



# The Meadow Community Primary School and Pre-School

## P.E. Policy

This policy is intended for all teaching and non-teaching staff; local governors; parents and other interested parties.

<b><u>Aims</u></b>	<p>PE at The Meadow aims to develop the knowledge, skills and capabilities necessary for mental, emotional, social and physical wellbeing in our children now and for their future. Physical fitness is an important part of leading a healthier lifestyle. PE teaches, and gives the opportunity for children to demonstrate the Route to Resilience personal skills that underpin our work at the Meadow, including, but not limited to; respect, team work, perseverance, self-control, awareness, communication and integrity.</p> <p><b><u>Intent</u></b></p> <p>It is our intent at The Meadow to teach children life skills that will positively impact on their future. We aim to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical activities. We want to teach children how to co-operate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values.</p> <p><b><u>Implementation</u></b></p> <p>Pupils at The Meadow participate in weekly high quality PE and sporting activities. Our PE programme incorporates a variety of sports to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses. We provide opportunities for all children to engage in extra-curricular activities during and after school, in addition to competitive sporting events. This is an inclusive approach which endeavours to encourage not only physical development but also well-being.</p> <p><b><u>Impact</u></b></p> <p>Our curriculum aims to improve the wellbeing and fitness of all children at The Meadow, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. Within our lessons, children are taught about self-discipline and that to be successful they need to take ownership and responsibility of their own health and fitness. Our impact is therefore to motivate children to utilise these underpinning skills in an independent and effective way in order to live happy and healthy lives.</p>
<b><u>Objectives</u></b>	<p>In Key Stage 1, pupils should be taught to;</p> <ul style="list-style-type: none"> <li>♣ 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.</li> <li>♣ participate in team games, developing simple tactics for attacking and defending.</li> <li>♣ perform dances using simple movement patterns.</li> </ul> <p>In Key Stage 2, pupils should be taught to;</p> <ul style="list-style-type: none"> <li>♣ use running, jumping, throwing and catching in isolation and in combination.</li> <li>♣ play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</li> <li>♣ develop flexibility, strength, technique, control and balance.</li> <li>♣ perform dances using a range of movement patterns.</li> <li>♣ take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
<b><u>Curriculum content</u></b>	<p>Foundation Stage - Physical Development and outdoor learning.</p> <p>Curriculum Mapping for each Year group</p>



