



PE Teaching and Learning Policy

This teaching and learning policy is underpinned by the school's vision and values:

Be happy: aspire, believe, achieve

Happiness is... the feeling you get when you help others and contribute to the world; when you work hard at something that was difficult to begin with; when you feel safe, cared for and respected; when you feel confident in your uniqueness and know where you are going.

Philippians 4:13

'I can do all things through Christ who strengthens me.'

1. Introduction

1.1 This teaching and learning policy is written so that staff, parents and governors are clear with regard to teaching and learning standards and expectations of PE across the school.

1.2 The school's PE subject leader is Miss Nicola Bleasby.

1.3 The school's PE link governor is Derek Blenkarn.

2. Aims and objectives

2.1 Intent

At Croft, our intent is to build a PE curriculum that promotes both physical activity and physical literacy and enables children to progress in their physical development, social and emotional development, cognitive development, awareness of health and mental well-being and spiritual, moral and cultural development. Through an accessible PE curriculum for all children they are prepared for opportunities and experiences in later life. Our PE curriculum also intends for children to develop values such as fairness, trust and respect.

Our core aims are to provide a PE curriculum empowers our children to be:

- Independent
- Perseverant
- Respectful

We believe that these are the three gifts that we would like to give our pupils help them to succeed as life-long learners and children of God. The 'giving' of these gifts are what drive the curriculum at Croft school.

The development of pupils as learners of the future is at the heart of what we are trying to achieve at Croft School. We want our children to be happy, confident, reflective, and resilient.

2.2 Implementation

Our curriculum provides pupils with rich, deep, inter-connected curriculum contexts to develop their skills of resilience, independence and emotional intelligence. These key curriculum elements are woven into our coherently planned, sequenced, enquiry-led learning units. Our school's long-term plan for PE incorporates **Complete PE and The Youth Sports Trust** as a teaching and assessment tool and guide enabling teachers to execute high quality PE lessons. We also use **PE specialists** to enhance the CPD of our teachers and teaching assistants. Children have access to all components of the National Curriculum programmes of study, which include dance, gymnastics, athletics and games in Key Stage 1 and with the addition of swimming at Key Stage 2. This is supported by an approach that highly

values metacognition and self-regulated learning. Pupils in both Key Stage 1 and Key Stage 2 engage in **two hours of high-quality PE during the course of each week.**

The planning and the delivery of each unit of work will ensure that each pupil will have the opportunity to acquire and develop new skills and select and apply appropriate skills. Children will understand tactics and compositional ideas, evaluate their own and others' performance in order to improve, gain knowledge and understanding of how PE and sport contributes to staying physically, mentally and emotionally healthy and experience a range of roles such as performer and leader. We provide appropriate opportunities for children to be physically active for sustained periods of time throughout the day. We also engage in competitive sports and extracurricular sports clubs which encourage children to lead healthy, active lives.

We also understand and value the positive impact PE can have upon other areas on the curriculum. We plan opportunities to link with other areas of the curriculum e.g. English, Maths, Science and PSHE.

2.3 Impact

Our PE curriculum ensures that our children not only develop their physical skills but also their social and emotional development, cognitive development and spiritual, moral and cultural development and, as a result, achieve exceptionally well which is reflected in our consistently high outcomes for our pupils, not just within PE but within other subjects too.

Our pupils will:

- have positive experiences in sport to promote a healthy and physically active life for now and the future
- develop fundamental skills and apply them to a range of sports and activities
- plan, perform and evaluate their performances, often in pairs and small groups helping develop their communication skills and develop the quality and effectiveness of their work
- understand and use key PE vocabulary which will be built upon as they move on through the school
- be independent and motivated thinkers who are inspired to improve their 'personal best'
- reflect upon their progress and learning and feel happiness in what they have achieved
- understand how life-skills learned in PE such as fairness, respect and co-operation can impact upon their lives in the future by developing emotional intelligence and their empathy for others.

Our pupils are continually growing as independent, perseverant and respectful learners and citizens.

3. Effective learning

3.1 We acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn most effectively. We consider the different ways that children learn when planning and teaching in order to ensure all children access a full and varied curriculum.

3.2 Pupils will work independently, in pairs, small groups and larger groups and teams in structured and unstructured ways. Our PE curriculum encourages children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how, what helps and what makes it difficult for them. In addition to the curriculum knowledge that we deliver we also aim to develop children's learning to learn skills; life-long skills that will play a major role in their learning both at school and in later life.

