



MABLETHORPE PRIMARY ACADEMY

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Mablethorpe Primary Academy Physical Education Policy

Our Vision for PE

Mablethorpe Primary Academy is committed to providing an opportunity for all pupils, of all abilities, to develop their skill, understanding and enjoyment in PE. Alongside staff, we also have sports coaches who teach a range of PE in our academy to help pupils gain more confidence, broaden their experiences of sport, and ensure children are engaged in regular physical activity. Furthermore, coaches provide staff with professional development and training. Alongside staff, coaches provide opportunities for pupils in KS1 and KS2 to improve their access to sporting opportunities through a range of lunchtime and after school sports clubs and competitions. Mablethorpe Primary Academy aims to give all children an outstanding preparation for life through offering an engaging and stimulating all-round education.

Physical Education gives the children at Mablethorpe Primary Academy access, irrespective of age, gender, SEND, disability or ability opportunities for participation, enjoyment and success. It teaches children about the importance of leading a healthy and active lifestyle, develops their enjoyment, confidence and skill in physical activity, whilst promoting personal, social, intellectual and physical development. It can also provide opportunities for children to develop the key skills of communication, application of number, ICT, working with others, improving their own learning, performance, and problem solving.

We offer our children a broad and balanced curriculum to inspire their physical development and to develop confidence, independence, resilience, and flexibility with an ability to take risks, where they aim for the highest success. We provide an excellent learning environment with a wide range of academic, sporting, artistic, creative, cultural and outdoor opportunities.

Our curriculum ensures continuity and progression from ages 4 to 11 in the knowledge, skills and understanding of Physical Education and sport taught.

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Aims:

1. To reflect the schools overall aims and use funding to add sustainability and improvement to the quality of PE in relation to the 5 key indicators (outlined in our Sports Premium)
2. To promote PE and playground experiences that allows children to engage and be active for sustained time periods.
3. To build upon the child's natural enthusiasm for movement, teaching them to explore mentally and physically to solve problems independently and within a team.
4. To provide children with the opportunity to be competitive and to work together, showing perseverance and determination.
5. To encourage and maintain pupil interest and enjoyment in PE and to promote health and fitness to help children make reasoned active lifestyle choices within and outside school.
6. To learn how to select and apply skills, tactics and compositional ideas to suit activities that needs different approaches and ways of thinking through purposeful PE lessons and active learning.
7. To provide opportunities for and encourage positive attitudes towards physical activity, as individual participants, team members and spectators, i.e. to observe the conventions of fair play, team-work, honest competition and good sporting behaviour.
8. To promote positive attitudes towards health, hygiene, safety procedures and improving fitness which can then be sustained through later life.
9. To provide opportunities to develop self esteem and personal characteristics like leadership, confidence, initiative, self-reliance and self-discipline.
10. To provide opportunities for children to acquire, plan, lead, perform, evaluate and develop a wide range of motor skills, whilst developing communication skills and use of the correct terminology.

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11. To allow children to set targets for themselves and to evaluate their own and other's performances and encourage acceptance of success, failure and perseverance.
12. To be able to perform basic water skills and swim 25 metres by the end of Key Stage 2.
13. To enable pupils to see PE as an important feature in our lives, related to employment, leisure and culture.
14. To use ICT to enhance knowledge and understanding and to assess and evaluate their own and other's performances.

Entitlement:

All pupils should have the opportunity to develop their Fundamental Movement Skills and Core Principles through non-competitive and competitive situations:

Locomotion Skills – Walking, Running, Dodging, Jumping, Hopping and Skipping.

Stability Skills – Landing Balance, Rotation: twist, turn, roll, spin

Manipulation Skills – Throwing and Catching, Striking with Feet, Striking with Hands, Striking with an Implement

The teaching of Physical Education is designated for 2 x 45 minutes of curriculum time per week. Children are involved in Daily Activities to ensure they are engaged in 30 minutes of exercise each day. In EYFS, Early Learning goals and targets will be focused upon throughout the year. Opportunities for all children to achieve and to develop the particular focus of the lesson will be achieved through skill development, some partner teaching, self-targeted activities and problem solving work.

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Teaching Methodology:

Physical Education is a practical subject and the emphasis should be on practical work with children actively learning through movement and purposeful PE lessons. Physical Education identifies planning, performing and evaluating as processes that contribute to learning; teachers will identify strategies that will allow the development of these. Teachers and coaches within the school are expected to plan short term weekly lessons according to the curriculum overview, long term and medium term plans set by the PE coordinators. Differentiation will be by STEP (Space, Task, Equipment, People), resources provided, level of support given or by outcome.

Teaching Strategies:

Children should be given the opportunity to work:

- in whole class groups
- paired work
- individually
- co-operatively
- competitively
- teams of various sizes
- by ability

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Children need to have experience and opportunity:

- to lead
- to be active during lesson time for sustained periods of time
- to make decisions/choices about their performances and efforts
- to assess and evaluate their own work and the work of others
- to praise the work of others and offer constructive advice
- to use accurate and appropriate vocabulary
- to understand the short and long term effects of exercise on the body
- to know the role of exercise in a fit and healthy lifestyle

Coverage:

- Dance, Gymnastics, Athletics, Outdoor Education and Multi-Skills in KS1 and the Foundation Stage. Swimming will take place throughout Year 1-6.
- Dance, Gymnastics, Swimming, Athletics, Outdoor Education and Games in KS2.

The teaching of Physical Education and Sport is designated 2 x 45 minutes of curriculum time per week. In EYFS, Early Learning goals and targets will be focused upon throughout the year. Opportunities for all children to achieve and to develop the particular focus of the lesson will be achieved through skill development, some partner teaching, self-targeted activities and problem solving work.

