

# Scawsby Junior Academy



## PHYSICAL EDUCATION POLICY

PERSONS RESPONSIBLE FOR POLICY:

Mr P Chambers: HEADTEACHER

Mr A Thomas: SUBJECT MANAGER

## Introduction

“Physical Education is an absolute fundamental and essential part of a balanced education for young people. It provides a contrast to the relative inactivity of the classroom setting, and is both physically and psychologically beneficial to health.” (*Physical Education – A Practical Guide.*)

We as a school recognise that all children have a natural enthusiasm for being physically active, and physical education lessons help children experience the fun, enjoyment and satisfaction that can be gained from participation, as well as promoting their spiritual, moral, social and cultural development. Physical education also makes an essential contribution to the whole school curriculum, and can provide substantial support to areas including, literacy, numeracy, science and information and control technology.

### Physical Education Curriculum Intent, Implementation and Impact Overview

At Scawsby Junior Academy, we aim to develop a high-quality physical education curriculum, which inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities.

We aim to 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.

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
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School has identified key intentions that drive our Physical Education curriculum. At Scawsby Junior Academy our PE curriculum intentions are:

Intent	Research Link	Implementation	Impact
To build a PE curriculum which develops learning and results in the acquisition of knowledge and skills which enables children to develop, practise and perform in PE. Children will know	A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. <b>National Curriculum 2013</b>	<b>* Knowledge Organisers</b> Children have access to key knowledge, language and meanings to understand PE & sport and to use these skills across the curriculum.	* Children will have a range of skills both physically and mentally relating to PE and sport. * Children will understand and use the key skills in competitive sport and other physically demanding activities.

<p>more, remember more and understand more.</p> <p>To design a PE curriculum and scheme of work with appropriate subject knowledge, skills and understanding as set out in the National Curriculum PE Programmes of study.</p> <p>To fulfil the duties of the National Curriculum whereby schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.</p>	<p>PE lessons should include contextualised skill development activities, promote a focus on tactical understanding, allow students to design skill development activities and allow team-led practice opportunities. <b>Stehanie Beni 2019</b></p> <p><b>Enhancement - Education Endowment Fund research indicates that</b> given the complex nature, and limited evidence of impact on attainment of enrichment activities, it is important to think carefully about what you are intending to achieve. It is also important to consider carefully whether such activities should <i>replace</i> curriculum-linked activities, as this might have a negative impact on attainment.</p>	<p><b>* Displays</b> PE displays will mainly be present in the sports hall and focus on key knowledge, vocabulary and examples of teams and clubs.</p> <p><b>* Subject specific vocabulary</b> Identified through demonstrations, LO's and S/C's and highlighted to the children at the beginning of lessons and revisited throughout.</p> <p><b>* Big picture and daily review</b> New history learning is put into the context of the big picture of history learning throughout school, and a daily review of immediate previous learning in the subject.</p> <p><b>* Assessment</b> Class teachers assess children's understanding in PE and this is then recorded on Target Tracker. This data is then analysed to improve the children's learning in PE</p> <p><b>* Approaches to teaching</b> A wide variety of teaching approaches are used in PE lessons to ensure children make good progress, and all learning styles are catered for. Class teachers ensure there is a good balance of whole class, group work, including Kagan structures, and individual learning in PE lessons.</p>	<p>* The large majority of children will achieve age related expectations in PE.</p> <p>* Children will learn skills to help them in their futures including speaking and listening skills, teamwork, communication and leadership qualities.</p>
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		<p><b>* Consistent teaching sequence</b> PE lessons will follow a clear and consistent teaching sequence, including putting the learning in the big picture, a brief review of learning covered in previous lesson/s, specifying key vocabulary to be used and its meaning, implementing a new skill or modifying a new skill before evaluating their learning and comparing with others.</p>	
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**Pedagogy**

In Physical Education, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In PE, the following approaches will be used, and be evident in all lessons, in order to ensure that the PE learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their PE and sporting experiences in school:

<b>Teaching Sequence in PE</b>	<b>Big picture: Warm up, stretches and discussion about effects of exercise on the body.</b>	<b>Possible pedagogical approaches used in PE</b>	<b>Behaviourism</b>	<b>Direct teacher instruction; modelling of skills and techniques; demonstration</b>
	<b>Daily review: Brief review of learning covered in previous lesson/s</b>		<b>Constructivism</b>	<b>Inquiry-based learning; outdoor learning, feedback and suggestions to improve skill.</b>
	<b>Specify key vocabulary to be used and its meaning</b>		<b>Social Constructivism</b>	<b>Teacher modelling; questioning; mix of individual, paired and group instruction.</b>
	<b>Demonstrate, experiment, improve and establish new skill individually then with others</b>		<b>Liberationism</b>	<b>Pupil-led learning; opportunities to showcase learning.</b>
	<b>Observe and give feedback on skill with partner/ group/ team</b>		<b>Learning, working and talking like a sportsperson</b>	<b>Being introduced to the key vocabulary that would be used in PE and sport; defining the key vocabulary; high expectations of pupils using tactical and specialist vocabulary; high expectation of pupils analysing, interpreting and demonstrating.</b>
	<b>Apply new skill in a competition/ team environment</b>			
	<b>Evaluate their learning and discuss what the next stage/ new skill would be in order to progress further.</b>			

