



# **The Federation of Spixworth Schools**

## **Physical Education Policy**

Agreed by SLT: Summer 2024

To be reviewed: Summer 2027

## Intent

### Overall curriculum rationale

This document is a statement of the aims, principles and strategies used for the development of the curriculum undertaken within The Federation of Spixworth Schools. This policy promotes best practice and establishes consistency in teaching and learning across the federation. It also takes into account the diversity of our learners, providing equality of opportunity for all, alongside varied learning experiences that lead to a consistently high level of pupil attitude and achievement in Physical Education.

At The Federation of Spixworth Schools we will enable all children to engage in and find enjoyment from physical activity. The PE curriculum will challenge, inspire and extend children physically as part of extensive opportunities for children to be physically active throughout the school day. All children will understand the importance of physical well-being, such as making healthy lifestyle choices and sportsmanship and will be supported to see the links between physical and mental health.

### Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2021) The Statutory Framework for the Early Years Foundation Stage (EYFS)
- DfE (2013) National Curriculum in England: Physical Education programmes of study: key stages 1 and 2
- The Workplace (Health, Safety and Welfare) Regulations 1992
- The Management of Health and Safety at Work Regulations 1999
- Health and Safety at Work etc. Act 1974'

This policy operates in conjunction with the following federation policies:

- Relationship and Behaviour policy
- Health and Safety Policy
- Curriculum Risk Assessment
- Accident and Incident reporting
- SEND Policy
- Equal Opportunities Policy
- Code of conducts for Staff and Pupils
- Curriculum Policy
- Safeguarding Policy
- Children's learning policy
- Educational Visits policy

### Aims

The aims of The Federation of Spixworth Schools Physical Education curriculum are:

- To meet the requirements of the national curriculum
- To promote a healthy and active lifestyle
- To encourage physical activity and exercise
- To develop competence to excel in a broad range of physical activities
- To build self-esteem, confidence and resilience
- To provide all pupils with access to the lesson
- To develop pupils' academic, social and physical ability
- To encourage good behaviour and respect amongst pupils
- To promote teamwork and cooperation amongst pupils

## Implementation

PE across the federation looks to provide challenging and enjoyable learning through a range of sporting activities including invasion games, net and wall games, strike field games, gymnastics, dance, swimming and outdoor adventure. The long-term plan sets out the PE units which are to be taught throughout the year and ensures that that requirements of the National curriculum are fully met. Pupils participate in high quality PE lessons each week, covering two sporting disciplines each half term. In addition to these lessons children are encouraged to participate in a variety of extra-curricular activities taking place after school.

Children are invited to attend competitive sporting events within the local area hosted by the School Sports Partnership. This is an approach which endeavours to encourage physical development and mental wellbeing. These events will also develop teamwork, leadership and social skills amongst our children. Children participate in workshops throughout the year covering a variety of sports which are not always covered within the curriculum, these include archery and table tennis, again these activities will provide an insight into a wider range of sports and provide the children with an opportunity to develop their fitness and try new activities.

### EYFS Educational Programme

Taken from the Statutory Framework for the early years foundation stage January 2024 – Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

### EYFS Early Learning Goals for Physical Development

#### Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

#### Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing

### Key Stage One

During KS1, pupils will be taught to:

- Master basic movements, including running, jumping, throwing and catching, whilst developing their agility, balance and coordination, beginning to apply applying these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

### Key Stage Two (Years 3 to 6)

During KS2, pupils will be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending, for example, through netball, football, hockey and tennis.
- Develop flexibility, strength, technique, control and balance through activities such as gymnastics and athletics.
- Perform dances using a range of movement patterns.
- Participate in outdoor and adventurous activities, both individually and within a team.
- Compare their performances with their previous ones and demonstrate improvement to achieve their personal best.

In relation to swimming, pupils in KS2, will be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively, such as front crawl, backstroke and breaststroke.
- Perform safe self-rescue in different water-based situations.

### Curriculum delivery

- Throughout the federation Physical Education is taught as two, one hour sessions where children are encouraged to learn new skills.
- In EYFS P.E. is taught once per week in addition to providing a broad range of daily opportunities to extend skills and strength in the environment.

### Teaching and learning approaches

- All children (except EYFS) will receive the equivalent to two structured hour long lessons of P.E. per week and will complete 10 minutes of exercise each day e.g. daily mile.
- Lessons and activities will build upon pupils' prior learning, developing their skills, knowledge and understanding within each activity area.
- The federation creates long-term, medium-term and short-term plans for delivery of the PE curriculum – these are as follows:
  - Long-term: Includes the PE topics studied in each term during the key stage
  - Medium-term: Includes the details of work studied each month
  - Short-term: Includes the details of work studied during each lesson
- The PE leader is responsible for reviewing and updating long-term and medium-term plans, and communicating these to teachers.
- Teachers are responsible for reviewing and updating short-term plans and building on the medium-term plans, taking into account pupils' needs and identifying the methods through which topics could be taught.
- All relevant staff members are briefed on the federation's planning procedures as part of their staff training.
- Pupils will be taught through a mixture of whole-class, group and individual activities, ensuring that tasks are suitable for pupils' abilities.
- Pupils will be encouraged to evaluate their own performance, as well as the performances of others.
- Pupils will be given the opportunity to both collaborate and compete with each other during lessons.

