Subject Lead**

- Monitoring of planning/coverage through learning conversations and lesson visits
- Obtaining & maintaining resources
- Up to date knowledge of local and national developments
- Complete data analysis and evaluate to impact further on quality of teaching and learning in subject
- Identify good practice and areas of development
- Plan for curriculum enhancement
- Lead in innovation and supporting colleagues and support professional development of staff

### **Senior Leadership Team**

- Support subject leads in their role
- Complete joint learning conversations
- Provide /plan for leadership time
- Whole school monitoring calendar and assessment
- Strategic management & deployment of physical, human and environmental resources.

### **Governors**

- Ensuring statutory duties are adhered to
- Ensure curriculum policies and procedures are consistently adopted
- Report findings back to the governing body

## 12 Monitoring & Review

### **Monitoring of the subject will include:**

- Learning conversations and lesson visits
- Termly self evaluation reports for HT and governors
- Create portfolios of work to inform monitoring and evaluation
- Pupil conferencing
- Ensuring curriculum coverage
- Triangulation exercises; books, data, lesson visits

## APPENDIX A

### **Intelligence:**

#### **Linguistic Intelligence**

The ability to read, write and communicate with words. Authors, journalists, poets, orators and comedians are obvious examples of people with linguistic intelligence.

#### **Logical-Mathematical Intelligence**

The ability to reason and calculate, to think things through in a logical, systematic manner. These are the kinds of skills highly developed in engineers, scientists, economists, accountants, detectives and members of the legal profession.

#### **Visual-Spatial Intelligence**

The ability to think in pictures, visualize a future result. To imagine things in your mind's eye. Architects, sculptors, sailors, photographers and strategic planners. You use it when you have a sense of direction, when you navigate or draw.

#### **Musical Intelligence**

The ability to make or compose music, to sing well, or understand and appreciate music. To keep rhythm. It's a talent obviously enjoyed by musicians, composers, and recording engineers. But most of us have a musical intelligence which can be developed. Think of how helpful it is to learn with a jingle or rhyme (e.g. "Thirty days has September...").

#### **Bodily-Kinesthetic Intelligence**

The ability to use your body skillfully to solve problems, create products or present ideas and emotions. An ability obviously displayed for athletic pursuits, dancing, acting, artistically, or in building and construction. You can include surgeons in this category but many people who are physically talented—"good with their hands"—don't recognize that this form of intelligence is of equal value to the other intelligences.

#### **Interpersonal (Social) Intelligence**

The ability to work effectively with others, to relate to other people, and display empathy and understanding, to notice their motivations and goals. This is a vital human intelligence displayed by good teachers, facilitators, therapists, politicians, religious leaders and sales people.

#### **Intrapersonal Intelligence**

The ability for self-analysis and reflection – to be able to quietly contemplate and assess one's accomplishments, to review one's behaviour and innermost feelings, to make plans and set goals, the capacity to know oneself. Philosophers, counsellors, and many peak performers in all fields of endeavour have this form of intelligence.

#### **Naturalist Intelligence**

The ability to recognize flora and fauna, to make other consequential distinctions in the natural world and to use this ability productively—for example in hunting, farming, or biological science. Farmers, botanists, conservationists, biologists, environmentalists would all display aspects of the intelligence.

Reference: Gardener, H (1983) Frames of Mind, Basic Books Inc  
Gardner, H (1993) Multiple Intelligences: The Theory in Practice, Basic Books Inc

**APPENDIX B**

**Identification checklist**

Name of Pupil	Class
Characteristic	Tick
1. High level of ability across subjects	
2. High level of ability in reading	
3. High level of ability in writing	
4. High level of ability in maths	
5. High level of ability or talent in other curriculum area (please specify)	
6. Learns easily, quick recall	
7. Superior powers of reasoning	
8. Logical approach	
9. Processes information easily	
10. Able to memorise quickly	
11. Rapid reader	
12. Able to select and retain significant information	
13. Keen and critical powers of observation	
14. Originality of thought, inventive, unusual response and methods	
15. Superior language development, outstanding vocabulary	
16. Works independently, persistent and resourceful	
17. Creative, imaginative and inventive with flair	
18. Shows intellectual curiosity	
19. Takes the initiative	
20. High level of sensitivity and empathy	
21. Excellent sense of humour	
22. Extrovert or introvert within a group	
23. High motivation, response to a challenge	
24. Good social skills and leadership qualities	

**Comments and Observations**

Date:

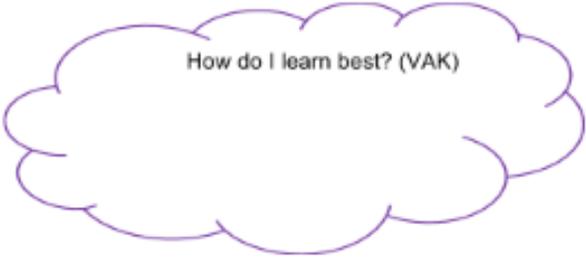
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ALP Literacy

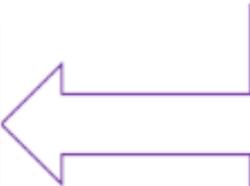
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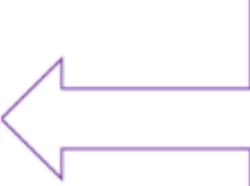
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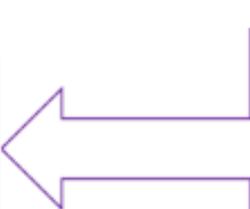
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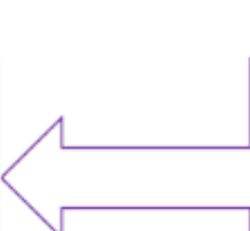
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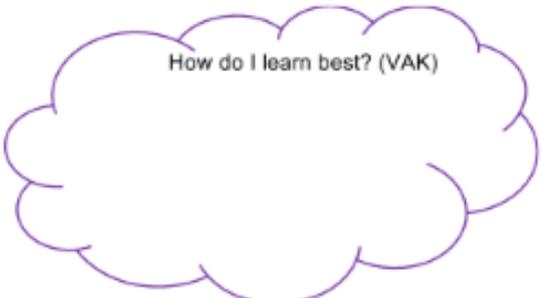
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MAP Maths Week Beginning: \_\_\_\_\_

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What can I do now?



Apply and Use Task – Prove it

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Collaborative Task – question / test / compare / draw conclusions

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Understand and Explain Task

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Further Exploration – new or original example

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