### **E-safeguarding**

The PE policy and scheme of work adheres to the whole school E-safeguarding Policy.

### **Equal Opportunities**

Physical Education follows the school's Equality Policy.

### **Links to other Subjects**

At Scawsby Junior Academy, we use PE to promote learning across many areas of the National Curriculum, including:

- \* The application of speaking and listening skills and tactical skills within the PE curriculum.
- \* The use of technology to analyse and modify performance.
- \* Citizenship, through moral, social and cultural development.
- \* Developing mathematical skills through scoring systems.
- \* To reinforce knowledge and understanding of the human body, healthy living and forces.
- \* To use weight, height, distance and number to provide information for assessment and improvement. To explore space and shape through dance and gymnastics.
- \* Looking at art, history and music from the past as a reference point.

Any cross curriculum links between subjects are identified in medium and short term planning, and children are made aware of them.

### **Links to Spiritual, Moral, Social and Cultural Development**

Pupils' spiritual development is enhanced through PE by:

- \* Researching and taking part in games and ideas from a variety of cultures.
- \* Gaining a sense of enjoyment and fascination in learning about themselves, others and the world of PE and sport around them.
- \* The use of imagination and creativity in learning
- \* A willingness to reflect on own and others' experiences.

Pupils' moral development is enhanced through PE by:

- \* Recognising the difference between right and wrong in sporting, tactical and sportsmanship situations and readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.
- \* Investigating, and offering reasoned views about, moral and ethical issues in sport, and being able to understand and appreciate the viewpoints of others on these issues.

Pupils' social development is enhanced through PE by:

- \* Being able to cooperate well with others and resolve conflicts effectively through team games and individual sports/games.

\* An understanding and acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Pupils' cultural development is enhanced through PE by:

- \* An understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- \* knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values and using this knowledge in a team or leadership situation.
- \* Participating in, and responding to, for example, artistic, sporting, and cultural opportunities.
- \* An interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

### **Organisation of Teaching**

Physical Education at Scawsby Junior Academy is taught through discrete lessons. PE skills, knowledge and attitudes are taught through a PE focus that lasts across a half term. Each class is taught two PE units of work each half term.

### **Teaching Methods**

We hope to use a variety of teaching methods at Scawsby Junior Academy, in order to suit the abilities and interests of our pupils.

These include:

- \* Discussions and debate
- \* Demonstrations by the teacher and pupils
- \* Experiment with techniques/ new skills
- \* Progression of individual skills
- \* Allowing children to express themselves in a variety of roles within a team
- \* Questions and answers
- \* Individual and group investigations
- \* Television, radio, audio recording, video, film, internet and other computing resources

Throughout the school, PE lessons should begin with the teacher sharing the learning objectives of the lesson with the class, and end with a plenary session that summarises what has been learnt.

### **Reasonable Adjustments in Physical Education**

The curriculum leader in PE recognises the importance of ensuring that children with identified Special Educational Needs and/or Disabilities have access to an ambitious PE curriculum. Within the curriculum area of PE, SEND children will be provided with reasonable adjustments through their tasks and level of challenge provided. Advice can be sought from the school's SENDCO where applicable.

### **Access for all**

At Scawsby Junior Academy we develop an inclusive curriculum through:

- \* Setting suitable learning challenges: It is the aim of the school that children should be given achievable learning targets, and be motivated by success. This may involve deepening children's PE skills and understanding, so that all children's learning needs are catered for, and pupils achieve as high a standard as possible.
- \* Responding to pupils' diverse learning needs: PE at Saltersgate is planned so that all pupils can take part in lessons fully and effectively so that there is an equality of opportunity through teaching approaches.
- \* PE at Saltersgate is planned so that potential barriers to learning and assessment for individuals and groups of pupils are overcome. This is achieved through:
  - \* Provision being made where necessary to support individuals or groups of pupils to enable them to participate effectively in PE lessons.
  - \* Pupils' understanding being developed through the use of all available senses and experiences.
  - \* Aspects of the programmes of study that may present specific difficulties for individuals being identified.
  - \* An inclusive Physical Education curriculum is also achieved through a range of equipment sizes, textures, weights, pitch sizes etc.