These include:

- Observation and reflections skills
- Group work and team work skills
- Problem-finding and problem-solving skills
- Creative thinking skills and imagination
- Analysis, logic, reasoning and synthesis
- Lateral thinking skills
- Listening skills
- Research skills (including locating and managing)
- Resources, questioning, skimming, scanning
- Comprehension; (summarising, note-making)
- Personal organisation skills
- Presentation skills

- Peer teaching and learning skills
- Evaluation skills
- Personal and collaborative decision-making skills
- Time management skills
- Memory skills
- Leadership skills
- Social skills
- Digital literacy skills

4. Curriculum Design

4.1 Curriculum

We use the PE National Curriculum and Key Stage expectations to plan our curriculum. We also use **Complete PE and The Youth sports Trust** to ensure our provision is relevant and develops skills for lifelong learning. Our curriculum aims 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 and lead healthy, active lives.

4.2 Content

In Early Years we use Development Matters 'Moving and handling' and 'health and self-care' to guide teaching and learning. However, some objectives within the 'Personal, Social and Emotional' and 'Imaginative' objectives will also be considered when teaching PE. By the end of each key stage, pupils are expected to know, apply and understand the skills and processes associated with the following content:

Early Years Foundation Stage

Pupils explore the curriculum through a combination of child initiated and adult directed activities. They have opportunities to:

- know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe
- show good control and co-ordination in large and small movements.
- move confidently in a range of ways, safely negotiating space.
- handle equipment and tools effectively, including pencils for writing.

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 will 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 will 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.

Swimming and water safety

We provide swimming instruction in key stage 2.

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

4.2 How does the school ensure curriculum coverage?

The PE subject leader is responsible for developing the school's curriculum intent and ensuring that it is implemented consistently and effectively and is having an impact across the school.

The subject leader works with other subject leaders across the school to make relevant links between learning focuses and the co-curriculum. The PE curriculum operates on a one-year cycle from Early Years to Year 6 and ensures full curriculum coverage of learning focuses (see appendix 1 – PE Long Term Map).

4.3 Curriculum Organisation

The PE curriculum is organised so that key skills and key vocabulary are built upon sequentially to ensure that learning is deep and embedded. The subject leader has developed a progression in PE key vocabulary and key skills document to communicate this.

4.4 Planning

Using the PE long-term map and progression in key vocabulary, key skills documents, Complete PE and the Youth Sports Trust resources learning is structured into learning units. The subject leader produces learning unit overviews for staff that summarise key aspects of learning in PE.

The school uses a cross-curricular approach to planning PE in some elements. For example dance and gymnastics lessons may relate to the current class topic. This intends to motivate and stimulate the children's curiosity for the topic.

5.0 Teaching

Learning Units

5.1.1 Each learning unit will usually last around 6-8 weeks. Learning unit overviews provide key medium term planning for teachers to follow. They include: key learning focus; learning theme; learning objectives; vocabulary; resources; assessment tasks; assessment criteria and suggested links to social action, cultural capital and opportunities to debate.

5.1.2 Learning Unit Structure

Each Learning Unit begins with a focus on a physical skill or sport, where PE skills and vocabulary are discussed. Children build their physical development, health and mental health social and emotional development, cognitive development and spiritual, moral and cultural development from their self-evaluations, group work, reflections and modelled teaching. The final, teacher-assessed piece of work, in each learning unit, demonstrates a child's skill and progress within the learning focus studied.

5.2 Lessons

High quality PE teaching involves drawing on a range of strategies that are closely matched to the learning objectives of the lesson. It involves not only promoting physical skill and activity but also core skills for life. This, in turn, will match the particular learning needs of the pupils in the class. Teachers plan and resource lessons with high expectations for all pupils including the most able. Learning objectives reflect this and are used to measure the outcomes of the lesson.

Lessons are not always the same, however teachers will always ensure that:

