



ENGLEFIELD CE PRIMARY SCHOOL

PHYSICAL EDUCATION POLICY

Sowing the seeds for a flourishing future

At Englefield CE Primary School it is our aim to provide a high-quality physical education as an integral part of a child's educational development, so that all children to grow and flourish physically both in competitive sport and physically demanding activities. In addition to this we nurture other opportunities which enable our pupils to become physically confident, supporting their health and fitness, whilst embedding many school values, including fairness and respect.

Aims and Purposes of Physical Education

Children are encouraged, nurtured and provided with the means to learn that physical activity is a vital part of their educational development.

Through our provision we nurture and nourish children's physical development so that they:

- develop competence to excel in a broad range of physical activities (indoor and outdoor);
- are physically active for sustained periods of time;
- engage positively in physical activity both in and beyond school;
- find love of life by being active - nurturing joy and a passion for a particular sport of their choosing;
- lead healthy, active lives;
- see the benefits that physical activity can have on their learning across the curriculum;
- develop skills in team work, collaboration, sportsmanship and leadership;
- understand the importance of fair play, respect and equity of play;
- engage in competitive sports and activities;
- live our school values, centred on love, by taking part in physical activity both competitive and non-competitive.

Achieving and Maintaining High Standards

Staff at Englefield, alongside trained PE coaches, understand the factors that lead to high standards in physical education, and together they have developed a common approach to teaching physical activity throughout the school. PE coaches assist staff with their professional development and encourage them to take an active role in lessons.

Physical activity in Englefield is:

- as active as possible and fun;
- varied and develops a wide range of different physical skills both indoors and outdoors;
- centred on our school values of love, particularly: reflection, respect, forgiveness, cooperation, courageous advocacy, passion, joy and appreciation;
- taught by staff who have deep subject knowledge and are enthusiastic about the subject;
- personalised in resourcing and in delivery to classes, group and individuals;
- a subject where all children grow and flourish and which is inspiring and supportive of both those individuals who need consolidation and those who require further nourishment to excel;
- taught by trained school staff or Sports Coaches, and supported by a team of Teaching Assistants, to ensure whole class and group activities are highly effective and nurturing;
- consolidated and extended beyond school at extra-curricular provision either after school or in the community.

Physical education teaching across our school demonstrates the following key aspects:

- Programmes of Study in the National Curriculum in England KS1 and KS2, The Statutory Framework for the early years foundation stage (EYFS) and The Power of PE are followed and referred to in planning;
- our school values, centred around love, are nurtured through our physical education teaching, particularly the values of fairness and respect;
- teachers and coaches are mindful of the balance in topics taught and ensure there is breadth of coverage during a school year, with a balance between indoor and outdoor provision, gymnastics and dance;
- links to our creative curriculum are exploited where possible;
- gymnastics and dance are taught with reference to our school progression maps and utilises expertise from dance/gym coaches where necessary;
- the majority of children grow and flourish as active, physically adept members of our school and achieve and maintain age-related expectations (ARE) or exceed them;
- movement through the PE Programme of Study is broadly at the same pace for all children with teachers and coaches deciding when to progress. This should be based on the children's mastery of skills and their readiness to apply them to competitive and non-competitive game situations;
- those children who acquire skills rapidly or already have some experience of a skill or sport should be challenged through adapting tasks and extending opportunities;
- those children who do not acquire physical skills as quickly should consolidate their understanding through varied, effective practice before moving on to ensure they grow and flourish as active individuals relative to personal starting points;
- extra-curricular clubs (after school and lunchtimes) are offered to all age groups;
- specific praise and next steps feedback promotes reflection on learning and enables children to practise and extend their learning;
- self and peer assessment is used regularly to inform teacher assessment and subsequent planning is adjusted to reflect this.

Planning

The long-term plan for PE gives details of both indoor and outdoor topics to be covered during each term and where enrichment opportunities are matched to the topic. These topics cover the requirements of the National Curriculum and the Statutory Framework for the EYFS. Each topic is supported by a medium term plan from the PE curriculum resource PE Hub, which includes the learning objectives, activities and resources for each lesson. Whilst teaching is based on these [medium term](#) and lesson plans, the physical activity lessons taught make effective use of a wealth of knowledge, different teaching styles, formats and resources held by school staff and trained coaches. Both recognise that it is necessary to use a variety of resources, teaching styles and methods to ensure all children grow and flourish physically in a positive and nurturing way.

Organisation of Physical Education Lessons

Each week children have two, one-hour physical education lessons - one indoors and one outdoors. Generally, the class teacher leads the outdoor lesson whereas the indoor lesson is either led by the class teacher or a Sports Coach in EYFS and Key Stage 1. The indoor lesson is either a dance or gym unit however in the Summer Term it changes to an outdoor athletics unit. Lessons begin as a whole class, with skills, knowledge and understanding being demonstrated by adult and/or competent children. From this point, individual or group practise and apply these skills to activities and games which they learn to set up. Children are encouraged to evaluate their own and other's performances and suggest appropriate improvements.

