



Killamarsh Infant and Nursery School

PE Policy

1. Introduction

Our school aims to ensure that children enjoy their learning in PE. We believe that when children find an enjoyment and appreciation for physical activity, this will encourage them to lead a healthy and active life. Through our Physical Education curriculum, we enable the children to become resilient and ambitious learners, continuously striving to improve their performance.

Our school believes that Physical Education, experienced in a safe and supportive environment, makes a vital and unique contribution to high achievement and learning for life. P.E enables children to learn confidence, perseverance, team spirit and organisation. The physical education curriculum promotes and encourages children to respect themselves, others and their environment. We believe that children must engage in a programme of P.E. that develops fundamental movement skills, encourages fitness, improves strength and teaches skills necessary for effective application to many sporting activities.

2. Definition

Physical Education develops pupils' physical confidence and competence, and their ability to use these skills and attributes to perform a range of physical activities. P.E. promotes physical skilfulness, physical development and a knowledge of the body in action. The subject provides opportunities to be creative, competitive and meet challenges as individuals, in groups and teams.

3. Intent

It is our intent to enable children to:

- Develop competence and confidence in a wide range of physical activities
- Develop interest and enjoyment in P.E. through creativity and imagination activities in games, dance and gymnastics.
- Be physically active for sustained periods of time and recognise and describe how their bodies feel during exercise.

- Acquire, develop and explore Fundamental Movement Skills with increasing control and organisation.
- Use opportunities which enhance their physical wellbeing, in preparation for leading a fulfilling, active and healthy lifestyle.
- Develop positive attitudes towards health, hygiene, exercise and fitness, preparing them for a lifelong commitment to healthy, active lifestyles and involvement in sport.
- Develop the way that they perform skills and apply rules and conventions for different activities with an appreciation of safe practice.
- Develop a sense of fair play and sportsmanship, with opportunities for competitive and non-competitive sport.
- Increase their ability use what they have learnt to improve the quality and control performance to the best of their abilities and know how to evaluate their success.
- Develop the way they perform their skills and apply rules and conventions for different activities.
- Develop spiritual, moral, social and cultural awareness through competitive and co-operative activities.
- Further develop cross- curricular links with other subjects, including Speaking and Listening skills.

We strive to establish a high profile of physical education throughout our school and celebrate the sporting achievements of our pupils both in and out of school. We assess pupils learning, analyse and interpret the results to inform future planning and lessons.

4. Implementation

These aims are embedded within our Physical Education curriculum and across wider school life. Through weekly sessions with our class teachers and highly skilled sports coaches, children are provided with opportunities to develop their skills across a broad range of topics. Fundamental movement skills are developed within the EYFS and as children progress through our school their skill-set is developed to provide them with strong foundations for their future sporting lives. We listen to the opinions of our pupils and use this to help incorporate different sports and activities in our games sessions. This ensures children are exposed to a variety of different sports and activities in our games sessions.

We use a variety of teaching styles to engage all types of learners and provide a mixture of whole class teaching, individual, paired and group activities. Teachers draw attention to good examples of individual / collaborative performances and sportsmanship as models for other children and we encourage children to evaluate their own work as well as the work of peers. Within lessons, we give our children the opportunity to both collaborate and to compete with each other using a range of resources. We help children to recognise the importance of personal challenge, and to celebrate their own individual successes.

Our PE Curriculum is high quality, well thought out and is planned to demonstrate progression. In addition, we measure the impact of our P.E curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes- formative assessment through ongoing teacher observations and evaluations during P.E sessions to inform next steps.
- Pupil discussions about their learning.

- Half termly tracking of all children using our REAL P.E summative assessment key skills trackers.
- EYFS teacher judgements against the EYFS Profile and planned outcomes for lessons observations and progress highlighted towards reaching the Early Learning Goals for Physical Development - updated half termly.

Children are provided with opportunities for active play and lunchtimes every day. We relay the importance of exercise throughout PE sessions. Children are encouraged to talk about how this exercise makes their body feel and why this happens.