- 5.2.1** All tasks and activities that the children partake in are safe and appropriate risk assessments are made prior to learning.
- 5.2.2** The leaders and experts in the classroom are the adults. Adults lead pupils decisively and confidently following school policies and class routines having high expectations of what pupils can achieve.
- 5.2.3** Staff are always ready for pupils as soon as they enter the room with work and resources prepared.
- 5.2.4** Learning objectives and key vocabulary are visually or verbally shared and discussed with pupils at the outset of learning. Learning objectives are used to measure the outcomes of the lesson. Pupils and staff know the language that they are expected to use and its meaning before learning begins. Technical and subject specific vocabulary is shared with Teaching Assistants prior to learning.
- 5.2.5** Learning objectives and the date are uploaded onto **Seesaw** and are saved within the children's PE folder. This is particularly helpful if it is not the class teacher taking the session. In the case of a specialist teacher, TA's are expected to record and evidence learning.
- 5.2.6** 'Thinking Frames' are the only form of worksheets that are be used to ensure that pupils remain focused on key learning skills. Pupils are taught to talk about the learning skills that they are developing. Pupils may do this following a PE lesson for example to discuss a particular life skill or value.
- 5.2.7** Learning is differentiated. The teacher will use resources such as: word mats, different sports equipment, visual prompts, now and next prompts, technology, simplified texts etc to ensure that pupils can access learning and achieve. Some pupils will require more intense, targeted support and may need guidance from an adult to meet their needs. Physical activity circuits are available for children who need this.
- 5.2.8** Learning is pitched to meet all children's needs. Children who are capable of more within a lesson are moved on swiftly to more challenging work. Pupils who are finding work challenging are quickly identified and supported.
- 5.2.9** Questioning is purposeful and promotes learning. Teachers anticipate where mistakes arise and plan probing questions or examples ready to shape learning. Teachers provide TAs with examples of questions prior to learning.
- 5.2.10** Teaching assistants and other adult helpers are deployed effectively. Sometimes they work with individual children or with groups.
- 5.2.11** Adults consistently and overtly praise and value 'hard work' and 'making mistakes' so that pupils feel empowered to take risks in their learning and develop resilience.
- 5.2.12** Adults promote a culture of independence and enable pupils to solve their own problems and not do this for them. They work hard to help pupils to 'help themselves'.
- 5.2.13** There is a school expectation that pupils use 'indoor' voices when PE is inside. **When PE is inside the teacher will use a countdown to gain attention, when PE is outdoors a whistle will be used.** Pupils raise their hand if they would like to speak and not 'shout out' to get an adult's attention. Staff ensure that that this always happens.
- 5.2.14** Staff do not accept poor standards of handwriting and spelling if writing does occur within PE. Pupils are challenged to rectify this swiftly and consistently.

5.2.15 Lessons are concluded with a reflection activity where pupils assess their own learning and each other's and reflection upon the *Youth Sports Trust Life Skills*. Pupils are provided with an introduction to where the learning will go to next.

5.2.16 Children should only miss PE lessons on health grounds if this is requested by their parents or carers either by direct contact with the school, or in a note to the teacher. Children who persistently forget their PE kit should be reminded of the importance of PE and if necessary, a letter ***should be sent to their parents asking for their co-operation***. Spare clothing is available at school.

5.2.17 It is expected that children will wear the school PE kit during lessons. This includes: white T shirt, black shorts, black plimsolls/trainers. Pupils can work with bare feet indoors during gymnastics or dance. Tights must not be worn. In outdoor PE lessons, when it is cold, black jogging bottoms may be worn. No hats, gloves or scarves should be worn. Earrings must be covered.

5.3 What resources are available?

The PE subject leader is responsible for planning, ordering, managing, organising PE resources. See appendix 5 for the school's current resources and resource needs. Large apparatus and some indoor PE equipment is stored in the hall and the children are taught how to move and lift the apparatus safely. Outdoor equipment is stored in the outdoor PE shed. **Equipment is labelled and should be put back into correct place after use.**

There is an annual resources budget available for the subject leader of

6. Assessment

6.1 Formative assessment and feedback

Seesaw and Tapestry provide the main evidence for formative assessment. However, pupils are also observed when they are working and are assessed against learning outcomes using the school's one page learning evaluation and feedback summary sheet.

6.1.1 All work on pupils' on pupils seesaw or Tapestry profile is uploaded with short comment and where possible assigned to a learning objective.

6.1.2 Sometimes teachers or TA's will assess learning using the school's one page learning evaluation and feedback sheet. This form of assessment reduces teacher workload and provides opportunities for teachers to assess all pupils swiftly. Outcomes of one page learning and feedback sheets are shared with pupils either at the end of the lesson or the beginning of the next lesson.

6.1.3 Mini plenaries are used during learning to assess and provide consolidation opportunities for pupils at transition points within a lesson. Pupils are also provided with 'live' individual feedback as pupils work by teachers and teaching assistants.

6.1.4 Peer to peer feedback and reflection is used regularly as an essential part of learning in PE.

6.1.5 Pupils are able to evaluate their own learning in PE on seesaw and Tapestry.

6.1.6 The subject leader is able to access examples of pupils' work on Seesaw and Tapestry to support assessment judgements and moderation.

6.1.7 A communal display will exhibit school competition achievements and also how PE develops life skills and core values.

