

# Thorntree Primary School

## Physical Education Policy



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## **What is Physical Education?**

At Thorntree Primary School we believe a high-quality physical education curriculum should inspire 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 that supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as teamwork and respect. PE lays the importance in the value of exercise and a lifelong interest in a range of activities. It also seeks to promote enthusiasm for physical activity and challenge.

## **Our Curriculum**

Staff at Thorntree Primary School are given a suggested overview of their particular year group for PE. However, this is simply a guide. The national curriculum for physical education aims to ensure that all pupils:

- Are physically active for sustained periods of time
- Develop competence to excel in a broad range of physical activities
- Engage in competitive sports and physical activities
- Lead healthy, active lives.

Staff at Thorntree Primary School will seek to raise the profile of PE and Sport across school and SLT will seek to increase the confidence, knowledge and skills of all staff when teaching PE and sport.

## **FS and KS1 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

## **KS2 pupils should be taught to:**

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate (for example) and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance
- 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
- Be able to swim competently and proficiently for at least 25 metres

## **What does PE look like at Thorntree Primary School?**

### **FS and KS1:**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, 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.

### **KS2:**

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.

## **Sports Premium Funding**

The Government is providing substantial primary school sport funding to the value of £150 million per annum. This funding is being jointly provided by the Departments for Education, Health and Culture, Media and Sport, and will see money going directly to primary school head teachers to spend on improving the quality of sport and PE for all their children. The sport funding can only be spent on sport and PE provision within schools. The primary PE and sport premium 2017 to 2018 will be paid by the Secretary of State for Education to the local authority. The authority will then distribute the premium to maintained schools in its area as stated in Section 14 of the Education Act 2002. In accordance with Section 16 of that Act, the Secretary of State lays down the following terms and conditions on which financial assistance is given in relation to the premium payable for the academic year 2017 to 2018.

### **Purpose of the premium**

The premium must be used to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils, in the 2017 to 2018 academic year, to encourage the development of healthy, active lifestyles. Information on how much PE and sport premium funding primary schools receive and advice on how to spend it has been published.

## **Basis of allocation**

Allocations for the academic year 2017 to 2018 are calculated using the number of pupils in years 1 to 6, as recorded in the January 2017 census, as follows:

- schools with 17 or more pupils receive £16,000 plus £10 per pupil
- schools with 16 or fewer pupils receive £1000 per pupil

## **How will the funding be spent at Thorntree?**

Thorntree Primary School have been allocated £2830 in addition to the £16,000. As a school, we will spend the sport funding on improving provision at Thorntree Primary making additional and sustainable improvements to the quality of PE and sport we offer.

We aim to use the funding to:

- Develop or add to the PE and sport activities that we already offer.
- Build capacity and capability within the school to ensure that improvements made will benefit pupils joining our school in future years.
- Increase the engagement of all pupils in regular physical activity. The Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.
- Raise the profile of PE and sport at Thorntree Primary, which will in turn increase the levels of participation in competitive sport.
- Utilise external sports coaches to develop and increase the confidence, knowledge and skills of all staff in teaching PE and sport at school therefore delivering a broader experience of a range of sports and activities to all pupils.

## **Accountability:**

Schools will be held to account for how they spend the sport funding. Ofsted will strengthen its coverage of sport and PE within the Inspectors' Handbook and supporting guidance, so that schools and inspectors know how sport and PE will be assessed in future as part of the school's overall provision.

Inspectors will consider the impact of the primary school sport funding on pupils lifestyles and physical well-being. They will take into account;

- The increase in participation within a school.
- The increase and success in competitive school sport.
- How much more inclusive physical education curriculum has become.
- The growth in the range of the traditional and alternative sporting activities.
- The improvement in partnership work on physical education with other schools and other local partners.

- Links with other subjects that contribute to pupils overall achievement and their greater social, spiritual, moral and cultural skills.
- The greater awareness amongst pupils about the dangers of obesity, smoking and other such activities that undermine pupils' health.

### **Whole School Development:**

In lieu of receiving the PE and Sport Premium funding, we have identified the following targets for the school improvement:

- To continue to provide all students with two hours of PE and school sport per week inclusive of the school day.
- To engage at least 50% of students in KS2 in extracurricular sporting activity every week.
- To utilise sports coaches to support school sport, upskilling school staff and identifying gaps in children's learning.
- To engage at least 10% of KS2 students in leading, managing and officiating Sainsbury's school Games activities.
- To extend MAGT children through participation in sports competitions inside and outside of school.

