

Mountbatten Primary School

PE Policy

Reviewed By	Approved By	Date of Approval	Version Approved
Louise Stone	Governing Body	27.2.20	



Aims and Objectives

Teachers aim to provide a PE curriculum that will support the overall school aims. Physical Education develops the knowledge, skills, understanding, attitudes and beliefs that will enable pupils to respond to the physical challenges of everyday life. Pupils can perform with increasing competence and confidence in a range of physical activities that include dance, gymnastics, games, swimming, athletics and outdoor adventurous activities. Physical education promotes in children an understanding 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 education throughout their lives.

- To enable children to develop and explore physical skills with increasing control and co-ordination
- To encourage children to work and play with others in a range of situations
- To develop the way children perform skills and apply rules and conventions for different activities
- To increase children's ability to use what they have learnt to improve the quality and control of their performance
- To teach children to recognise and describe how their bodies feel during exercise
- To develop children's sense of enjoyment and pride in their physical capabilities through working creatively and with imagination
- To develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success
- To develop a team ethos and build relationships in order to experience success

Whole School Curriculum Intent

At Mountbatten Primary School we carefully design, plan and implement an ambitious curriculum to provide breadth, depth and balance for every pupil.

Our balanced approach to the curriculum is not at the expense of high standards in core subject areas and ensures that all pupils access the full curriculum. High standards and enabling all pupils to reach their potential is of vital importance if they are to succeed at the next stage of their education, and to go on to achieve in their chosen career path.

Through careful sequencing of the curriculum, we build in many opportunities to build on prior learning of knowledge, skills, vocabulary and understanding in every subject. This ensures that pupils are able to make links between prior learning and new learning; and gradually develop a deeper understanding of the skills and processes within subject, at their own pace and in the best way possible for each individual child.

Our full and rich curriculum, with its excellent range of experiences, ensures that every pupil at Mountbatten Primary School makes excellent progress academically and personally, while ensuring that every child is given the opportunity to shine and flourish.



Subject Curriculum Intent

- The PE curriculum is designed to inspire all pupils to succeed and excel in competitive sport and other physically demanding activities.
- Provide opportunities for pupils to become physically confident in a way that supports their health, fitness and mental well-being.
- Provide opportunities to engage in competitive sports and activities for all pupils.
- Educate pupils in how to live a healthy lifestyle.
- Introduce pupils to sports and activities that they may not access otherwise.
- Develop links with outside sport clubs to provide pathways for pupils to take part in competitive sport beyond school.
- Develop pupils' leadership skills.

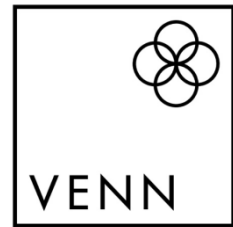
Subject Curriculum Implementation

The implementation of the PE curriculum is through a number of elements, outlined below:

- LTP
- MTP
- Curriculum knowledge
- Subject specific skills
- Subject specific vocabulary
- Recap of prior learning
- Finishing thinkers/challenges
- Assessment
- Teacher subject knowledge
- Resources

Subject Curriculum Impact

- Outcomes of pupils in each year group.
- Increase activity levels of all pupils to help them maintain a healthy lifestyle.
- Create pupils who demonstrate the values of team-work, respect, fairness and leadership in and beyond school.
- Instil in pupils the importance of following rules and showing respect to team-mates, opponents and officials.
- Pupils are able to apply skills across a range of sports and activities; and develop competence in them. They recognise when improvements are needed and plan how they will make these.
- Pupils who can reflect on their successes and build on them.
- Encourage pupils to join after-school clubs and outside sports clubs.
- All pupils to be able to swim 25m or more by the end of Year 6.



Curriculum Planning

The curriculum planning in PE is carried out in three phases (long term, medium term and short term). The long-term plan maps out the PE activities covered in each term by each year group. The areas of activity described in the National Curriculum Programmes of Study for the Primary years at Key Stage 1 are Dance, Gymnastics, Athletics and Games and at Key Stage 2, Dance, Gymnastics, Games, Athletics, Outdoor Adventurous Activities and Swimming (Year 4).

