

Ditchling (St. Margaret's) CE Primary and Nursery School

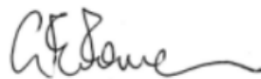
Physical Education Policy



'Living life in all its fullness' John 10:10

Version	Reviewed by	Approved by	Date Approved	Next Review Date
I	Ditchling developed Policy	Head/FGB	October 2024	October 2025

Signed: Chair of Governors



Signed: _Headteacher



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1. Curriculum Statement

Intent

Ditchling Primary School recognises the value of Physical Education (P.E). We fully adhere to the aims of the national curriculum for physical education 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

Implementation

P.E. is taught at Ditchling Primary School as an area of learning in its own right, as well as being integrated where possible with other curriculum areas. It is taught at a minimum of two PE sessions a week. At Ditchling, teachers use GetSet4PE scheme, as a starting point for the planning of their P.E. lessons.

The key knowledge and skills of each topic are mapped across each year group. This ensures that children develop their knowledge of games, dance and gymnastics and (from KS2) athletics and outdoor and adventurous activity progressively. The skills in these areas are also therefore developed systematically, with the programme of study for each year group building on previous learning and preparing for subsequent years. Knowledge and skills are informed and linked to enable achievement of key stage end points, as informed by the 2014 National Curriculum.

We teach lessons so that children:

- develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- apply and develop a broad range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- enjoy communicating, collaborating and competing with each other.
- develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Each new unit of work begins with a recap of the previous related knowledge from previous years. This helps children to retrieve what they have learnt in the earlier sequence of the programme of study, and ensures that new knowledge is taught in the context of previous learning to promote a shift in long term memory. Key vocabulary for the new topic is also

introduced as part of this sequence of learning. This approach also means that children are able to understand the new vocabulary when it is used in teaching and learning activities and apply it themselves within the context of physical activity.

Once children know the new vocabulary for the unit and how it relates to previous learning, the children are asked what they already know specifically about the new topic. This provides the teacher with an insight into the children's 'starting points' for the topic, to enable the use of assessment to inform planning. At the end of the topic, children take part in a review of what they now know and can do. The teacher is then able to consolidate any of the key knowledge which is identified at this part of the process as not yet being secure.

Lessons are planned to utilise cross-curricular links, as well as the context of the school (including school and local grounds and access to facilities and community role models, such as sports coaches, with specialist skills this includes links with our Trust at Hurstpierpoint College). The varied curriculum is designed to enable all children to enjoy physical activity and to experience success in sport. An extensive extra-curricular provision also provides further challenge and access to a range of physical activity. All children have the opportunity to participate in PE at their own level of development, with teachers ensuring that lessons cater for individual needs. As well as securing and building on a range of skills, children develop knowledge of the basic rules of a range of games and activities. They experience positive competition and a strong focus is placed on developing good sporting attitudes. Children learn in a safe environment and have a foundation for lifelong physical activity, leaving primary school as physically active.

Impact

The children complete each key stage with a high proficiency in each aspect of PE. Children are aware of the link between physical activity and good mental health and understand its significance as part of a healthy lifestyle. The school achieves well in a number of sporting activities.

As a school, we have been assessed as 'Excellent' for Healthy Schools.

Our Nursery are working towards their HALO (Healthy, Active, Little Ones) Accreditation.

2.

