



Physical Education Policy Our Mission Statement:

Growing Together to Reach Limitless Possibilities.

Igniting Passion; Embracing Difference.

We Are Kind.

Our Vision:

At Rivington Foundation Primary School we believe that every child's potential is without limit – we grow together. At the heart of our school, all individuals have limitless opportunities to thrive in their own unique ways. By igniting passion and embracing difference, we can unlock limitless potential for all in our community. Through nurturing and trust, we can open limitless doors to exciting new adventures, challenges and experiences to spark limitless dreams for every child.

At Rivington Primary School we believe great learning opens doors and expands horizons. A love of learning is the greatest gift a school can bestow and should help all its children become the very best that they can be; developing a thirst for knowledge and building learning habits of mind that will last them a lifetime!

PE intent statement:

To develop children's experiences and enable them to achieve personal successes, the appropriate skills and confidence to partake in all sports; promoting physical and mental well-being through leading active and healthy lifestyles.

Rationale

At Rivington Foundation Primary School we believe that Physical Education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle; thus we enable them to make informed choices about physical activity throughout their lives. It also encourages healthy competition in and out of school as well as highlighting the importance of team building and forging social bonds. We strive to include all children of differing abilities in PE and provision is made for SEN children in the school.

Aims

1. To enable children to develop and explore physical skills with increasing control and co-ordination.
2. To encourage children to work and play with others in a range of group situations.
3. To develop the way children perform skills and apply rules and conventions for different activities.
4. To increase children's ability to use what they have learnt to improve the quality and control of their performance.
5. To teach children to recognise and describe how their bodies feel during exercise.
6. To develop the children's enjoyment of physical activity through creativity and imagination.
7. To develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their success.
8. To increase the activity levels of the whole school through the provision of a supportive environment that is conducive to the promotion of physical activity.

9. To provide opportunities for all pupils in the school including G & T and SEN pupils.
10. To give pupils ownership of individual responsibilities with roles such as school bloggers and playground leaders.
11. To ensure that all children receive 2 hours curriculum P.E time a week.
12. To offer all children a 3rd hour of P.E at either an after school club or during lunchtimes every week.
13. To have at least 50% of the children receiving the 3rd hour of P.E.
14. To make positive links with sports clubs in the local area to promote the opportunity for more P.E and competitive sport.
15. To promote intra-school competitions.
16. To enrich pupil development through social cooperation and team work opportunities associated with intra-school and external competitions.
17. To ensure P.E funding is allocated to areas in greatest need through the collation of evidence and the implementation of a researched action plan.

Teaching and Learning Style

We use a variety of teaching and learning styles in P.E lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers/coaches draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work and that of their peers through formative and self-assessment. Within lessons we give the children the opportunity both to collaborate and to compete with each other. By giving the children use of a wide range of resources they are able to experiment and use their natural creativity to investigate physical skills.

In all classes there are children of differing physical ability. Encouragement and praise from teachers, coaches and peers alike has a positive effect on a child's motivation. But we also strive to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

1. Setting common tasks that are open-ended and can have a variety of results.
2. Setting tasks of increasing difficulty, where not all children complete all tasks.
3. Grouping children by ability and setting different tasks for each group, e.g. different games.
4. Providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

In the Foundation Stage we encourage the physical development of our children as an integral part of their work through activities in Continuous Provision and discrete PE lessons. As the reception class is part of the Foundation Stage of the National Curriculum, the physical development of the children is related to the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

PE is a Foundation subject in the National Curriculum. Our school uses the Lancashire Scheme of work as the basis for its curriculum planning in PE which is predominantly led by Chorley Schools Sports Partnership. Teachers agree and adapt this scheme to the local circumstances of the school. In Key Stage 1, we teach dance, games and gymnastics, with a focus throughout on the fundamental movement skills. In Key Stage 2 we teach compulsory dance, games, gymnastics, swimming and water safety, athletics and outdoor education activities.

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Intervention through SEN support will lead to the creation of an Individual Education Plan (ILP) for children with special educational needs. The ILP may include, as appropriate, specific targets relating to PE, which will be worked on through individual intervention time as well differentiation in whole class PE lessons.

Curriculum:

At our school we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

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We enable pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside of our school, for example, a sports event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment and Recording

Teaching, support and coaching staff assess children's work in PE by making assessments as they observe them during lessons. They record the progress made by children against the learning objectives for their lessons as what the children can do at the beginning and end of a unit. At the beginning and end of a unit of work, teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit so

that progress can be measured for each child in each unit of work. They will record the information on the standardised assessment grids and put their film recordings and a copy of the data onto the school server, this evidence will be used to plan and differentiate future PE lessons. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information to the PE coordinator at the end of each unit as well as handing it up to the next teacher at the end of each year. Year 2 and Year 6 assessments are carried out by CSSP as part of our bought in programme. They also conduct gifted and talented assessments. These are used to inform coaches of which children need intervention, particularly those at the end of KS1 who have not yet mastered their functional skills. Intervention is then planned for and worked into their lesson delivery. AGT children are then targeted for further challenges and extensions during lessons and an intervention provided through a lunchtime club. A wide range of extra-curricular opportunities to support all groups of abilities are offered e.g. festivals and competitions led by CSSP; as well as two afterschool clubs run per week.

Resources

There is a wide range of resources to support the teaching of PE across the school, this is regularly reviewed and is updated when necessary. We keep the relevant equipment in the PE store and the resources are rotated seasonally between the PE store and the loft. The PE store is only accessible to children under adult supervision. The hall contains a range of large apparatus, we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely and responsibly. The children use the school grounds and the forest area for games, athletics and outdoor adventure activities as well as the local swimming pool. The Lancashire scheme for learning for both KS1 and KS2 is used by coaches to deliver their specialist areas of the curriculum. All coaches have the necessary qualifications to deliver particular areas of the PE curriculum.

Extra-curricular Activities and Competitions

The school provides a range of extra-curricular PE related activities including netball, football, dance, yoga, tag rugby, Tae Kwando, multi-skills and gymnastics, delivered before and after school. These are either led by members of school staff or will be delivered by an outside agency funded by Sports Premium as seen fit by the named PE coordinator. We also have performing arts company, Fizzytree Theatre, leading after school workshops that incorporate dance through the medium of musical theatre.

Reviewed by R.Sharp: September 2019