The requirements will be supplemented by the participation in the School Games which will go beyond the national curriculum requirements.

The National Curriculum provides a legal framework in which all children, regardless of any impairment, will have entitlement to a broad and balanced Physical Education programme. At Mountbatten Primary School, we aim to ensure that each child's programme of activity is appropriate to his or her needs. Where necessary, the coordinator will provide help in planning lessons that may be adapted for individual pupils, wherever possible, incorporating the learning objectives set for the lesson.

Since September 2017, the school had delivered its PE curriculum using Ipep planner. Ipep is a planning and assessment programme that covers EYFS, Key Stage 1 and Key Stage 2. Class teachers use the plan for each PE lesson. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher keeps these individual plans and records all assessment for the lesson online using Ipep's assessment tool.

PE activities are planned so that they build on the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work so that the children are increasingly challenged as they move up the school.

Subject Provision across the School

EYFS

Physical Development teaching in the Foundation Stage is based on the early learning goals (ELGs) set out in the Early Years Foundation Stage Framework (EYFS). Physical Development is a Prime area of development which runs through and supports learning in all other areas. It is a fundamental area of learning throughout the EYFS. Physical Development splits into two areas of learning; Moving and Handling and Health and Self-care. Moving and Handling focuses on enabling the children to develop good control and co-ordination in large and small movements. They develop confidently in a range of ways, safely negotiating space. They learn how to handle equipment and tools effectively, including pencils for writing. Health and Self-care focuses on children knowing about the importance for



good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They can manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently

Key Stage 1

Class teachers use the Long Term Plan for PE enables them to create the half-termly Medium Term Plan for their year group. This then enables them to use the correct unit from Ipep to deliver their weekly PE lesson. The progression of skills document is used alongside the weekly lesson plan to ensure that the teacher is aware of the pupils' previous learning in that area of PE.

Key Stage 1 children are provided with 2 hours of PE per week. This is at the teachers' discretion as to when this is delivered. It may be delivered in a single 2 hour session or 2 x 1 hour sessions. In Key Stage 1 pupils are taught Dance, Gymnastics, Invasion Games skills, Net Games skills and a range of Athletics skills. These skills as shown in the progression of skills document are built on throughout the years and if children cannot meet the previous year's skills then planning is adapted for those children to ensure they are competent in the previous year's skills before moving onto the next step. Correct vocabulary is used for each area and children are expected to use the correct vocabulary when answering questions and during peer assessment opportunities. Knowledge required for each area is built on year by year and referred back to regularly in lessons. This includes not just the previous year's knowledge but all knowledge acquired up to that point.

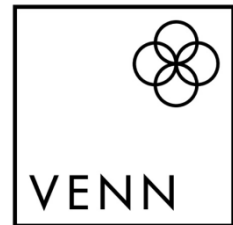
Children with special needs are fully integrated into lessons with the support of TA's when necessary. Teaching styles and tasks are tailored to meet the needs of individual pupils who are experiencing difficulties meeting targets. Alternative equipment may be offered and adapted to enable them to achieve the objective.

Children are provided with opportunities to demonstrate their skills developed during PE at the annual School Sports Day and in local competitions.

Key Stage 2

Class teachers use the Long Term Plan which enables them to create the half-termly Medium Term Plan for their year group. This then enables them to use the correct unit from Ipep to deliver their weekly PE lesson. The progression of skills document is used alongside the weekly lesson plan to ensure that the teacher is aware of the pupils' previous learning in that area of PE.

Key Stage 2 children are provided with 2 hours of PE per week. This is delivered as a single lesson. In Key Stage 2 pupils are taught Dance, Gymnastics, Invasion Games skills, Net Games skills, a range of Athletics skills, Outdoor & Adventurous Activities and swimming. These skills as shown in the progression of skills document are built on throughout the years and if children cannot meet the previous year's skills then planning is adapted for those children to ensure they are competent in the previous year's skills before moving onto the next step. Correct vocabulary is



used for each area and children are expected to use the correct vocabulary when answering questions and during peer assessment opportunities. Knowledge required for each area is built on year by year and referred back to regularly in lessons. This includes not just the previous year's knowledge but all knowledge acquired up to that point. During Year 6 children are expected to be able to apply their knowledge and skills to play full matches when appropriate eg Football, Tag Rugby, Hockey, Badminton.

