

St Luke's Church Primary School PE Policy 2023



"A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help embed values such as fairness and respect." (National Curriculum, DFE 2013)

Intent:

At St. Luke's Primary School we aim to provide a high quality, fully inclusive physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physically demanding activities.

We work hard to deliver high quality teaching and learning opportunities that enable all pupils to achieve their personal best.

We provide opportunities for pupils to flourish in a range of different physical activities and become physically confident in a way that encourages and promotes their health and fitness.

Our children have many opportunities to compete in sport and other activities that build character and help embed values such as fairness and respect.

At St. Luke's we strive to ensure that the children's experiences of physical education are enjoyable, positive and motivating, and that the children's attitudes to a healthy lifestyle are firmly embedded throughout our entire curriculum.

Aims:

The aim is for all pupils to:

- To enable children to develop and explore physical skills with increasing control and coordination.
- To encourage children to work and play with others in a range of group situations.
- To develop an ability to plan a range of movement sequences, organise equipment and apparatus, and begin to design and apply simple rules.
- To develop an ability to remember, adapt and apply knowledge, practical skills and concepts in a variety of movement based activities.
- To develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.
- To foster positive attitudes to participation in competitive sport, winning modestly, losing with dignity and always playing fairly.
- To develop psycho-motor skills through a range of relevant movement based activities.
- To promote positive attitudes towards health, hygiene and fitness.

- To develop communication skills, encouraging the use of correct terminology, to promote effective co-operation.
- To develop the children's enjoyment of physical activity through creativity and imagination.

Implementation:

At St. Luke's Primary School the PE curriculum is taught twice a week following the school's sports rolling program, including an outdoor and an indoor session in most cases.

There is coverage across a wide range of sports and disciplines, (games, athletics, dance, gymnastics, outdoor and adventurous activity and swimming), using the progression documents for each area of the PE curriculum. This ensures that we are building upon previous learnt skills, re-visiting skills that have been a barrier and extending skills for those exceeding the standards, preparing them for a more extensive, competitive and sports based programme of PE in KS3.

The lessons are taught using a scheme of work that is currently being written by staff using the new planning documents. Learning objectives for these lessons are taken from the progression documents to ensure full coverage of the PE curriculum. These lesson plans will also include key questions, key vocabulary, skill development, skill practice and application, safety issues and misconceptions to consider, and any adaptive teaching that will be required.

The Early Years Foundation Stage follow the PE curriculum and the rolling program, and objectives are linked to both the progression document skills and the foundation stage profile.

Assessment sheets have been written to link with the progression documents where children are assessed throughout the year highlighting emerging skills, barriers and exceeding skills. This then informs future planning for the following year. Assessment is made through a combination of observations, discussions, photographs, videos and individual/peer group review. In EYFS evidence is recorded for both PE lessons and physical development within CP, through Tapestry, with photographs videos and commentary. In KS1 evidence is recorded in class topic books highlighting objectives, vocabulary and photographic evidence of practice. In KS2 evidence is recorded half termly in their individual topic books and may include photographs, objectives, achievements, reviews, AFL and vocabulary.

Impact:

At St. Luke's Primary School our assessment sheets are used for periodic assessment. These are aligned to the school curriculum and our PE progression documents, for each of the six disciplines – dance, gymnastics, games, athletics, OAA swimming (KS2 only). Teachers update assessments at least half termly, highlighting emerging skills, barriers and exceeding skills. These assessments are recorded on Target Tracker termly in steps progress. This then informs progress, areas of need and future planning for the following term and finally the following year.

In EYFS the same assessments take place, however progress and attainment is assessed against Target Tracker steps for the Foundation Stage Profile.

Through assessment and monitoring of data the number of children reaching age related expectations, greater depth and those that are working towards are recorded. Any areas of concern are addressed and support will be offered as appropriate.

The impact of the policy, the curriculum, the progression documents and subsequent lessons plans/scheme of work will be evidenced through:

- Target tracker results.
- Increased engagement in extra-curricular sporting clubs.
- Increased number and breadth of children representing the school in external sporting events.
- Results and participation in competitive sports.
- Pupil voice and perception of PE provision at St. Luke's being good.
- Pupil's enjoyment and understanding of the importance of physical exercise being high.
- Communication in a variety of forms through social media about sporting events attended, results and children's independent sporting achievements.

Monitoring:

A monitoring plan is created each year, through the subject action plan to ensure that this policy and the curriculum are followed and taught. A range of monitoring strategies are used to ensure there is triangulation, including book looks, lesson observations, pupil perception surveys and planning overviews. Support will be offered to teachers where 'areas for development' are identified or when CPD is requested.

Health and Safety:

It is important that we understand that the safety of children in lessons is of paramount importance. General risk assessments have been carried out for all sporting activities and separate ones are completed for fixtures. As a school we follow the guidelines within the "afPE Safe Practice in Physical Education School Sport and Physical Activity 2020" document.

Date Written: November 2023

Date of Review: The policy is revisited on a yearly basis and amendments are made where appropriate.