6.1.8 Children's physical activity both in and out of school will be tracked. Children who are not regularly physically active may be encouraged to attend out of school clubs.

6.2 Summative assessment

Seesaw Skills will be used to record pupils' progress. The skills are based on the National Curriculum targets and at least one skill must be assigned to each lesson; there will sometimes be more than one skill covered in a lesson.

Subject leaders will then be able to easily monitor the work produced across school and have evidence of work produced. The skills are judged out of 4 stars to match the judgements as seen below.

Early Years

I know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

I show good control and co-ordination in large and small movements.

I move confidently in a range of ways, safely negotiating space.

I handle equipment and tools effectively, including pencils for writing.

KS1

I can master basic movements including running, jumping, throwing and catching.

I can demonstrate balance, agility and co-ordination, and begin to apply these in a range of activities.

I can participate in team games, developing simple tactics for attacking and defending.

I can perform dances using simple movement patterns.

KS2

I use running, jumping, throwing and catching in isolation and in combination.

I can 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.

I am developing flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].

I can perform dances using a range of movement patterns.

"I can compare performances with previous ones and demonstrate improvement to achieve my personal best"

Swimming

I can swim competently, confidently and proficiently over a distance of at least 25 metres.

I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].

I perform safe self-rescue in different water-based situations.

Pupils are assessed as either:

Emerging		Pupil is beginning to make simple connections within the assessment focus.
Developing		Pupil has started to develop an understanding of skills and ideas around the assessment focus.
Confident		Pupil has reached a good level of independence.
Confident		Pupil is skilled, independent and able.
Fluent		Pupil is highly able and can coach others.

At the end of the year, a judgement is made as to whether a pupil is 'on track' to complete the key stage as: working towards expectations, working at expectations or working above expectations. When a pupil reaches the end of a key stage a formal judgement is made using the same criteria.

7. The role of pupils

7.1 Our pupils will:

- Value themselves and each other within PE
- Try hard and persevere with their learning
- Take pride in representing their school in sporting competitions
- Respect and value PE resources and materials
- Model positive attitudes to learning
- Develop themselves in understanding the importance of physical exercise for physical and mental health
- Listen to others well and be respectful towards adults and each other
- Have their PE kit in school everyday.

Designated pupil 'Play Leaders', who work alongside Miss Bleasby, will help to plan sports events both inside and outside of the school. Designated 'Sports Leaders' help to facilitate lunch time clubs for KS1 and KS2 with the aim of increasing physical activity for all.

8. The role of Staff

8.1 Teachers and teaching assistants are responsible for the delivering high quality teaching and learning. They will:

- Implement the school's PE Teaching and Learning Policy rigidly to ensure consistent practice across the school.
- Wear **appropriate sports clothing when teaching or supporting PE lessons.**
- Model an enthusiasm for PE.
- Model thinking and talk to develop pupils' metacognitive and cognitive skills and ensure that learning is sufficiently challenging to develop pupils' self-regulation and metacognition.
- Ensure that pupils are taught how to organise and effectively manage their learning independently.
- Plan lessons that consider prior attainment, individual learning needs, different learning styles in order all students can access the curriculum and make at least good progress.
- Use questioning styles to stretch and challenge students.
- Keep up to date with their PE subject knowledge and pedagogical approaches to learning.
- Be acutely aware of students who are not making progress in PE and plan timely interventions to ensure that good progress is made.
- Designated Sports Leaders, who work alongside Miss Bleasby, plan sports events both inside and outside of the school. The Sports Leaders help facilitate lunch time clubs for KS1 and KS2 with the aim of increasing physical activity for all.

8.2 The PE subject leader is responsible for the overall leadership and management of PE across the school. They will:

- Maintain an effective PE subject leadership file.
- Create and implement an annual PE action plan and monitor and evaluate progress towards targets.
- Ensure that adequate and appropriate resources are stocked.
- Monitor the quality of teaching of PE (evidence includes: Lessons, Planning, Pupils' Work, Learning Walks, Class Displays, Learning Environments, Pupil Surveys, Staff Surveys, Pupil interviews)
- Maintain PE teaching and learning monitoring records.
- Maintain a termly updated PE One Page Leadership Summary.
- Ensure that the school's PE Teaching and Learning Policy and subject information on the schools website are accurate and up-to date.
- Lead staff meetings, support staff and ensure that staff are clear about teaching and learning expectations in PE.
- Access and record PE CPD and maintain personal subject knowledge and skills.
- Have high expectations of themselves within the role of PE subject leader and of others in the implementation of the PE Teaching and Learning Policy.
- Track the physical activity of pupils both in and out of school and look to **target groups of inactive pupils.**

9. The role of the PE link governor.

9.1 The PE link governor will support, monitor and review the PE Teaching and Learning Policy.

In particular they will:

- Monitor the effectiveness of the school's PE teaching and learning policy through the school self-review processes.
- Complete two governor monitoring visits each year alongside the PE subject leader.

