



ST AUGUSTINE'S
CATHOLIC PRIMARY SCHOOL

PE Policy

'Serve the Lord in Gladness'

Revised and updated by Mr Robbins

September 2021

Our Vision

We will inspire our children to be passionate about their physical education and confident to be the best athletes they can be.

Purpose

The purpose of this policy is to promote a shared love and understanding of PE; establish an entitlement for all pupils; establish high expectations for teachers and pupils and to promote continuity and coherence across the school.

Aims and Expectations of PE

By the end of key stage one, most children should be working at the expected standard for their age range (see DfE guidance) with others working just below or above.

Similarly, by the end of key stage two, the majority of pupils should be working at the expected standard for their age range (see DfE guidance) with others working just below or above.

STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of PE were laid out in the new NC in 2014.

Purpose of Study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should 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.

Aims

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.

Intent: (Skills and Knowledge, Structure and Sequence)

By the time children leave our school, we expect them to have a good understanding of their physical and mental health and well-being, recognising the wide range of benefits of sport and exercise to help them to make healthy life choices. Ultimately, we want children to enjoy PE and recognise the positive impact it has on their body and mind. We want every child to be able to identify their strengths in PE and develop resilience to push themselves to achieve their very best. We want our children to develop good teamwork and sportsmanship skills, supporting and encouraging their peers to keep going. Where children don't enjoy PE lessons, we aim to quickly change this mindset by supporting them to identify a form of exercise that works for them.

Implementation: (Matches Intent, coverage, knowledge built on prior learning)

Children at St. Augustine's participate in high quality PE and sporting activities. Our PE curriculum is designed to appeal to all children of all abilities and personalities. We provide a wide range of PE lessons and always aspire to add to our broad and exciting curriculum. We use our PE premium funding to allow children to be taught by highly skilled coaches and teachers. Through this, staff are provided with excellent ongoing CPD, enabling them to build upon skills taught. Our curriculum is designed to promote the development of children's confidence, resilience and appreciation of their own strengths and weakness. It also aims to build a good level of teamwork and sportsmanship to enable children to support their peers in a positive way. Children at St. Augustine's are encouraged to move out of their comfort zones and challenge themselves across all areas of school life. Children are given many opportunities to compete in competitive sport through both intra-school and inter-school competitions and events. A wide range of extra-curricular activities are offered to children from Reception to Year 6. Activities are tailored to the children's interests and are constantly reviewed to encourage all children to get involved in an extra-curricular activity.

Impact: (Progress)

At St. Augustine's, we actively encourage good levels of physical and mental health and wellbeing across many areas of the curriculum, not just PE. However, skills taught in PE lessons underpin the values that we promote at our school. Our school 'Attitudes of Being' encouraged positive values including being happy, gentle, just and fair, forgiving, honest and a peacemaker. In PE lessons, we actively encourage children to remember such attitudes and in turn, use them to develop their teamwork and leadership skills, resilience and discipline. The impact of our PE curriculum is to motivate to use these skills to lead a happy and

healthy lifestyle.

SUBJECT ORGANISATION

EYFS

Nursery and Reception follow the Development Matters curriculum document for all areas of their curriculum. For PE, they follow the 'Physical Development' section. In Nursery, the children are encouraged to be active on a regular basis so PE lessons are not taught discretely. However, in Reception, staff lead 1 hour of discrete PE alongside other physical activities within the EYFS setting. Reception staff follow the 'Sport Xplorers' scheme of work.

Key Stage 1

In Key Stage 1, children are taught PE for a minimum of 2 hours each week. In general, 1 hour is taught by an external coach and the second hour is taught by class teachers.

Key Stage 2

Similarly, children in Key Stage 2 are taught PE for 2 hours each week, 1 hour is taught by an external sports coach and the second hour is usually taught by class teachers or an additional sports coach.

TEACHING AND LEARNING

A long-term planning document for PE is produced at the beginning of each year. The order in which areas of PE are taught coincide with competition dates and seasonal sports. We also plan for areas of PE to be taught by the most suitable person. For example, coaches from MFC tend to specialise in invasion and target games and Dance coaches specialise in particular styles of dance. Class teachers then ensure that all other areas of the curriculum are taught by themselves during the second hour of PE. In the summer terms, specialist coaches lead some PE lessons including cricket, tennis and orienteering. To assist with the second hour of PE, class teachers use an iPad based app called 'PE Passport' for the planning, teaching and assessment of lessons.

INCLUSION

Children with SEND and G&T are carefully considered when PE lessons are planned and delivered by external coaches and class teachers. Staff ensure external coaches are aware of any children with additional needs and support where necessary. Children with a specific talent in PE are quickly identified at an early stage in the year and are targeted to ensure they are stretched and challenged. This may be

through class teacher intervention, i.e. the external coach may work with the middle and lower ability children whilst the class teacher works with the more able.

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ROLE OF THE SUBJECT LEADER

The PE subject Leader is responsible for improving the standards of teaching and learning in PE through:

- monitoring and evaluating PE,
- taking the lead in policy development,
- auditing and supporting colleagues in their CPD,
- purchasing and organising resources,
- keeping up to date with recent PE developments.

