



POLICY DOCUMENT

PE Policy

	Name	Date
Reviewed and updated by	Christine Adams	September 2019
Review v1.1	Christine Adams Jessica Fisk Hayley Parrott	July 2020

1. Aims and Objectives

Physical education at Midfield aims to develop 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, but are not limited to: dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities such as 'Forest Schools'. Physical education promotes an understanding in children of their bodies in action and aims to improve their physical literacy. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle, leadership, volunteering and risk taking. We aim to enable the children of Midfield to make informed choices about physical activity throughout their lives and understand the importance of physical fitness.

The aims of PE at Midfield are to:

- Enable children to develop and explore physical skills with increasing control whilst increasing their agility, balance, co-ordination, fitness and strength;
- Encourage children to work and play fairly with others in a range of group situations and develop their communication and perseverance skills;
- Develop the way children independently perform skills and apply rules and conventions for different activities and sports;
- Increase children's ability to use what they have learnt to improve the quality and control of their performances across a variety of different sports and contexts;
- Teach children to recognise and describe how their bodies change and feel during exercise and the importance of their fitness on their longer term mental and physical health;
- Develop the children's enjoyment of physical activity through team games, acquisition and development of new and existing skills;
- Develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success;
- Develop a competitive ethos in the children so they learn how to embrace challenge, success and failure as individuals and groups, encouraging resilience.

Profile:

The Heads of PE lead a staff meeting at least twice an academic year to keep staff up to date with government policy and ensure that PE is deemed as a hugely important aspect of school life. It is also used as an opportunity to demonstrate and model good practice, which staff members can then use in their own PE lessons to

further their professional development. Celebration assembly is also used as a platform to promote and praise any PE and Sport achievements that children have had outside of school for any clubs they belong to. This is further supported with the PE Information and celebration Board. To this end, the school website is used as an important tool to further raise the profile of Physical Education at Midfield. The Heads of PE are to ensure that the website contains: A register of children representing the school in competitive fixtures as well as the results, current expenditure and impact documents as well as previous academic year accounts, an up to date PE policy and photographs documenting high quality PE at Midfield. In 2019/2020 there will also be contact information of local clubs and organisations. The school is committed to achieving nationally recognised awards and has historically achieved: Competitive Games Mark silver and Healthy School's Gold - the first primary school in the Bromley borough to achieve this. The Heads of PE are committed to achieving a Competitive Sports Mark this academic year.

2. Teaching and Learning Style

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 draw attention to good examples of individual performance as models for the other children as well as modelling excellent practice themselves. We encourage the children to evaluate their own work as well as the work of other children using a variety of devices including I.C.T. Within lessons, we give the children the opportunity both to collaborate and to compete with each other; they have the opportunity to use a wide range of safe and high quality resources. In all classes, there are children of differing physical ability including those who have a special educational need. Whilst recognising this fact, we 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:

- Setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as an 80m sprint;
- Setting tasks of appropriate levels, where all children are challenged to improve according to their individual ability;
- Providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment;
- Gifted children are offered chances to excel within lessons as well as having the opportunity to compete with other schools (branded as Midfield Elite);
- Providing opportunity for extra coaching and competition through Your School Games (YSG).

3. PE Curriculum Planning

PE is a foundation subject in the National Curriculum. Midfield has developed its own PE overview based on targeted sports and games. In Key Stage 1, we teach basic skills in dance, team games, individual multi-skills, gymnastics, outside adventurous activities as well as offering swimming to Years 1 and 2. In Key Stage 2 we teach compulsory dance, games, (invasion, net and field striking, health and fitness) gymnastics, swimming and water safety, athletics, circuit training and outdoor and adventurous activities.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term).

Long Term – This is an overview of different PE activities for each term, set to coincide with borough-wide competitions and encompassing all of the PE curriculum.

Short term – each lesson is planned and delivered to promote the progression of children's skills, knowledge and abilities. Teachers and PE mentors plan and team teach as part of the school's sustainable PE professional development strategy. All teachers are offered the support of the Head of PE and have access to our Power of PE scheme of work.

4. Sports Premium Funding

Midfield uses the entirety of our allocated funding to make additional and sustainable improvements to the quality of PE and sport that we offer. The sports premium funding is used exclusively to:

- develop or add to the PE and sport activities that we already offer
- make improvements, in the form of equipment and specialist staff (swimming teacher) that will benefit pupils joining the school in future years

