

Physical Education Policy

DUKE OF NORFOLK CE PRIMARY SCHOOL



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1. Physical Education Curriculum Intent

1.1 Aims of this Policy

This policy aims to:

This document reflects the Duke of Norfolk Primary School's values and philosophy in relation to the teaching and learning of Physical Education. It sets out a framework within which both teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the Curriculum Map and the Vocabulary Map for Physical Education.

Our Physical Education policy covers all of the statutory expectations as set out in the [National Curriculum for England 2016](#) (DfE). It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

1.2. A.S.K and Our Physical Education Curriculum

SMSC Statement

At the Duke of Norfolk CE Primary School, we recognise that the personal development of pupils spiritually, morally, socially, and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that not only provides pupils with the required knowledge and skills in Physical Education, we provide opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. We use the acronym **A.S.K (Attitude, Knowledge and Spirit)**.

Physical Education provides opportunities to promote the following:

Spiritual development: Through helping pupils to recognise their own creativity and the creativity of others by creating and developing routines and choreography.

Moral development: Helping students to become better human beings, as it emphasises moral traits such as kindness, respect and fairness.

Social development: In PE, sport and group activities, pupils learn to help others, consistency with the group, cooperation, forgiveness, dedication, independence, self-confidence, respecting the law, and friendship with others.

Cultural development: Through exploring different dance styles and experiencing different sports and activities, pupils will learn about different cultures and will reflect on their rules and values.

1.3. Intent of Our Physical Education Curriculum

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 to embed values such as fairness and respect. In EYFS and KS1, pupils will learn how best to move and control their own body and develop basic sending and receiving skills. In KS2, pupils will develop their understanding of rules, tactics and skills in a variety of different sports and activities.

Our aims are also underpinned by the National Curriculum aims, which state:

The national curriculum for **Physical Education** aims to ensure that all pupils:

- > Develop competence to excel in a broad range of physical activities
- > Are physically active for sustained periods of time
- > Engage in competitive sports and activities
- > Lead healthy, active lives.

1.4. Physical Education Curriculum Organisation

How the Physical Education curriculum is organised:

- > The curriculum for Physical Education is specifically designed for children to build on prior knowledge and skills. Due to the inter-related elements of Physical Education, as well as our mixed age-classes, it is designed in an upward spiral, so children revisit themes, topics, knowledge or skills much more regularly than in other subjects but continue to increase the difficulty and complexity each time they meet it.
- > Curriculum mapping for Physical Education is split into 11 themes. These themes are:
 - Fundamental movement skills
 - Fitness
 - Gymnastics
 - Dance
 - Invasion Games
 - Net and Wall Games
 - Striking and Fielding
 - Target Games
 - Athletics
 - Outdoor Adventurous Activities
 - Swimming
- > Pupils will spend one half-term on a theme and will visit two themes in a half-term. This allows sufficient time to cover the statutory content of Physical Education along with enrichment opportunities.
- > Whilst the Nursery and Reception cover the Statutory EYFS Framework, mapping for Physical Education makes clear the foundations that are to be laid in this vital stage. Where possible, these link to the Seven Areas of Learning and Development.

2. Physical Education Implementation

2.1. Planning

Planning for each unit of work is done on the school's agreed format for Medium Term Planning. This planning format makes explicit the links between prior and subsequent learning, sets out the pedagogical approach, makes clear how learning will be differentiated, and the vocabulary to be secured.

EYFS use a different planning format due to the inter-related nature of their curriculum, but this planning makes clear the Physical Education objectives for easy monitoring.

Planning is shared across the phase so that children access the same learning, and teachers share the planning workload.

Planning is stored on the shared server for easy access and monitoring.

2.2. Resources

- > All Physical Education resources are stored in the PE storeroom
- > The curriculum leader is responsible for auditing the Physical Education resources
- > The Curriculum leader is responsible for monitoring and ordering Physical Education resources
- > Staff are aware of where the Physical Education resources are, and all have access to them

2.3. Teaching and Learning

In Physical Education, pupils will build on knowledge sequentially, building from previous knowledge of prior phases of the PE long term curriculum. The lessons are not task led but concept led, allowing pupils to develop key areas of the national curriculum rather than focusing on tasks that do not allow pupils to know more, do more and remember more.

Physical Education is taught to pupils from reception through to year six (Nursery and Reception also do Physical Development). The pupils are taught by Mr. English (Sports coach) and/or their class teacher, class teachers are provided with medium and short term plans for any units of PE that they are required to teach.