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Progression is developed by:

- Moving from single task requirements to multiple.
- Increasing the complexity of skills.
- Moving from independent work to working with others.
- Moving from simple performing to adapting, refining and reviewing.
- Moving from simple spontaneous responses to making judgements.
- Performing tasks, which require increasing physical maturity and strength.
- Making connections between activities.

At Key Stage 1, progress is characterised by:

-Developing basic actions (run, jump, throw, catch) as well as developing balance, co-ordination and agility

- Performing simple, single actions and putting two or more of these together to form a series or sequence.
- Working individually with increasing control and confidence before working with a partner or in a small group in team games
- Recognising safe spaces in which to work away from other people and recognising how to adapt this for safe working practice.
- Talking and describing activities and evaluating them
- Recognising the changes that happen to their bodies as they exercise

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At Key Stage 2, progress is characterised by:

Participation and development, where children can apply tactics and link skills independently and in teams to compete.

- Making decisions increasingly more quickly, especially in simple competitive situations and evaluating where they have made progress.
- Being able to use a wider variety of equipment and apparatus safely and with control and how to use ICT to reflect upon their own learning.
- Communicate, collaborate and compare performances with each other to describe the successes of themselves and others and be able to suggest how improvements might be made.
- Persevering for longer during activities to promote mental toughness at improving physical fitness and adapting skills
- Demonstrate control, flexibility and balance and perform using imaginative movement patterns
- Being able to sustain energetic activity for longer periods in a number of activities.

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Assessment and recording in PE:

Children are assessed in these areas three times per academic year:

Physical: to participate, acquire, select and develop competency of skills

within a wide range of activities.

Personal: to be reflective learners who develop self-confidence, resilience evaluating and improving performance

• **Cognitive** : applying skills and tactics, problem solving, developing physical and mental capacity

• **Health:** knowledge and understanding that being active leads to happy, healthy lifestyles.

- a. Pupils are assessed at the end of the Foundation Stage as part of their profile
- b. Pupils are involved in self and peer assessment whenever appropriate.
- c. Assessment informs short term planning for progress of skills
- d. The effort that pupil make in PE is reported to parents three times per academic year.
- e. Subject co-ordinators keep a PE folder for a variety evidence collection e.g competitions entered and reply slips from parents, photographs of children being active during the Daily Mile, taking part in Young Leaders at lunchtimes or during competition. It may include information on training and staff development, analysis of pupil/staff questionnaires and swimming data, for example.

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Monitoring and Evaluation

Monitoring is carried out by the subject co-ordinators; the information gathered will be used to improve the PE provision.

Monitoring will be undertaken in the following ways:

1. Pupil questionnaires
2. Discussion with the pupils during and after their lessons
3. Lesson observations
4. Planning and assessment
5. Teacher voice
6. Skills progression maps and planning to see teacher coverage.

Safety and Risk Assessments

Health and safety awareness is an integral part of children's learning in P.E and Sport. The safety of children in P.E. and sport lessons is of paramount importance. As well as teachers considering health and safety during PE lessons, the children should be taught to consider their own health and safety and that of others. When competing in out of school activities, all health and safety guidelines will be complied with. Before undertaking a trip to a competition, class teachers will upload their risk assessments using EVOLVE IT package.

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Equipment Safety

1. The apparatus must be annually safety inspected and before use to ensure it is in good working order.
2. Apparatus in need of repair should be marked accordingly and put away where it cannot be used until repaired.
3. Apparatus should be carried from place to place, thus preserving the apparatus, and minimising the risk of damage to the floor.
4. Apparatus should not be placed too near to walls, radiators etc-sufficient space should be left for pupils landing, slowing down etc.
5. Pupils must be taught to handle apparatus correctly.
6. Ensure that floors are clean, dry and clear before starting a lesson.
7. Check that the hall to ensure that chairs and objects are safely stored and well clear of any fire exits. Try to restrict the activity to one metre boundary from the surroundings.
8. Children must be supervised when getting equipment out and putting equipment away.

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Pupil Safety:

1. All participants should wear academy kit for each activity and plimsolls or trainers. Bare feet for gymnastics.
2. All long hair should be tied back.
3. Teachers are to set a good example by wearing appropriate clothing and footwear when teaching PE.
5. During PE lessons no jewellery should be worn.
6. Teachers should be aware of any children with medical conditions
7. First aid is treated as school policy
8. Registers and a radio are taken to each lesson with the teacher or coach.

Physical Education, equal opportunities and SEND.

The curriculum is designed to be wholly inclusive to meet all SEND children to raise their confidence and self-esteem.

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The four principles for a PE programme for children with SEND are:

- Entitlement
- Accessibility
- Integration
- Appropriateness

At Mablethorpe Primary Academy, education is inclusive and where appropriate, SEND pupils must be included in the same lessons as their peers with support or adaptation, if required, for them to participate and gain access to the activities.

We aim to offer equal opportunities to all children, giving them all access to the PE curriculum and ensuring that the activities are at a level that is suitable to their ability. Differentiation will be by resources provided, level of support given or by outcome.

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Extra-Curricular Activities:

See Sports Premium Document for termly information.

Cross Curricular Links between PE and other areas of the curriculum:

- Measurement and use of stopwatches and pedometers (Maths)
- Digital camera (ICT)
- Fair play, success and improvement, team-work, collaboration, independence, self-esteem, target setting, leadership and respect for others (PSHE)
- Dance and gymnastics routines with rhythm (Music)
- Health and fitness benefits of exercise, active lifestyles and healthy eating as well as making informed choices about these things. (Science, PSHE)

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