3. Teaching and Learning

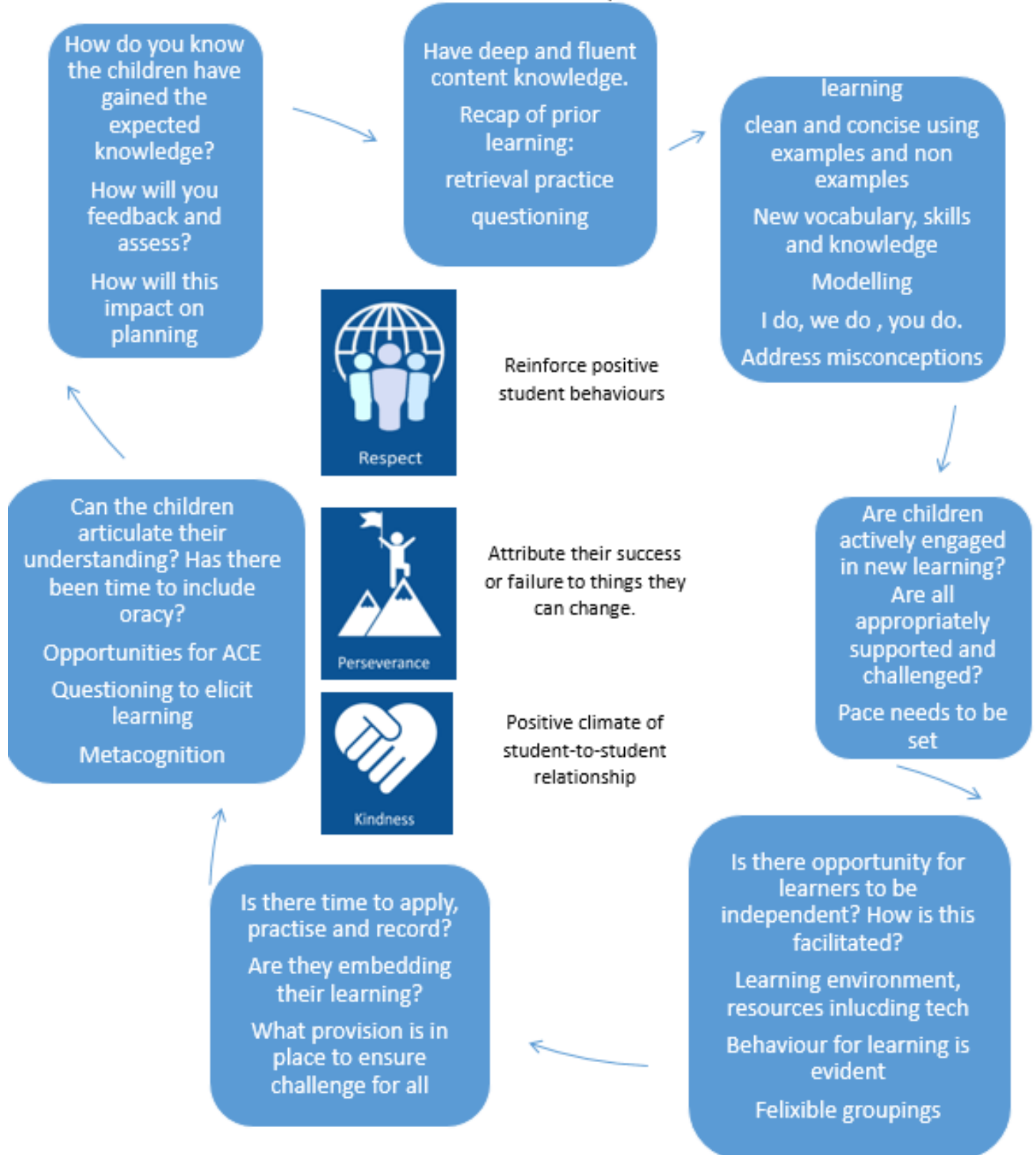
As part of the introduction to each new physical education topic, teachers review what the children know already and identify what children would like to learn, to inform the programme of study so that it takes account of children's interests.

Lessons are planned to ensure that key knowledge is developed over time over the course of each physical education block and in the correct sequence. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher at the end of each unit of work as part of the school's assessment of physical education. Lessons within each unit are also planned to ensure the systematic development of the key identified skills across the school.



Teaching and Learning at Ditchling

Based on the Great Teaching Toolkit



3. Assessment

Children's existing knowledge of the topic and the key related knowledge from previous year groups, is checked at the beginning of each unit.

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, to which recognises successful aspects of the children's work, as well as informing subsequent dialogue to address errors and misconceptions.
- Child and teacher review of both the agreed success criteria at the end of each lesson and the key knowledge at the end each unit, to inform focused consolidation where this is necessary.

4. Planning and Resources

When appropriate, lesson slides are designed to be accessible to all children, as well as to avoid cognitive overload. Lesson slides are used by the teacher to support the teaching, as well as to convey key information and instruction to the children. When appropriate, teachers devise lesson slides according to what is stated on the progression map for physical education according to the term and year group.

Teachers can source from a range of recommended lesson resources. Sourced resources for lesson slides might include imagery and ideas from slides from other schemes. However, these are not used in their entirety, to ensure a structured and consistent approach that is in line with the school's bespoke curriculum mapping. The key vocabulary for each topic is mapped and shared with the children using Widget.

The physical education curriculum is designed to ensure that all pupils have a high quality, coherent and progressive experience of the subject. The school's physical education knowledge and skills mapping is informed by Laura White.