LEARNING OUTSIDE THE CLASSROOM

Where possible, PE lessons are delivered on the school playground or field to allow for more space for the children to move. In the colder months, lessons are delivered in the school hall. At times, lessons are delivered offsite, e.g. for whole class developmental sessions at local secondary schools.

THE USE OF NEW TECHNOLOGIES

The iPad-based app 'PE Passport' has recently been implemented at St. Augustine's to assist with the planning, teaching and assessment of PE. The app is also an effective diagnostic tool for the PE leader to use for monitoring purposes. In addition to this, staff are familiar with ICT based tools and resources to support the teaching and assessment of PE.

ASSESSMENT, RECORDING AND REPORTING

PE is assessed using the PE Passport app. Staff use the formative assessment tool to assess performance, social and development and competition. Assessment indicators are inline with other subject areas – emerging (bronze), developing (silver), secure (gold), greater depth (platinum). All formative assessments will then be collated into an overall summative assessment at the end of each term. Evidence of good practice can be collected using the app, through the photo/video tool. This evidence is then added to each individual child's PE 'passport'. The PE Passport tool can then be used to report levels of progress and attainment to parents at consultation evenings and to SLT during monitoring visits.

MONITORING

PE is monitored by the subject leader on a termly basis in a variety of ways. Learning walks are carried out to identify strengths and weaknesses of the teaching and learning of PE and to also share good practice. Learning walks are also an effective way to identify children who may need additional support or require further challenge. As with other foundation subjects, PE is audited on a termly basis and reviewed regularly. The funding we receive for the School Sports Premium and the impact of how it is spent is also reviewed on a termly basis in the 'Evidencing the Impact' document.

STAFF DEVELOPMENT

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online. The use of external coaches allows for valuable staff CPD on a regular basis. Staff are required to be actively involved in PE lessons lead by external coaches to assist with behaviour management as well as supporting the learning. Through this, staff continue to keep up to date with strategies for teaching particular skills in PE. Specific training needs are identified as a result of whole school monitoring and evaluation. The PE co-ordinator will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Where necessary or appropriate, the PE co ordinator will lead or organise school-based training.

RESOURCES AND ACCOMODATION

A wide range of PE resources are available in school.

- PE cupboard – located in the school hall. This contains a wide range of resources appropriate for PE lessons delivered indoors.
- PE shed – located on the KS1 playground. This contains a wide range of resources appropriate for PE lessons delivered on the school football pitch and field.
- PE Passport – iPad-based app used for planning, teaching and assessment of PE.

EQUAL OPPORTUNITIES

St Augustine's aims to provide equal opportunities and fair and equal access at all times in PE for all our pupils. We welcome into our school pupils from many different backgrounds and we will demonstrate in our practice that we value all of them as young learners entitled to full access to the primary PE curriculum.

Teaching and learning opportunities within PE should be planned to enable the full and effective participation of all pupils. Planning should set high expectations and provide relevant learning opportunities for achievements for boys and girls and for pupils from all social backgrounds and ethnic groups. Teachers should assist pupils to high standards by using a variety of teaching strategies to motivate pupils; develop self-esteem; make the most of resources from a variety of cultures; avoid stereotyping; and provide appropriate support.

LEARNING ENVIRONMENT

Staff promote a love of PE in a variety of ways. Although our school hall is used for other purposes, we use surrounding displays to share photos from competitions and events and display certificates of achievement. We also display medals and trophies proudly at a central point in school. All staff have a PE kit to wear on PE days, to help raise the profile of PE in school.

SCHOOL PE KIT

Appropriate school PE kit is worn by children and monitored by staff regularly. Children must wear the correct kit as explain in the school uniform policy. For lessons delivered in the school hall, children must wear plimsolls to travel across the floor. During gymnastics lessons, children may remove their plimsolls and socks. When lessons are outdoors, children may wear their school jumper or cardigan to keep warm or a suitable jacket. Trainers or suitable school shoes may be worn but not plimsolls. When participating in competitions, children are loaned a St. Augustine's PE kit to represent the school.

PARENTAL INVOLVEMENT

Parents/guardians are encouraged to support the children at competitions and events where appropriate. EYFS have regular 'stay and play' sessions where the parents are given an opportunity to experience the learning in the foundation stage, including PE. Sports days are held annually in the summer term and are a great opportunity for the children to demonstrate the skills that they have developed throughout the year. Regular updates are added to our school Twitter and Facebook pages to share good practice with parents.

REMOTE LEARNING

In order to ensure the children continue to have access to a broad and balanced PE curriculum from home, staff at St. Augustine's use the following strategies. We make use of online resources from the Youth Sport Trust and direct children to fun online workouts. Staff are also encouraged to share photo/video examples

of activities that they would like the children to complete via Google Classroom.

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REVIEW

This policy will be reviewed annually by the PE Subject Leader, in consultation with SLT and teaching staff, and as and when elements of PE are identified or prioritised within the School Development Plan.

Next review date: January 2021