Swimming lessons take place in Year 4 and all children attend 10 x 40 minute swimming lessons. Year 6 children who do not meet the National Curriculum standards for swimming are given additional swimming lessons in Year 6 to enable them to meet the standard.

Children with special needs are fully integrated into lessons with the support of TA's when necessary. Teaching styles and tasks are tailored to meet the needs of individual pupils who are experiencing difficulties meeting targets. Alternative equipment may be offered and adapted.

Children are provided with many opportunities to demonstrate their skills developed during PE at the annual School Sports Day and in local competitions. SEND children regularly have opportunities to represent the school at Sporting Competitions.

Resources

The school provides all resources that are required to deliver our curriculum. Additional resources are provided for playtimes, lunchtimes and After School clubs. This is checked regularly and replaced as required.

Dance

Music
Demonstration videos

Gymnastics

Mats
Benches
Beam
Agility Tables
Climbing Frame
Ropes

Invasion Games

Rugby Balls (Leather)
Rugby Balls (Foam)



Hockey Sticks
Range of small balls to be used with hockey sticks
Football (range of sizes)
Soft balls (KS1)

Net Games

Badminton Racquets
Tennis Rackets
Badminton Nets
Tennis Nets
Shuttlecocks
Tennis Balls
Volleyballs

Athletics

Relay Batons
Discus
Beanbags
Foam Javelins
Mini Hurdles
Standing Jump Measuring Mat
Indoor Shot Puts

Additional Equipment

Netballs
Netball Posts
Cricket Bats
Cricket Stumps
Tri Golf Kit
Boccia Kits
New Age Kurling Kit
GoalBall Kit (Goalball/blindfolds)
Range of balls for SEND for catching
Basketballs
Goalposts
Range of cones
Floor Spot markers
Arrow Floor markers
Rubber quoits
Egg & Spoons
Hoops
British Gymnastics Award Scheme
Dodgeballs
Skipping Ropes



Tag Rugby tags
Rounders Bats

Assessment of Subject

Teachers assess children's work in PE by making assessments as they observe them working during lessons. Teachers record progress made by children against the key learning outcomes for their lessons. At the end of a unit of work, teachers ensure all assessment data is up to date for that unit of work. Teachers record this information on Ipep and Otrack. This data is then analysed by the PE Co-ordinator. Information is passed on at each transition from year group to year group, from KS1 to KS2. If a child is working above age related expectations or is identified as Gifted and Talented in a particular area of sport this information is passed on from KS2 to KS3.

Role of the Subject Leader

- To work alongside all school staff to develop a sustainable PE strategy to enhance the teaching and learning and pupil experiences across the school
- Ensuring PE and school sport are an integral part of the school development plan
- Listening to the children's needs and interests in relation to PE and school sport to ensure they have a voice
- Supporting colleagues to ensure the inclusion of all children in the quality PE and school sport
- Developing the appropriate PE policy
- Liaising with primary colleagues to review and evaluate areas of confidence and competence in relation to teaching PE and school sport
- In conjunction with key partners, organising CPD opportunities which meet their colleagues' identified needs, including training, peer mentoring, observation and appropriate deployment of staff across the school
- Developing and sharing the use of schemes of work and lesson plans
- Reviewing existing teaching and learning resources, with a view to developing, disseminating and using resources more suited to the learning needs of the children
- Challenging and supporting colleagues to improve the breadth and balance of the PE curriculum
- Ensuring the collection of effective performance data on pupil progress to support children's transfer across year groups and key stages
- Enabling adults other than teachers to improve the quality of playground and lunchtime provision
- Establishing new opportunities for intra and inter school competitions and festivals
- Monitoring and evaluating the teaching and learning of PE and school sport
- After school clubs and collating registers

This policy will be reviewed every two years.