10. The role of parents

10.1 Parents have a fundamental role to play in helping children to learn. We expect that parents will be supportive of the implementation of the school's PE teaching and learning policy.

10.2 All children also have access to sporting extra-curricular clubs throughout the year and are encouraged to develop their sports skills by attending these. We expect parents support these clubs and encourage children take part in at least one club.

10.3 Ensure children have correct PE kit in school, brought into school in a **draw string bag.**

11. Health & Safety

11.1 Physical Education is by its very nature a challenge to growing children. Pupils will be placed in situations where risk of an accident or injury is ever present. Therefore, it is important for teachers to be aware of the importance of safety and to plan it in their work so as to minimise the risk of accidents to both pupils and teachers. The following list is a general outline of safe practice in PE. More detailed, subject specific guidelines can be found in the **'Safe Practice in Physical Education and School Sport'** document.

- All forms of physical activity should be preceded by an appropriate warm-up.
- The pupils must be given tasks which are challenging, but within the scope of their ability.
- Teachers must carry out a risk assessment of all equipment before use and give pupils disciplined strategies for safe handling of the equipment whilst the work is in progress and safe storage when the work is complete.
- Appropriate levels of lighting must exist to facilitate a safe working environment.
- The surface that the pupils are expected to work on should be clean and free of litter or other hazards that could cause an accident. The teacher should pay special attention to the suitability of the surface, after the floor has been polished in the hall and after rain on the playground or on the grass as this may make the area too slippery to be safe.
- All jewellery, watches and religious symbols should be removed. Small studs can be covered.
- Long hair should be secured as appropriate to the activity at all times.
- Appropriate clothing must be worn by pupils and staff.
- The teacher must ensure the preservation of body heat after hard physical exercise and use good methods to cool down pupils after such exercise.
- Pupils should have access to drinking water throughout the activity.
- The teacher must be aware of any medical condition which may affect physical ability (e.g. diabetes or asthma) and make the appropriate adjustments in planning and implementation of the lesson to allow pupils who suffer from any conditions to take part actively but safely.
- For Health and safety reasons, teachers may physically guide children during lessons in order to develop their skills. e.g. correcting a child's position during a gymnastics lesson.
- Staff should have a working knowledge of First Aid and know when and how to summon qualified First Aid assistance.

12. Risk Assessment

12.1 The PE subject leader, link governor and academy health and safety officer is responsible for carrying out a thorough risk assessment of sporting equipment and facilities. Regular checks and risk assessments are made by all staff involved in delivering the PE curriculum, these checks are ongoing. Risk assessments should also be carried out on any facilities that are used for sporting activities outside of the school grounds.

12.2 Annual safety checks and repairs are carried out on gymnastic equipment and staff should check apparatus when it is being taken out for use in lessons. If a potential hazard is identified it is immediately taken out of use and reported to the PE subject leader.

Appendix 1:

PE Long Term Curriculum Map

	Autumn				Spring				Summer			
	1 st Half		2 nd Half		1 st Half		2 nd Half		1 st Half		2 nd Half	
Reception	Agility and Locomotion		Stability and Balance	Dance	Ball Skills (hands)	Dance	Coordination and Object control	Gymnastics	Ball Skills (Feet)	Gymnastics	Games For Understanding	
KS1	Locomotion Running/dodging	Gymnastics Wide, Narrow, Curled	Ball Skills Hands	Gymnastics Body Parts	Ball Skills Feet/hands	Dance	Ball Skills Hands/feet	Dance	Locomotion Jumping / dodging	Games for Understanding	Games for understanding	Athletics
Lower KS2	Invasion Netball	Gymnastics Linking	Invasion Handball	Gymnastics Symmetry & Asymmetry	Invasion Basketball	Dance	Invasion: Tag Rugby	Dance	Net / Wall Tennis / Swimming	Gymnastics	Athletics / Swimming	Striking and Fielding Rounders
Upper KS2	Health related exercise	Invasion Netball	Dance	Invasion Football	Invasion Tag Rugby	Invasion Basketball	OAA: Communication / Orienteering	Invasion Hockey	Striking and Fielding Cricket / Rounders	Dance	Athletics / Swimming	Gymnastics