2.4. Inclusion

Teachers set high expectations in Physical Education for all pupils. They will use appropriate assessment to set ambitious targets for all, based on our curriculum maps, and plan challenging work for all groups, including:

- > More able pupils
- > Pupils with low prior attainment
- > Pupils from disadvantaged backgrounds
- > Pupils with SEND
- > Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study Physical Education, wherever possible, and ensure that there are no barriers to every pupil achieving. The Physical Education curriculum is mapped so that learning steps can be broken down to match a child's cognitive stage, however, as some topics in a strand can vary significantly, we will use our expertise and knowledge of the child to plan accordingly. There are different ways we may do this, depending on the needs of the child.

- It might be most appropriate to break the composite learning aim into smaller steps. An example is the Year 1/2 Gymnastics aim to ***‘Explore barrel, straight and forward roll and put into sequence work’***, which could be broken down to just one aspect of such as ***‘Explore straight rolls’***.
- It might be more suitable to track back through the strand to find an appropriate aim for children to work on. Using an example from the Year 5/6 Dance strand ***‘to explore, improvise and combine movement dynamics to express ideas fluently, effectively on their own, with a partner or in a small group’***, teachers may select aims from a previous phase for children to learn, for example, ***‘Develop an understanding of dynamics’*** from Y1/2.

Where there are physical/accessibility barriers, appropriate adaptations will be made to ensure children can access the learning at the appropriate level. This will be done by following the STEP principle, which is adapting the original task and learning so that pupils can still access the appropriate stage for their age. STEP stands for Space, Task/time, Equipment and People, with each of these offering an opportunity to adapt lessons so that pupils can continue to learn at the age-appropriate stage.

- Space can be adapted to allow for greater area of movement, for example, allowing pupils in a wheelchair more room so they can still achieve the aim of ***‘explore different ways to travel’***.
- Pupils who have physical/accessibility barriers may need additional time to acquire certain skills and knowledge due to their barrier. In certain cases, these pupils may need time alternations on certain tasks so that they are able to consolidate that knowledge.
- Equipment can often cause a barrier for certain pupils so having alternatives that allow pupils to still access that stage of learning is important. An example of this is, allowing a pupil who may have poor hand-eye coordination due to having dyspraxia the option of using a tennis racket to focus on ***‘Begin to strike a bowled ball using different equipment’*** rather than the traditional cricket or rounders’ bats which have a smaller striking surface.
- Additional support in the form of teaching assistants can all be used to allow pupils with physical/accessibility barriers.

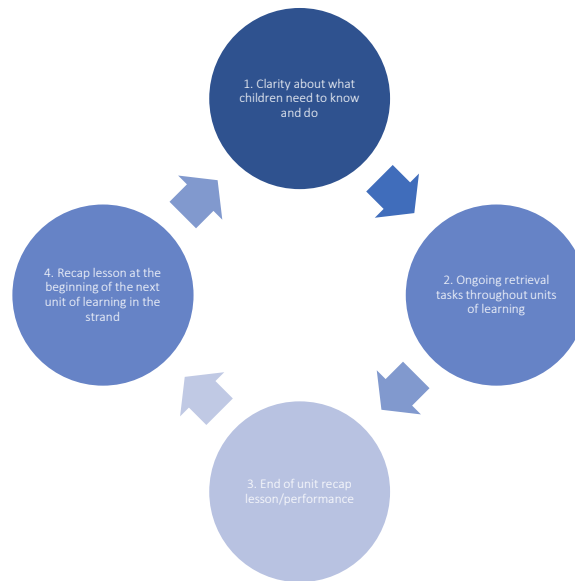
Teachers will seek advice and support from the SENDCo when necessary.

Teachers will also take account of the needs of pupils whose first language is not English. History lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part and achieve.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

2.5. Assessment and Recording

In order to check that children are progressing in Physical Education, (that they know more, can do more, and remember more), and that our teaching and learning is matched well to the children’s needs, we continually employ a range of formative and summative assessment strategies.



Clarity for teachers and children about what they need to know and do, supports learning, and makes criteria for assessment clear. Our curriculum maps provide clear composite and component knowledge and skills to underpin this.

Ongoing retrieval tasks are completed throughout a unit of learning which support children to move learning into their long-term memories. These tasks also help teachers to spot gaps in learning, address misconceptions, and adapt their teaching accordingly.

In Physical education there is continually ongoing formative assessment throughout the lessons, offering pupils feedback and guidance on their skills and knowledge. To greater understand the knowledge and understanding of the pupils' learning, in certain themes of the Physical Education curriculum there will be an end of unit lesson which allows pupils to demonstrate all the skills learnt in the unit so far. In other themes, such as Dance and Gymnastics, pupils will build on skills lesson by lesson, allowing pupils to demonstrate skills and knowledge in a final piece of work.