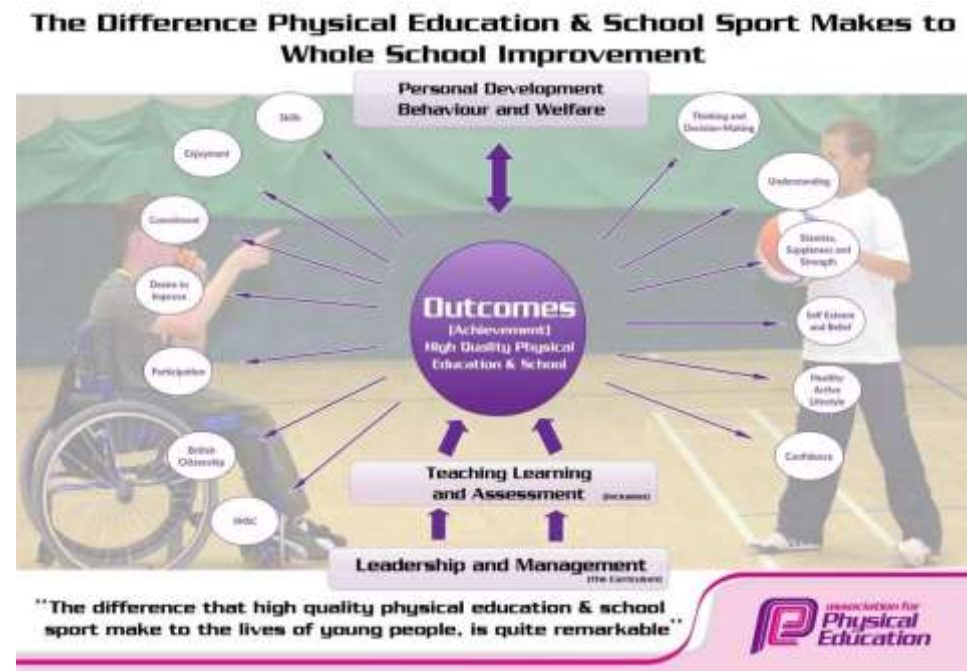
As a legal requirement, the school has an overview of the spending and impact displayed on our website to outline how the funding is allocated.

5. The Early Years Foundation Stage

We encourage the physical development of our children in Reception classes as an integral part of their work. As Reception is part of the Foundation Stage of the National Curriculum, we relate 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.

6. Contribution of PE to teaching in other curriculum areas



PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance.

We use ICT to support PE teaching when appropriate. In dance and gymnastics, children make video recordings of their performance, and use them to develop their movements and actions. Older children compare each other's performance from recordings and use these to improve the quality of their work. PE has also been used in maths previously whereby children have made dance routines along a 'mirror line' when learning about reflection and symmetry. In addition, children in Year 6, have used maths to record their improvements following a sustained programme of fitness to see how much their fitness has improved.

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating; how to make informed choices about these things by working together in teams. Moreover, PE provides the opportunity – that many lessons cannot – for children to develop skills such as: teamwork, resilience, determination, perseverance, dignity, leadership and more. These qualities can be used in all area of school life and beyond.

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

7. Teaching PE to children with Special Educational Needs

At Midfield Primary 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 and seeing every pupil as unique and individual. Through our inclusive teaching, pupils who do not have Special Educational Needs are encouraged to work with and support those children who do, which develops a deeper understanding of the barriers SEND children have to overcome. Children with SEND are also encouraged to participate in activities outside of school through opportunities offered by (Your School Games (YSG)).

8. Assessment and Recording

Teachers assess children's work in PE by making assessments as they observe them working during lessons. At the end of each sporting activity (usually every half term), teachers will assess pupils as either Working Towards (WT), Age Related (AR) or Greater Depth (GD). The Heads of PE demonstrates what the expected level of achievement is in each area of activity in PE in each year of the school via observations and discussion with class teachers and in addition to this, pupils assess their performance and progression using the same criteria. *Currently awaiting advice on how we are to formally assess, having previously used Excel.*

9. Resources

There is a wide range of resources to support the teaching of PE across the school which are ordered by the Heads of PE. We keep all PE equipment safely and neatly in the PE store. The hall contains a range of large apparatus, and 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. The children use the school playground and playing field for supported and structured games and athletics activities and the school's swimming pool for swimming lessons. Class PTP's can also be viewed upon as a resource as they attend PE lessons each week with the class teacher to support the learning. In addition to this, specialist coaches are employed as a resource to enhance children's physical education ability.

10. Health and Safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. The governing body expects teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the school is that no jewellery is to be worn for any physical activity. Risk assessments are carried out regularly and normal operating procedures (NOP) and emergency action plans (EAP) are in place and reviewed annually.

11. Monitoring and Review

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the Heads of PE. The work of the subject leaders also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. PE subject leaders will give the head teacher an annual summary report in which they evaluate the strengths in the subject and indicate areas for further improvement. The PE team undertake lesson observations of PE teaching across the school and reports to the Senior Leadership Team.

12. Extra-curricular activities

The school is committed to ensuring that our children are increasing the amount of time that they spend being active when not within curriculum hours. The introduction of Outdoor Play and Learning (OPAL) during lunchtimes, provides an opportunity for children, across both key stages to be active, whilst drawing on many of the skills developed through the PE curriculum: team building, resilience, Midfield strives to ensure that the children are offered a wide range of after school clubs that are either free or greatly subsidised by the school. At time of writing, over the course of the academic year, we provide cross country, swimming, KS1 multi-skills, football, netball, lacrosse, yoga, athletics, badminton and dance as after or before school clubs. We have a stated aim of attending 80% of borough led competitive events and are continuing to increase the numbers of children representing the school competitively by utilising the school minibus. Our breakfast and after school clubs have a focus on active sessions and so provide opportunities for physical activity at least once during each session.