- The PE lead will act as the first point of contact for staff members planning PE lessons or sporting events.
- A variety of resources, including indoor and outdoor sporting equipment, will be used to provide a range of challenges for pupils.
- Staff members involved in the teaching of PE will have access to PE resources, including sporting equipment and specialist literature, at all times.
- Where a pupil is unable to participate in a lesson, the teacher will set them another related task, such as being score counter or equipment manager.

### Planning expectations

All lessons will be planned and taught in line with the scheme of work, as developed by the PE leader.

### PE kit and changing rooms

#### Clothing, equipment and resources

- Reception and Year 6 will change for PE in the Summer term of each year as part of fulfilling their curriculum and transition obligations. For the rest of the year all children will come into school wearing PE kit.
- During PE lessons, pupils are expected to wear the following:
  - Black or navy shorts or jogging bottoms
  - White (SIS) or blue (WV) round neck t-shirt either plain or with the federation logo on
  - Navy ¼ zip fleece with the federation logo or federation sweatshirt / cardigan
  - Trainers or plimsolls
 During swimming lessons, pupils are expected to wear the following:
  - One piece bathing suit or trunks
  - Swimming cap
- Staff members will lead by example by wearing appropriate clothing when teaching PE, such as trainers and joggers.
- All potentially dangerous jewellery, such as earrings, will be removed before PE lessons by parents or pupils themselves. Jewellery which cannot be removed will be taped over.
- In relation to swimming lessons, if a child's jewellery cannot be removed, they may not be able to participate in the lesson, this is dependent on local swimming pool regulations.
- All long hair is tied back for PE lessons.
- Activities such as gymnastics and dance will be undertaken in bare feet.
- The schools will stock spare hair bands and PE kits for pupils who forget theirs.
- In the event that a pupil repeatedly forgets their PE kit, staff will communicate with the parent to address this.
- Where possible, only staff members of the same sex as the pupils will be allowed in the changing rooms. If necessary for behavioural, safety or staffing limitations, a member of staff of the opposite sex may enter.
- If a pupil identifies as transgender, appropriate arrangements would be made for changing.

### Extra-curricular activities

- The federation provides pupils with the opportunity to participate in a range of extra-curricular activities in order to further develop their skills.
- Extra-curricular opportunities are provided to pupils with the aim of allowing them to put into practice the skills they have developed in lessons, as well as foster a sense of cooperation among pupils, whilst introducing a competitive element to team games.
- There are a variety of PE-related extracurricular activities for pupils to participate in outside of school hours including the following:

Football

Netball  
Cross country  
Multisports  
Dance  
Fencing  
Archery  
Cricket/Rounders  
Athletics  
Korfball

- External sports coaches will lead activities and clubs, where appropriate.
- Parents will be made aware of the extra-curricular activities on offer at the federation via newsletters and the website.
- The junior school participates in regular sporting events against other schools –pupils and parents will be made aware of these fixtures with due notice.
- Participation and success of extra-curricular events, such as sporting competitions, will be celebrated during achievement assemblies.
- All teaching staff will actively encourage pupils to be physically active outside of school. Teaching staff will work closely with the PE lead to ensure that planned activities for lessons are accessible to all pupils, including pupils with SEND.
- YR and Y6 will complete annual height and weight data checks.
- Children's fitness data will be measured through termly baseline data assessing the impact of physical activity and to look at the levels of childhood obesity.

#### Health and safety

Specific considerations for this subject can be found in the Curriculum Risk Assessment, which is reviewed annually. A log is kept of all staff who have read and understood this assessment each year.

Each year Sport Safe complete a safety check of all equipment as part of our statutory duties.

#### Cross curriculum links

- Links are made to the topic, wherever possible, throughout the curriculum.
- Opportunities are created to develop physical skills across other areas of the curriculum.
- To ensure children are kept up to date with sporting events and the progress made in a range of activities.



#### English

- Pupils are encouraged to describe what they have done and to discuss how they might improve.

#### Mathematics

- Pupils further develop their counting skills by keeping score during team games.
- Pupils are encouraged to measure and record what they do accurately, for instance, how far they can throw a ball.

#### Science

- To discover the parts of the human body by learning about bones, muscles and the roles of organs during warm ups and activity.
- To investigate the impact physical activity can have on the human body.

## PSHE

- The benefits of exercise and healthy eating are explained to pupils.
- Pupils are encouraged to make informed choices about their lifestyle.
- The opportunity to act as team leader or part of a team is provided.
- Pupils' self-esteem is promoted.

## Spiritual, moral, social and cultural development

- Pupils learn to express their feelings in a healthy way.
- Team and group activities develop pupils' social skills and help them to cooperate with other people outside of their friendship group.
- Pupils are encouraged to respect other pupils' levels of ability.