Assessment, Recording and Reporting

Assessment in physical education is viewed as part of the planning, teaching and assessment cycle. Learning objectives and success criteria are shared with the children. They are then provided with opportunities for self/peer-assessment and given time to practise and improve. Verbal feedback needs to nurture progress and must be positive, specific and developmental. Children are provided with next steps to practise, consolidate or extend their learning. Teachers and coaches monitor the acquisition of skills, knowledge and understanding

against the expectations for each year group/unit based on the National Curriculum or in the Statutory Framework for EYFS. This is reported as Working Towards, Achieved and Exceeding (EXC) from each child's previous attainment. A summative assessment is carried out annually and the results are reported to parents in a child's Annual School Report in the summer term. In addition to this, parents are also informed about their child's current progress and attainment during the year at Parent/Teacher Meetings.

Equal Opportunities

This Physical Education Policy firmly supports the equal opportunities philosophies of our school. All children will have access to the physical education curriculum and be nourished and nurtured to be active individuals.

Special Educational Needs and Disabilities

To enable all children to be nurtured and nourished as they develop physically, reasonable adaptations will be made to the curriculum, to equipment and to resources. This allows access to physical education for children with SEND, including provision for children who are working well above the expected level for their year group.

Opportunities for Enrichment

Lunch Time

Playground equipment is available every break and lunchtime.

Staff and Sports Ambassadors can organise a range of physical activities.

Where possible, support from local secondary schools helps to enhance our active provision.

The school will work with OPAL (Outdoor Play and Learning) from September 2024 to develop activity and exercise at breaktimes.

Sports Workshops

At least once per long term, a sports workshop is arranged for the whole school to participate in. The focus of this is based on children's interests and attitudes. When selecting providers, we aim to support 'grassroots sport' in the local community.

Outdoor and Adventurous Activities

To ensure children have many opportunities to take part in outdoor and adventurous activity challenges individually or in a team, the following is planned annually:

Y3/4 Residential 3-day trip

Y5/6 Residential 3 or 6-day trip

Use of the Orienteering Course within the school grounds

On occasion, we will book a whole school day trip to an Activity Centre e.g. Path Hill, Oxfordshire

Extra-Curricular

A wide range of extra-curricular clubs are provided by school staff and coaches for children throughout the school. Some are free and others are fee paying. Each term the clubs are reviewed based on child and parent feedback.

Festivals and Competitions

Throughout the school year, Englefield is entered into many competitions, tournaments and festivals. These are either run by the West Berkshire School Games Network, local clubs or local independent schools.

Annual events are:

- Area Sports for all KS2 pupils
- Elstree Year 2 Football Tournament
- Bradfield College KS2 Cross-country
- Small Schools KS2 Cross-country
- Bradfield College KS2 Kwik Cricket
- Small Schools KS2 Kwik Cricket

We also organise as many 'friendly' football matches as we can with other local schools.

Health and Safety

PE Kit

In the interest of safety, all staff insist all children change into a PE kit. Children are expected to bring their own PE which consists of:

- Royal blue polo shirt with school logo
- Navy shorts or skirt
- White socks
- Trainers
- Navy jogging bottoms
- Navy sweatshirt or hoodie with school logo

Children must change back into their school uniform after the lesson and their PE kit should remain in school for the remainder of the week. Teachers should set a good example by wearing clothes appropriate to the activity they are teaching.

Jewellery and watches should not be worn for any physical activity with the exception of religious jewellery. If a parent wishes for a child to wear religious jewellery during lessons they need to give permission in writing to the school office and we will find a way for this to be worn safely.

Participation

All pupils are expected to participate in PE lessons. If a child is unable to participate in a PE lesson, their parents must inform the school office or teaching staff via a letter/email/verbal communication.

Staff will work closely with the parents of children with medical conditions or SEND who may be affected by physical activity. Where possible, adaptations will be made to ensure all pupils are able to participate in all lessons.

Curriculum Leadership

The role will include:

- inspiring an exciting and creative approach to physical education teaching in line with the 2014 National Curriculum thereby enabling the subject to grow;
- nurturing and encouraging effective physical education teaching through liaison with trained coaches, advice, guidance, CPD and resources;
- reviewing the Physical Education Policy and supporting documents and monitoring its implementation;
- In liaison with Sports Coaches, regularly evaluating the Physical Education Long Term Plan and amending as necessary;
- the management, maintenance and storage of resources;
- organising pupils' participation in competitions, tournaments, workshops and events;
- effectively managing the Physical Education and Sports Grant budget;
- reporting to parents, governors and others when appropriate.

Management of Policy

School: This policy is implemented and managed by the Headteacher and all school teaching staff.

Governing Body: The Governing Body (led by the Development Committee) will monitor, review and update this policy.

Review: This policy will be reviewed in accordance with the agreed cycle of review or whenever there is a need to comply with new legislation or codes of practice, new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Approved: Summer 2024

Next Review: Summer 2026