In assessment, judgements allow for the provision described above.

### **Planning**

The basis for planning is taken from the Rawmarsh Schemes of work, which is the school's long term planning. Each year group includes PE skills and breadth of study in their learning for the year in all areas of PE.

### **Assessment**



At Scawsby Junior Academy, assessment in Physical Education comprises of teacher assessment during the delivery of lessons. Children are given tasks linked to the NC, and assessed against these. It is the responsibility of each individual class teacher to implement this through planning activities linked to the History National Curriculum. At the end of each full term, teachers judge children against age related expectations to be at, above or below these expectations. This data is then analysed by the PE subject leader.

### **Health and Safety**

In PE it is necessary to establish high standards in safety and make every effort to maintain them. This will have a bearing on dress, tidiness, equipment storage, care and handling.

The following is a list of procedures that must be considered and followed carefully in all physical education lessons:

All pupils should be appropriately dressed in accordance to the activity being performed.

All jewellery should be removed and long hair tied back. In the swimming pool, long fringes that restrict sight should also be tied back.

The facility and all equipment must be checked first to ensure that it is safe to be used. Anything that does not come up to standard must be reported to the PE Co-ordinator.

Teachers should be aware of any medical problems that pupils may have that will affect their participation in lessons, and act accordingly.

The class should be taught expected standards of behaviour and safety, especially in relation to equipment and apparatus handling.

A first aid kit is on hand at all times and the teacher should know the procedures to follow in the event of an accident.

As well as the above procedures, the school uses the book 'Safe Practice in Physical Education' BAALPE, 1999.

### **Targets**

At Scawsby Junior Academy, we aim for the majority of pupils to be at age related expectations for Key stage 2 by the end of year 6.

### **Responsibilities**

The Physical Education subject leader is responsible for:

- \* Monitoring the teaching and learning of PE.
- \* Overseeing and implementing the PE policy.
- \* Writing an annual action plan for The School Improvement Plan and evaluating progress throughout the year.
- \* Attending INSET and providing staff with appropriate feedback.

- \* Attending courses to keep knowledge up to date and feedback to staff upon return.
- \* Using Sports Premium funding efficiently in order to allow staff to improve their knowledge of the teaching and assessment of PE.
- \* Ensuring children have the correct and appropriate equipment during each PE session.

Each class teacher is responsible for delivering PE to their class and being aware of where extra lessons may be needed.

### **Staff Development**

Over the course of the academic year the Physical Education subject leader monitors and evaluates:

- \* The attainment and progress of pupils in PE
- \* The pupils' response and attitude to PE and sport within school
- \* The quality of PE teaching in school
- \* The quality of children's work and the development of skills in PE

This is achieved through:

- \* Observation of PE lessons, including drop ins and official observations with written feedback.
- \* Questioning of children during these observations.
- \* Discussions with pupils.
- \* Carrying out regular scrutiny of lessons and assessment processes, and feeding this scrutiny back to teachers.
- \* Monitoring each teacher's PE planning every term, as appropriate, and providing written feedback.
- \* Keeping all staff informed on changes that effect PE and sport in school.
- \* Attending any Physical Education Subject Leader meetings arranged by the LA or other providers.

### **Subject Development**

Over the next academic year, the Physical Education leader will write and execute the school development plan in PE.

In addition to this, the PE leader will also:

- \* Ensure the subject of PE meets statutory requirements of the national curriculum.
- \* Continue to monitor the implementation of the PE scheme of work and PE policy documents.
- \* Continue to monitor staff development in PE, through observations if appropriate, staff questionnaires, monitoring and feeding back on medium term planning and children’s development of skills.
- \* Attend appropriate courses, if available, to develop personal knowledge and expertise, and to share this in school.
- \* Complete pupil discussions with pupils from a range of classes, on how PE is delivered in our school.
- \* Maintain the PE section of the school website for all stakeholders.
- \* Monitor and evaluate the quality of PE resources in school, and bring in new resources as appropriate.

For a detailed description of the development of PE in the next academic year, please see the 2019 – 2020 School Development Plan.

### **Review**

This policy is a live document, being constantly updated. History has long, medium and short-term development plans, which forms part of the overall School Development Plan, drawn up and executed by the Physical Education Subject Leader. This plan will affect the contents of this policy, and it is the responsibility of the Physical Education Subject Leader to maintain this.

Revision Date	Revision Version	Previous Revision Date	Previous Version	Summary of Changes
September 2020	New policy	-	-	New policy
Summer 2023	New Policy	September 2023	New Policy	Change to school name