Within Science and PSHE lessons we discuss the importance of a healthy and balanced diet for our physical and mental health.

5. Impact

We ensure that our PE curriculum is progressive and allows children to develop fundamental skills and apply them to a variety of sports and activities. All children are provided with the skills and given opportunities to demonstrate improvement to achieve their personal best. Our pupils are physically active and this has positive impact on their learning in the classroom. Children understand how to lead a healthy lifestyle and understand the importance of exercise. We hope children enjoy and develop a love of sport and physical activity that they pursue outside of school and in future life.

6. Curriculum and Organisation

The Foundation Stage Profile provides clear links with curricular objectives at Key Stage 1. At Killamarsh Infant and Nursery School, during EYFS children build on their existing Fundamental Movement Skills through broad and varied opportunities to engage in a wide range of physical activities. Through a multi-skills approach we believe that the children will watch, listen and experiment, develop their skills in movement and co-ordination, and enjoy expressing themselves in a variety of situations. Our approach to delivering the P.E. curriculum encourages children to explore and learn about their physical world by building on their natural enthusiasm for movement and active learning. We aim to ensure that the children are Physically Literate to the best of their capacity.

Early Years Foundation Stage (EYFS)

The Early Learning Goals for Physical Development and Expressive Arts and Design outline the expected developmental phase for children as they leave Foundation Stage 2.

- Children show good control and co-ordination in large and small scale movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively.
- Children know the importance of good health of physical exercise, and a healthy diet and talk about ways to keep healthy and safe
- Children represent their own ideas, thoughts and feelings through 'music and dance'...and experiment with ways of changing them.

Key Stage 1

The programme of study for P.E states that:

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

P.E should be taught in accordance with the safety principles and guidelines outlined in the school's policies relating to equipment, resources, jewellery and P.E. kit. Specific to the teaching of P.E. the teacher should be in a position where the whole class can be supervised. Children should work quietly and listen with attention to instructions. Any accidents should be reported to the Headteacher immediately. Reference should be made to the Health and Safety Policy for further information on procedures for accidents.

Progression is achieved through the development of skills. Lessons are most frequently taught by the class teacher. As part of the broad and challenging curriculum delivered at Killamarsh Infant and Nursery School, links to P.E are made through all other subjects as appropriate.

When planning and teaching P.E. teachers will have due regard for the following principals that are essential to developing a more inclusive curriculum:

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individual and groups of pupils.

Assessment in PE is undertaken after each lesson, and also at the end of a unit of work. Parents are reported to as part of the annual report and also verbally during the year.

All children have a right to access to P.E. at all times and should not be withdrawn from the subject for any reason other than medical. A written or verbal explanation is needed from parents if this is appropriate.

OSHL (Out of School Hours Learning) activities are available at appropriate times of the year, with the aim of complementing and supplementing the P.E. curriculum.

Physical Literacy and Move It is taught in addition to the PE curriculum demonstrating our belief in the development of fundamental movement skills in Ability, Balance and Co-ordination, which can then be transferred to multi-skills activities in the PE curriculum.

7. Resources

Stored in the Hall:

- Fixed apparatus – wall bars etc.
- Small apparatus planks, benches, stools, A-frames and mats.
- Small Games apparatus eg balls, bean bags, plastic balls, skittles, quoits and hoops skipping ropes, paddle bats, tennis balls etc

Stored in the Hall:

- Dance CD's/tapes.

The teacher is responsible for ensuring apparatus is correctly erected, that the room and resources are safe and that there are no hazards in the hall during P.E. lessons. Children will be taught how to develop risk awareness for themselves. They are encouraged to consider their own and others' safety at all times. Safety aspects will be discussed with the children prior to and during a PE session, when they will be asked to identify any risks to themselves and others. In the event of an incident all staff know the procedures and would send for assistance from the office next door. A first aid kit is available in the staffroom. Children should not use or move any apparatus or resources without supervision. Reference should be made to the Health and Safety Policy for further information on procedures for accidents, and also to the PE Risk Assessment documentation. Classroom teachers should take responsibility for reporting any damage or loss.