## Inclusion and equality of opportunity

- All lessons will meet the specific needs of individuals, as well as of groups of pupils, including those with SEND and those who have English as an additional language.
- Teaching staff will liaise with the SENCO, where necessary, in order to meet the needs of pupils.
- Pupils will not be grouped together based on gender, race or disability.

## **Impact**

### Assessment and reporting

- Pupils will be assessed through observations made during lessons. For EYFS and KS1 these may be recorded on Tapestry.
- Teachers will record the progress of pupils against the learning objectives for the lesson.
- Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.
- Pupils will be assessed as emerging, expected or exceeding using the assessment statements on Pupil Asset at the end of each year.
- Parents will be provided with a written report about their child's progress during the Summer term every year. This will include information on pupils' progress in PE.
- Verbal reports will be provided at parents' evenings.
- The progress of pupils with SEND will be monitored with the SENCO.
- A record will be kept of when a pupil is unable to participate in a lesson, along with any evidence supplied. If this becomes a regular occurrence, a meeting will be set up between the teacher, the pupil and their parents.

### Staff training

- Staff are given regular CPD opportunities from outside coaches or the PE lead to observe lessons being taught.
- Staff are given opportunities to engage in training courses to build knowledge of the curriculum.

### Monitoring and evaluation

The staff and Governors are committed to maintaining standards, establishing high expectations, and promoting effective teaching and learning. Procedures for monitoring and evaluation involve all members of the federation community as part of the monitoring cycle.

A commitment to Assessment for Learning (AfL) endorses the federation's participation in the National Curriculum and demonstrates an ethos in which the personalities, strengths and needs of children are considered and addressed individually. The monitoring and evaluating

of practice enables the progress of individuals to be seen within the class and whole-federation contexts of school and staff development.

The main purpose of monitoring, evaluation and review is to ensure that all members of the federation community perform their roles effectively in order to maintain high standards of learning and teaching and raise achievements for all.

The range of approaches in monitoring and evaluating may include:

- Monitor and review long term and medium term plans
- Questionnaires/ Surveys/ Audits
- Learning Walks
- Review meetings with staff and pupils

#### Roles and responsibilities

The Role of the Governing Body and Executive Head teacher is to:

- Approve and monitor the content of this policy.
- Liaise with the Executive Head, Heads of Schools, subject leaders and teachers with regards to pupil progress and attainment.
- Nominate a Governor to have specific responsibility for Curriculum including oversight, support and challenge
- Ensure the curriculum is inclusive and accessible to all.

The Role of the Head of School and Curriculum Leader is to:

- Devise long and medium term plans for the curriculum in collaboration with teachers, subject leaders and other members of the SLT.
- Communicate the agreed curriculum to the governing board on an annual basis.
- Ensure the curriculum is inclusive and accessible to all on a day-to-day basis.
- Assist teachers and subject leaders with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensure the curriculum is implemented consistently throughout the federation, ensuring any difficulties are addressed and mitigated as soon as possible.

The Role of the Subject Leader is to:

- Provide a strategic lead and direction, ensuring appropriate coverage of the curriculum.
- Keep up to date with developments in subject, at both national and local levels.
- Lead sustainable improvement through supporting colleagues and others.
- Monitor pupil progress.
- Provide efficient resource management.
- Review the way subjects are taught in the federation and plan for improvement linking to whole school priorities.
- Ensure the School Improvement Plan priorities are monitored and consistently met.
- Monitor how their subjects are taught ensuring that appropriate teaching strategies are used.
- Reviewing curriculum plans for their key areas ensuring there is full coverage of the National Curriculum and that progression is planned for.
- Accurately judge standards within their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment.

The Role of the Class Teacher is to:

- Demonstrate a high level of knowledge of each subject they teach.
- Plan lessons with clear learning objectives that pupils understand.
- Demonstrate an enthusiasm for all themes and subjects.
- Know children as individuals, tailoring reaching to their needs.



- Identify barriers to learning and put strategies in place to overcome them.
- Build and maintain relationships with parents.
- Be able to accurately advise parents on how to further support their children at home.
- Reporting to parents on their child's progress across all areas of learning and development.
- To be an advocate of all learning to all learners.
- Be willing to be a learner as well as a teacher.
- Take on the responsibility for leading on a subject area.
- Act as a support partner for all other curriculum areas.
- Challenge and inspire pupils, expecting the most of them.
- Use a variety of methods to enable all pupils to learn effectively and will manage pupils well, insisting on high standards of behaviour at all times.
- Use time, support staff and other resources effectively.
- Use dialogue with pupils about their progress and their next steps.
- Reflect on their personal strengths and weaknesses and to be proactive to plan their own professional development needs

The Role of the SENCO is to:

- Collaborate with the Executive Head, Head of School, Curriculum Leader and teachers to ensure the curriculum is accessible to all.
- Ensure teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carry out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaise with external agencies where necessary to ensure pupils who require additional support receive it.

#### Review

- This policy is reviewed every 3 years by the SLT.
- The spending and impact of the PE and sport premium is monitored annually by the governing board.
- Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.