When planning, teachers ensure that teaching and learning activities provide a suitable level of challenge for all learners, with appropriate task adaptation where necessary. Lesson slides and resources are saved in the schools shared planning drive as a central resource. Not all lessons will be planned to have a written outcome, but the lesson slides of lessons without a recorded outcome will indicate the key knowledge and skills covered and how these were taught, including what the children did.

5. Organisation

The physical education Knowledge and Skills Progression Map outlines the key knowledge for each unit and how these progress throughout the programme of study, as well as identified and planned cross-curricular links and opportunities for learning outside the classroom.



6. EYFS

Children are going to be introduced to the key elements of physical development. They then will continue their development by learning the fundamentals of physical education including both fine and gross motor skills. Following on from this children will then begin to learn key skills associated with physical education, these being ball skills, gymnastics, dance, games and athletics.

The early years foundation stage will also take part in a Ditchling sports day and Nursery have their own sports day every year.

7. KS1 and KS2

Physical Education in KS1 and KS2 is enriched by the school's community links, which enables access to local places and visitors. The school also works closely with the Hurst Education Trust and Chailey Secondary School.

8. Equal Opportunities

Ditchling School will ensure that all children are provided with the same learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. As a result, we hope to enable all children to develop positive attitudes towards others through our school values of kindness and respect. All pupils have equal access to physical education and all staff members follow the equal opportunities policy. Resources for SEN children and children who are working at greater depth for PE are made available to support and challenge appropriately.

9. Inclusion

Children with English as an additional language: It is vital that children who have English as an additional language have English modelled accurately by all staff at school. Collaborative work with peers (where English is their first language) is essential and EAL children are provided with consistent opportunities for this verbal interaction.

Assessment data is used to inform and allocate appropriate intervention, including speech and language groups. The school will also support EAL children and their families through drop in sessions for parents and carers, in line with the inclusion policy. Special Educational Needs Class teachers inform the Inclusion Lead if they are concerned that a child may have underlying learning difficulties. Support for children with identified SEN includes the following, as appropriate: make reasonable adjustments to the practice to prevent discrimination, increase access for all pupils, including access to the physical education curriculum, through accessibility planning, and promote equality. At Ditchling we take a proactive, systematic, and comprehensive approach to promoting equality and eliminating discrimination. We ensure to build equality considerations in from the start at every level of activity, including developing and delivering the curriculum and classroom practice.

We ensure that suitable learning objectives and challenges have been set for all individuals involved in the activity. We respond to pupils diverse learning needs and we overcome potential barriers to learning and assessment for individuals and groups of pupils. This allows Ditchling to modify the physical education curriculum to remove barriers so that pupil/s meet the same objective.

10. Role of the Subject Leader

The role of the subject leader in physical education is to coordinate the teaching of physical education across all phases of the school. This is in order to secure high quality literacy provision for every child, including outstanding physical education teaching and learning, effective use of resources and the highest standards of achievement for all.

Key duties that the physical education subject leader will undertake over the course of the year include:

- Monitoring of physical education lessons across the school.
- Learning walks and participation in lesson observations
- Planning and organising physical education enrichment opportunities and competitions
- Helping identify and facilitate the professional development needs of staff
- Liaising with SLT to implement school improvement priorities and report on actions, progress and impact
- Liaising with the school Inclusion Lead to best support children experiencing difficulty in physical education.
- Organising, maintaining and cataloguing resources
- Keeping abreast of new initiatives in physical education teaching, including attendance of borough forums and dissemination of key content.

Lesson slides and outcomes for each unit of work will be monitored by the SLT, in collaboration with subject and phase leaders. This will inform any necessary follow-up 12 action and support, to ensure that school systems are consistent across year groups, age phases across the school throughout the curriculum. This is part of the school's commitment to ensuring a high quality, broad and stimulating curriculum.

Regular opportunities will be provided throughout the year for moderation of children's achievement, according to the programme of study for their year group. The subject leader will use the outcomes of this process to support further development in physical education, as well as the findings from regular book looks (where teachers across year groups will view outcomes of work in each subject). The book look process itself will provide an opportunity to recognise, celebrate and disseminate good practice, and inform judgements as to the progress being made towards identified whole school and subject priorities. Wherever possible, models and that the children have created will be seen as part of this process. In-house moderation and Book looks will be scheduled to take place within teachers' directed time.

11. Parents and Carers

We recognise how crucial the home/school link is for supporting children to have the highest standards of achievement in physical education. At the 'Meet your teacher' meeting at the beginning of every academic year, the physical education standards of the year group are explained, as well as further meetings throughout the year to support parents to understand the curriculum.