

# Winnington Park Primary School

## Physical Education Policy

### Our Curriculum Vision

At Winnington Park Community Primary School and Nursery we aim to offer a creative and inclusive Curriculum which inspires, engages and challenges and in which children are partners in their own learning.

### CURRICULUM INTENT

We ensure that children are given opportunities to widen their knowledge and understanding of the world and learn and apply skills which will make them successful learners for life as well as enhancing their spiritual, moral, social and cultural development.

Children will become confident, independent and resilient learners who are willing to take risks. They will have high aspirations and be proud of their achievements. We aim to give everyone the opportunity to fulfil their highest potential, both academically and in respect of their wider interests and talents.

### IMPLEMENTATION

Our children learn through a creative and skills- based curriculum. We endeavour to engage our children and completely immerse them in their learning to become lifelong learners. Topics start with a 'WOW' - an exciting experience or visitor to inspire learning. This is then followed by exciting role play areas, trips and lessons. In Key Stage 1 and Key Stage 2, each term's topic is based on either a History, Geography or Science focus.

We celebrate and value all subjects and provide opportunities to apply and practice key skills in all areas of learning. We have high expectations of achievement, progress, behaviour and presentation. Our children enjoy developing their learning through enhanced projects such as writing and reading weeks, art workshops, trips and residential.

You can find out the curriculum coverage for each year on your child's class page on this website. Each term parents receive a topic web providing information about topic and curriculum content.

### IMPACT

Well prepared children ready for the next stage of learning and life – happy and engaged.

Evidenced through - pupil voice, school council, parliament, pupil and parent questionnaires, worry boxes, class books, displays, best books, work books, photos, website, learning journeys, charities, social media, community links, class assemblies, trips, visitors to school, welcoming new pupils

All pupils in Years 5 & 6 learn to play a musical instrument and perform at a variety of concerts, such as one last summer at The Bridgewater Hall with the Halle orchestra!

## Philosophy

Physical Education (PE) contributes to the overall education of all children by helping them to lead full and valuable lives through engaging in purposeful and high-quality activity. It promotes active and healthy lifestyles, physical skills, physical development and knowledge of the body in action. PE enables children to learn confidence, perseverance, team spirit, positive competitiveness and organisation. Children must engage in a programme of PE that encourages fitness, improves their strength and teaches them the rules of games. PE is an integral part of school practices allowing all children in the school to gain a sense of achievement and develop positive attitudes towards themselves and others.

### 1. Aims and Objectives

1.1 Physical Education develops 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 dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children 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 activity throughout their lives.

1.2 The aims of PE:

- 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 group 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 the children's enjoyment of physical activity through creativity and 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 follow the conventions of fair play and honest competition

### 3. Entitlement

All children are entitled to high-quality PE lessons. See below for time entitlements.

Year Group	PE entitlement	
	Outdoor	Indoor
Nursery	Unlimited opportunity for outdoor play experiences.	40 mins
Reception	Unlimited opportunity for outdoor play experiences.	1 hour
Year 1	1 hour	1 hour
Year 2	1 hour	1 hour
Year 3	1 hour	1 hour
Year 4	1 hour	1 hour
Year 5	1 hour	1 hour
Year 6	1 hour	1 hour

## 3. Teaching and Learning

2.1 Each child will receive at least 2 hours of high quality PE lessons a week.

- Children will be active throughout the lesson. For example, sports such as rounders and cricket should be played on a small scale to develop skills so that all children are actively engaged.
- Children will be given good quality equipment to use. In sports such as football and basketball children should have a ball each to develop skills.
- Teachers will model skills as well as draw attention to good examples of individual performance.
- Children will evaluate their own work as well as the work of other children.
- Within lessons we give the children the opportunity both to collaborate and to compete with each other.

2.2 Differentiation is essential in PE lessons. In all classes there are children of differing physical ability. This is achieved in a variety of ways:

- Adjusting the equipment (e.g. the size or type of ball)
- Changing success criteria (e.g. number of goals)
- Adjusting the task (e.g. number of moves in a sequence, length of balance)
- Changing the playing area (e.g. smaller goal, height of jump)

## 4. PE Curriculum Planning

3.1 PE is a foundation subject in the National Curriculum. Our school uses the Cheshire Scheme of work as the basis for its curriculum planning in PE. Children attend swimming classes in Y1-6.