2.6. Roles and Responsibilities

2.6.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- > A robust framework is in place for setting curriculum priorities and aspirational targets for Physical Education
- > Maintained schools only: Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- > The school is complying with its funding agreement and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- > Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN) in Physical Education
- > The school implements the relevant statutory assessment arrangements

- > It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

2.6.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- > All required elements of Physical Education, including those aspects which school chooses to offer, have aims and objectives which reflect the aims of the school and indicates how the needs of individual pupils will be met
- > The amount of time provided for teaching Physical Education is adequate and is reviewed by the governing board
- > Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of Physical Education
- > They manage requests to withdraw children from Physical Education, where appropriate
- > The school's procedures for assessment of Physical Education meet all legal requirements
- > Proper provision is in place for pupils with different abilities and needs, including children with SEN

2.6.3 Subject Lead for Physical Education

The Physical Education leader will:

- > Be the advocate for Physical Education in school
- > Provide advice or guidance to staff, when necessary
- > Keep abreast of local and national developments in Physical Education and disseminate relevant information to staff
- > Provide or source appropriate CPD to all staff, or targeted groups/individuals, as required
- > Set a timetable of monitoring and evaluation (see Monitoring) to monitor effectiveness of Physical Education and use to inform action planning and subject development
- > Report findings of monitoring to SLT and Governors regularly
- > Feedback monitoring to staff in a timely and professional manner
- > Monitor to appropriate storage and responsible use of stock
- > Co-ordinate any display of Physical Education work.
- > Ensure the subject leader file is kept current
- > Collect a portfolio of children's work, including photographs of, and examples of pupils' work

2.6.4 Teaching and Learning Staff

Teaching and learning staff will:

- > Ensure that the Physical Education curriculum is implemented in accordance with this policy
- > Engage actively with professional development and feedback in Physical Education in order to improve teaching and learning

3. Impact

3.1 Expectations

Key stage 1 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.

KS2 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:

- > use running, jumping, throwing and catching in isolation and in combination
- > play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- > develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- > perform dances using a range of movement patterns
- > take part in outdoor and adventurous activity challenges both individually and within a team
- > compare their performances with previous ones and demonstrate improvement to achieve their personal best.

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- > swim competently, confidently and proficiently over a distance of at least 25 metres
- > use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- > perform safe self-rescue in different water-based situations.

3.2 Monitoring and Evaluation

The subject leader will create an annual timetable of monitoring and share it with SLT at the start of the academic year. This will include the planned methods of monitoring, the suggested dates, and the focus of monitoring, which may be informed by the School Improvement Plan, or the Physical Education action plan.

3.3 Methods of Monitoring

Methods of monitoring Physical Education may include:

- > Lesson observations (to be agreed as part of the formal Performance Management process) or informal learning walks
- > Interviews or questionnaires with children
- > Interviews or questionnaires with staff/parents

3.4 Purpose of Monitoring

The purpose of monitoring is so that subject leaders, SLT and Governors can answer the following questions:

- > What are the standards in Physical Education across the school?
- > Does the Physical Education curriculum meet our statutory requirements?
- > Does the Physical Education curriculum keep up-to-date with local and national changes?
- > Is the Physical Education curriculum effectively organised and applied for our context?
- > Is the Physical Education curriculum being implemented effectively and in line with this policy?
- > Where is there evidence of high-quality teaching and learning? What is enabling this?
- > Where is there evidence of inconsistent quality in teaching and learning? What is the barrier?
- > Do we have sufficient resources to implement Physical Education effectively?
- > What is the current picture in Physical Education? What enhances provision? What are the barriers?
- > What are the development priorities for Physical Education?
- > Is assessment in Physical Education effective? How do we know?
- > What are the priorities for staff development?
- > Are resources being effectively and responsibly managed?

3.5 Recording and Reporting Monitoring

Subject leaders may report findings in their monitoring in the following ways:

- > Feedback meetings with SLT
- > Written report on agreed monitoring proforma
- > Written feedback to teaching staff
- > Collated data from surveys/questionnaires
- > Newsletters to children/parents
- > Updated action plans with impact evidence

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- > Meetings with subject link governor (1-2 times per year)
- > Written report/Presentation to governors – annually

3.6 Policy Review

This policy was written by Kellie Wilson (DHT) and James English (subject leader) in July 2023.

It will be reviewed by the subject leader, and approved by the governing body every three years, or sooner as required.