8. Monitoring and Evaluation

The subject leader and Headteacher monitor the teaching and outcomes on a regular basis. This is done by work sampling, photographs, discussion with small groups of children of mixed abilities and through lesson observations. Feedback from monitoring, in whatever form, is then related back to the curriculum co-ordinator and/or the headteacher. In the case of special visits/visitors or projects a display of the event is often compiled by the subject leader, consisting of photographs, write-ups and work evidence by the children. Through careful monitoring and evaluation processes, the children's confidence and the delivery of the subject can be improved, raising standards across the school.

- Pupils develop resilience, confidence and independence and lead a healthy and active lifestyle, helping them to know how to keep physically and mentally healthy.
- All teachers assess their class across the curriculum (cogs baseline) using the assessment wheel on Jasmine in September. Classes are then reassessed at the end of each term.
- Within Key Stage 1 the fundamental movements skills (agility, balance and coordination) are assessed on the assessment wheel at the end of each fun station (one skill every three weeks)
- In the Early Years the children are assessed using the EYFS 2020 framework (physical development)

The PE lead will conduct an annual staff survey addressing confidence in teaching PE, the broader impact PE has across the school and pupil engagement. Outcomes will be used to organise bespoke training or support.

There is a Sports Premium impact report available on the school website. This identifies how the school has spent the sports premium fund and the impact this is making on the pupils.

9. **Inclusion and Diversity**

In whole class teaching differentiation for all pupils occurs through:

- discussion;
- well-focused and challenging questioning;
- praise of individual contributions;
- high expectations encouraging pupils to elaborate, suggest, make observations, reflect and speculate;
- thinking time.

In individual, paired or group work differentiation will take place by resources, variety of tasks, response and support.

More able children are identified by the class teacher and their learning is enhanced through targeted questioning and/or extending task. The PE Jasmine tool includes resources to support inclusion.

Children with special educational needs (SEN) and English as an additional language (EAL) are supported using a variety of support materials suggested by class teachers, SENCO and other outside agencies. For children with physical disabilities, we endeavour to secure appropriate apparatus in order for them to access the curriculum and we consult with relevant outside agencies.

We ensure that we show children positive images of the gender groups in society.

10. **Staff Development**

One use of the school's Sports Premium is to further staff's professional development. This is often achieved through Lead Practitioner support from the NEDSSP, as well as professional courses. Up to date information from the subject leader is given regularly to staff. The subject leader is always available to help colleagues when needed. Visits to sporting establishments, and involvement in inter-school sporting events are wholly embraced and encouraged to develop children's physical competence and confidence, and to inject enthusiasm in both the teachers and children alike.

11. **Reporting to Parents**

We hold two parents' consultation evenings during the year, one in the Autumn term and the other in the Spring term. Written reports are given to parents at the end of the Summer term and parents have the opportunity to discuss these with the class teacher if they choose.

We have an open-door policy to discuss strengths and strategies to support learning in all areas of the curriculum.

12. **The Governing Body**

The Governors monitor the teaching and learning of PE throughout the school via the governor responsible for the curriculum who reports to the Teaching and Learning Committee.

13. Health and Safety

All staff ensure that the Health and Safety regulations are adhered to when using PE equipment and other equipment such as interactive whiteboards and CD players etc. The school follows the guidance given in the AFPE 'Safe Practice in Sport' guidance to ensure that all our children are kept safe whilst being able to challenge themselves during physical activities.

Policy Review

This policy is due to be reviewed again in 2025 by the subject leader and then the Teaching and Learning Committee of the Governing Body. This policy will be circulated to all staff and a copy will be kept in the P.E folder. It will be available to parents should they wish to view it.

March 2022