**Key Stage 1** pupils should 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. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply 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 2** pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

3.2 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 during the key stage. The PE subject co-ordinator works this out in conjunction with teaching colleagues in each year group.

3.3 Our medium-term plans, which we have adopted from the Cheshire Scheme, give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. These are held on the school server and the Co-ordinator reviews these plans.

3.4 Class teachers complete a short term 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.

3.5 We plan the PE activities so that they build upon 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 through the school.

3.6 Years 3, 4 and 6 attend residential visits which allow children to take part in outdoor adventurous activities. These range from abseiling, kayaking, caving and orienteering.

## 5. The Foundation Stage

4.1 We encourage the physical development of our children in Foundation Stage as an integral part of their work. 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. Swimming and Water Safety

At Winnington Park, we provide all children from Year 1-6 with swimming instruction. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

## 7. Contribution of PE to Teaching in Other Curriculum Areas

### 5.1 English

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.

## 5.2 Information and communication technology (ICT)

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.

## 5.3 Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

## 5.4 Spiritual, moral, social and cultural development

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.

# 8. Teaching PE to Children with Special Educational Needs

6.1 At Winnington Park Primary 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. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

6.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials,

teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

6.3 Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE.

6.4 We enable pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school, for example, a sports event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## 9. Assessment

7.1 Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit. They record the information in their assessment files and use the information to plan the future work of each child. This information is also uploaded onto the school server. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

7.2 The PE subject co-ordinator keeps photographic and video evidence of children's work (in a portfolio). This demonstrates what the expected level of achievement is in each area of activity in PE in each year of the school.

7.3 Examples of PE lessons and activities will also be published to social media pages.

## 10. Resources

8.1 There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store,

and this is accessible to children only under adult supervision. 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 the local authority playing field for games and athletics activities and the local swimming pool for swimming lessons. Classes may only use the field if they have two adults present. They must take a walkie talkie with them to allow for communication with School at all times.

## 11. Health and Safety

9.1 Winnington Park Primary School follow BAALPE, British Association of Advisors and Lecturers in Physical Education guidelines for health and safety applies in PE.

9.2 Children consider their own safety and the safety of others at all times.

9.3 We change for PE into the agreed clothing (white t-shirt and blue/black shorts or jogging bottoms) for lessons. The policy of the governing body is that no jewellery is to be worn for any physical activity.

9.4 The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE.

## 12. Monitoring and Review

10.1 The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject co-ordinator. The work of the subject co-ordinator 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. The PE subject co-ordinator gives the Headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

## 13. Extra-curricular Activities

11.1 The school will provide a range of PE-related activities at the end of the school day. These encourage children to further develop their skills in a range of the activity areas.

11.2 The school will also offer clubs ran by external agencies for which a small charge will be made.

## 14. Competition and School Sports Partnership

12.1 All children at Winnington Park Primary School take part in Sports Day. This is a combination of traditional Sports Day running races and novel team events. The Day is supported by Year 10 Sports Leaders from Hartford High School.

12.2 The school is an active member of the School Sports Partnership and values the contribution the partnership makes to PE and sport at Winnington Park School.

12.3 We make best use of the expertise provided through the partnership. For example by allowing coaches to teach PE lessons.

12.4 Every child in Key Stage One is given the opportunity to attend at least one inter-school sports festival a year and in Key Stage Two at least two per year.

12.5 In Key Stage Two we aim to attend competitions regularly. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. Children will learn to win well, as well as lose well. These opportunities foster a sense of team spirit and co-operation amongst our children.

## 15. Conclusion

This policy is in line with other school policies and therefore should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment Policy
- Special Educational Needs Policy
- Equal Opportunities Policy
- Health and Safety Policy

Member of staff responsible: Catherine Ford

Date policy written: July 2021

Date approved by the full Governing body:

Date to be reviewed: July 2023