### **Assessment in PE**

At Thorntree Primary School we endeavour to provide an environment where:

- Assessment information is gathered from looking at what pupils already know, understand and can do.
- Assessment information is used to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well.

Formative assessment uses a 3 point scale. Teachers make a judgement about how well children have achieved individual objectives. This is based on progress made during lessons and the evidence available in the children's books, on iPads and in Creative Curriculum portfolios. This information is then transferred to the cohort Non-Core Subject Tracker using E, D or S. Data is submitted three times a year – October, February and June

Termly reports will be generated using the cohort and class data. It will indicate the percentage of children working below, at and above Age Related Expectations (ARE) The children working above ARE will not move on to the next year group objectives but spend time mastering the skills previously taught, applying them in a range of contexts. This will be evident in teacher's planning, iPads and creative curriculum portfolios. In order to close the gap between Thorntree attainment and National attainment it is necessary to set challenging targets for children. (Aspirational Progress)

## **PE Kit/Uniform**

All children must change for PE into a suitable kit. This consists of a white t-shirt, black/navy shorts and plimsolls. During winter months, children are also able to wear tracksuit bottoms and sweatshirts during outdoor PE sessions.

There are some spare PE kits in school; these are available in each cohort. Should children forget to bring a suitable PE kit for lessons, parents/guardians will be contacted and asked to bring a suitable change of clothes to school. If this option is not available, a spare kit will be issued. If children continually forget their PE kit, staff should inform the subject leader and a letter will be sent home.

## **Extra-Curricular Activities**

Using the PE and Sport premium funding, the school will provide additional sporting activities delivered by the current staff as well as external agencies. Through the Sainsbury's Schools Games sports scheme, we are eligible to take part in Inter-school competitions that occur throughout the year, providing all children with competitive sporting opportunities. We aim to participate in as many competitions as possible, raising levels of participation across the school. As of September 2017, Thorntree Primary School offers access to sports clubs every Thursday, catering for children of all abilities. These clubs will aim to engage all children through sport and exercise and understanding of healthy lifestyles.

As of September 2017, children at Thorntree Primary School will have the opportunity to participate in a wide range of after school sports clubs targeting KS2 pupils. Afterschool sports clubs will be available from 3:15pm to 4:15pm every Thursday, with Mrs Gregson delivering a wide range of physical activity and sporting challenges. Lunchtime sports clubs will be available from 12:25 to 12:55pm on selected dates. The clubs available are listed below:

- **Tuesday**: KS2 Gymnastics lunchtime club (Gym Jo)
- **Wednesday**: KS2 Running lunchtime club (E. Hopper)
- **Thursday**: KS2 Multi skills club- afterschool (J. French)
- **Thursday**: KS2 Multi Skills club- afterschool (S. Gregson)
- **Thursday**: KS2 Cooking club- afterschool (J. Nottingham)
- **Friday**: KS1 Football club- afterschool (L. Robson)

Any children attending sports clubs will need an indoor PE kit and must be collect by an adult from the main reception at 4:15pm.

## **SEND**

All pupils should be included in all elements of PE learning. The PE subject lead and/or SENCO will advise on adjustments to the skill and knowledge being taught for children with special needs. SEN children will be given support and planned for accordingly to meet their needs. To make physical education lessons inclusive, teachers need to anticipate what barriers to taking part and learning particular activities, lessons or a series of lessons may pose for pupils with particular SEN and/or disabilities.

The statutory 'inclusion statement' in the National Curriculum sets out a framework for modifying the curriculum to include all pupils. Teachers have to:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs, and
- Overcome potential barriers to learning and assessment for particular individuals and groups of pupils.

These principles should allow staff to:

- Choose objectives for pupils with SEN and/or disabilities that are different from those of the rest of the group, or
- Modify the curriculum to remove barriers so all pupils meet the same objectives.

## **How is physical education communicated?**

The subject leader of PE, alongside SLT, is responsible for the monitoring PE and sport in school. Regular lesson observations and data analysis are used to inform the current standards within PE. This information is then communicated with governors through a formal written report and presentation. Timescales and deadlines can be found in our current whole school monitoring plan.