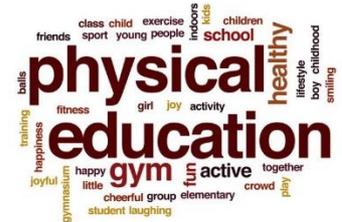




Physical Education Policy 2019-2020

1. The intent of our P.E. Curriculum at St Mary's:

Our high-quality Physical Education at St Mary's aims to equip learners with the skills they need to lead full and valuable lives through engaging in purposeful and high quality activity. Promoting an active and healthy lifestyle.



2. The aims for implementation of our curriculum for P.E. at St Mary's:

To ensure that all pupils:

- ✓ Provide a broad, balanced, challenging and enjoyable curriculum for all pupils.
- ✓ Progress and build upon their existing skills throughout each year.
- ✓ Ensure all children are active and healthy learners.
- ✓ Understand the importance of physical activity and leading a healthy lifestyle.
- ✓ Follow the conventions of fair play and honest competition.
- ✓ Be mindful of others in their environment.
- ✓ Promote an understanding of safe practice and develop a sense of responsibility towards their own and others safety and wellbeing.

3. Quality of Teaching:

We use a variety of teaching and learning styles in all our learning episodes.

We believe in whole-class teaching methods, and we combine these with enquiry-based research activities. We encourage children to take ownership of their own learning and are aware of the skills they are learning.

We offer our learners the opportunity to access a variety of different sporting activities whilst developing transferable skills.

Quality of planning and teaching led by Premiere Sports will be monitored and observed by the P.E. Lead, Rebecca Cohen, Lynn Youhill and class teachers.



We recognise the fact that there are children of widely different experiences and abilities in all classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this by:

- Setting tasks which are open-ended and can have a variety of results.
- Setting tasks of increasing difficulty working towards a mastery of the curriculum;
- Using classroom assistants to support the work of individual children or groups of

children.

4. P.E. Curriculum Planning 2019-2020

The school uses the New National Curriculum as the basis of its curriculum planning. The knowledge and skill content is outlined in our detailed long term plan displayed on our school website for each year group. Our curriculum planning is in three phases (long-term, medium-term and short-term).

Premiere Sports provide a medium term plan and weekly plans which are planned with teachers.

Our medium-term plans give details of each unit of work for each term.

These plans list the specific skills being taught and expected outcomes across the half term. The subject leader reviews these plans. In this way we ensure that children have complete coverage of the National Curriculum

In EYFS the children will learn

Active & healthy learner

- Understand and explain which activities are good for our health
- Understand and explain the importance of good health, physical exercise and healthy food

Competent learner

- Move confidently and creatively with control and coordination in large and small movements
- Safely negotiate space both indoors and outdoors

- Practice a range of movements with control demonstrating balance & coordination
- Perform basic fundamentals of movement (ABC's) with control and confidence

Engaged learner

- Dress and undress for PE promptly
- Listen to others and follow instruction
- Communicate, select, prepare and handle appropriate resources effectively
- Play and use a range of skills cooperatively, taking turns and working together

Reflective learner

- Listen, respond to set tasks and sounds following expectations and rules
- Describe, explain and comment on their own actions and feelings

In Key Stage 1 the children will learn:

Active & healthy learner

- Understand and explain which activities are good for our health
- Understand and explain the importance of good health, physical exercise and healthy food

Competent learner

- Move confidently and creatively with control and coordination in large and small movements
- Safely negotiate space both indoors and outdoors
- Practice a range of movements with control demonstrating balance & coordination



- Perform basic fundamentals of movement (ABC's) with control and confidence

Engaged learner

- Dress and undress for PE promptly with minimum help
- Listen to others and follow instruction
- Communicate, select, prepare and handle appropriate resources effectively
- Cooperate and work in small teams.

Reflective learner

- Listen, respond to set tasks and sounds following expectations and rules.

In Key Stage 2 the children will:

Active & healthy learner

- Recognise and describe how their body feels during and after activities
- Understand how to remain active for sustained periods of time
- Describe why physical activity is good for health and well being

Competent learner

- Perform fundamental movement skills in a range of activities
- Understanding of effective leadership
- Demonstrate improvements to their work
- Confidently demonstrate creativity in their work with control
- Demonstrate how strategies and tactics can improve their work

Engaged learner

- Effectively communicate and collaborate with each other
- Demonstrate enthusiasm for PE
- Understand the principles and purpose of preparing effectively for PE and sport
- Work independently for extended periods of time without the need for guidance

Reflective learner

- Describe, explain and comment on their own and others' actions and feelings
- Make judgements to improve their and others' work
- Respond to set tasks following rules and expectations

5. P.E. and inclusion

We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see individual whole-school policies: Special Educational Needs; Disability Non-Discrimination; Gifted and Talented; English as an Additional Language (EAL). These resources are available to Premiere Sport staff to adhere to. Our assessment process looks at a range of factors (healthy learner, competent learner, engaged learner and reflective learner). Assessment against the National

Curriculum allows us to consider each child's attainment and progress against expected levels. This helps ensure that our teaching is matched to the child's needs. We ensure that all children are provided with the same learning opportunities whatever their background, gender, culture, race, disability or SEND. As a result, we hope to enable all children to develop positive attitudes towards others. All pupils have equal access to P.E. and physical activity.

6. Assessment for learning

Teachers regularly assess progress through observations. Key objectives to be assessed are taken from the National Curriculum to assess P.E. each half term. Each pupil's attainment is then record on Target Tracker every half term. Assessing P.E. is an integral part of teaching & learning and key to good practice.

Assessment should be process orientated - reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of computing concepts. As assessment is part of the learning process, it is essential that pupils are closely involved. Assessment can be broken down into;

- 1) Formative assessments are carried out during and following short focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity.
- 2) Summative assessment should review pupils' ability and provide a best fit 'level'. Independent tasks provide a number of opportunities and scope for pupils to demonstrate their capability throughout the term. There should be an opportunity for pupil review and identification of next steps. Summative assessment should be recorded for all pupils – showing whether the pupils have met, exceeded or not achieved the learning objectives.
- 3) Premiere Sports will provide assessments against objectives and skills taught to the class teachers

We, class teachers and Premiere Sports teachers, assess the children's progression in P.E. by making informal judgments as we observe the children during lessons. Once the children complete a unit of work, we make a summary judgment of the work for each pupil as to whether they have yet to obtain, obtained or exceeded the expectations of the unit.

7. Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in Computing is the responsibility of the subject leader. This year, this is Miss Rebecca Cohen and Mrs Lynn Youhill. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in P.E. and providing a strategic lead and direction for this subject in the school. The subject leader reviews and evaluates the action plan, budget and planning annually. It involves creation of a plan of implementation with regular review.

This policy will be reviewed at least every two years.

Feb 2020

R.Cohen

Subject Leader for Physical Education at St Mary's Catholic Primary School