	<p>KS1 - Dance, Games, OAA, Athletics and Gymnastics. 2 one hour sessions per week with PE activities alternated throughout the year.</p> <p>KS2 - Dance, Games, Gymnastics, Athletics, OAA, Swimming 1 one hour sessions per week and a 90 minute session every other week with PE activities alternated throughout the year.</p> <p>Pupils also have access to physical activity through:</p> <ul style="list-style-type: none"> <li>• Wake and Shake activities within the start of morning activities to improve their coordination, movement, balance, concentration, circulation and metabolism.</li> <li>• The opportunity to use the Playpod equipment at lunch time to promote active play</li> <li>• The opportunity to take part in structured lunch time activities including football, basketball, cross country and weekly house competitions.</li> <li>• Each class is able to use the Adventure playground during break and dinnertime on a rota basis.</li> </ul>
<b><u>Scheme of work</u></b>	We currently teach using the Val Sabin scheme of work for Games and Athletics. We also use the Val Sabin schemes for Dance and gym and build on them using year group and teacher specific targeted CPD through specialist dance and gym instructors. We have used specialist coaches to develop OAA skills in targeted staff and are investigating a suitable scheme of work to provide an additional framework.
<b><u>Planning and Teaching</u></b> <b>Including:-</b> <ul style="list-style-type: none"> <li>• inclusion for SEND</li> <li>• opportunities for Gifted, Talented and More Able children</li> </ul>	<ul style="list-style-type: none"> <li>• Medium term planning is taken from the VAL Sabin scheme of work and individual lessons are adapted by class teachers to suit the needs of children on a lesson by lesson basis. Assessment for learning is an important part of all sessions which allows for teachers to adapt sessions appropriately for both gifted and talented pupils and children with Educational Healthcare plans if appropriate.</li> <li>• During swimming, our specialist swimming instructor completes a preliminary assessment before swimming commences and all teaching staff constantly monitor the children they work with, adapting sessions and changing groups where necessary.</li> <li>• There are also many opportunities for gifted and talented children to take part in inter school events and competitions organised by Wigston Academy, The OWSSA and The School Games.</li> <li>• We provide opportunities for inclusion through running accessible events such as kurling and boules and using Mini GALS and Big moves schemes.</li> </ul>
<b><u>Assessment, Recording and Reporting</u></b>	<ul style="list-style-type: none"> <li>• Teachers make continual assessments of the children's abilities.</li> <li>• Formal assessments are made using the SAS for PE which set expectations for each year group in dance, gymnastics, games and athletics. Where appropriate, cover supervisors and our Sports apprentice also complete assessments of the children using the SAS grid for PE.</li> </ul>
<b><u>Professional Development</u></b>	We access CPD though the OWSSA and partnership groups as well as using the SSP to employ specialist coaches to work alongside staff to develop skills in a more targeted, specific way.
<b><u>Monitoring and Evaluation</u></b>	<ul style="list-style-type: none"> <li>• Rolling programme of observation by subject co-ordinator with feedback to staff involved.</li> <li>• Yearly pupil survey completed by children in years 3 to 6.</li> <li>• Assessment data collected and updated termly, reviewed yearly by subject co-ordinator.</li> <li>• Observation by teaching staff of lessons delivered by coaches as part of focussed CPD.</li> </ul>
<b><u>Multi-cultural opportunities and awareness of 'British Values'</u></b>	<p>British Values are an inherent part of all PE and sport. Rules are made clear and enforced in all aspects of PE, whether they are the rules to play a game or the rules for keeping safe using equipment. These rules support the right to individual liberty and foster mutual respect through fair play and sporting behaviour.</p> <p>Children are given the opportunity to make their own decisions which can be seen particularly well in dance and gymnastic lessons. At these times, we value the contributions of all and learn from each other's experiences and ideas.</p>
<b><u>Additional arrangements for children in receipt of 'Pupil Premium'</u></b>	Children in receipt of pupil premium are provided with PE kit during the academic year and are offered subsidised places in after school sports clubs. When teams are selected to compete against other schools, children receiving pupil premium are given a fair chance to compete through the organisation of transport to and from a number of events.

<b><u>Health and Safety</u></b> <b>( including e-safety and safeguarding, if applicable)</b>	<ul style="list-style-type: none"> <li>• We follow the up to date Health and Safety guidance provided by AfPE. A copy of which is held by the business manager and is available as reference to all staff.</li> <li>• All staff that work with children have provided the school with up to date DSB checks. Children are accompanied to inter school events by a member of staff, even if parents are responsible for the transport of their own children.</li> </ul>
<b><u>Resources and displays</u></b>	Resources are kept in the indoor cupboard in Hall 1 and in the locked container at the edge of the playground. They are reviewed on a yearly basis and replaced when necessary. Staff can request resources for their year groups at any point in the year for the delivery of the PE curriculum.
<b><u>Partnership with parents/carers</u></b>	Parents play an important role in school PE. There are opportunities to discuss PE during both parents' evenings and attainment in PE is sent to parents in the annual report. Parents enrich PE in school by supporting their children in the inter school events we organise and intra school events such as sports days.
<b><u>Partnership with other agencies</u></b>	We use a range of coaching agencies to deliver curriculum and after school PE provision including Get Doing and Football Fitness. We use The School Games to gain access to a range of competitive events which are often run by professionals affiliated with local sports clubs such as tennis and golf. We have invited speakers from a local football club to deliver assemblies to children.

Version 1