

Statement of Practice for Physical Education

INTENT

Place of Physical Education in the curriculum

At St. Matthew's, Physical Education is taught in line with the National Curriculum. It plays an important part in embedding our school values and British Values. Physical Education plays a key role in enabling the children to follow our school moto - 'love, learn and grow'. We provide a safe and supportive environment for children to flourish in a range of different physical activities, which is essential in supporting their physical emotional, spiritual, social and moral development. A high-quality Physical Education curriculum inspires 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 which supports their health and fitness through the use of adapted learning. Opportunities to compete in sport and other activities build character and help to embed our six school games values: self-belief, passion, teamwork, honesty, respect and determination. The aim is to embed life-long values, which will benefit the children throughout their lives.

To support the curriculum, the Get Set 4 PE online platform has been put in place to inspire, support and engage our pupils and teaching staff. Get Set 4 PE focuses on four main skills: physical, social, emotional and cognitive. These links in with our school moto, Christian values and School Games values.

Planning

As the children enter the school in Reception, their first experiences and learning of PE is through Physical Development and Expressive Arts and Design. Physical development involves providing opportunities for children to be active and interactive; and to develop their co-ordination, control, and movement. Children are taught to understand the importance of physical activity, and to make healthy choices in relation to food. Expressive Arts and Design provides opportunities and encouragement so the children can share their thoughts, ideas and feelings through a variety of activities in music, movement and dance.

Each year group has one or two units to cover in each half term. Children develop skills through Games, Creative Movement, Gymnastics and Outdoor Adventurous Activities (OAA). In KS1, pupils master fundamental movement skills and become increasingly competent and confident, transferring these skills into team games. Children also perform dances using simple movement patterns and master basic movements including jumping, throwing and catching, as well as developing balance, agility and co-ordinating.

In KS2, the children have opportunities to apply and develop a broader range of skills whilst applying them to a specific sport. Units also focus on the development of agility, balance and coordination whilst promoting healthy competition and cooperative learning. In addition, children in year 4 attend two weeks of daily swimming sessions. They learn how to swim confidently over a distance of 25m, use a range of strokes effectively and perform safe self-rescue in different water based situations.

The long-term overviews detail the units to be covered each half term. The Get Set 4 PE Schemes of Work provide further detail on the objectives and assessment criteria. Individual lessons are supported by the session plans on Get Set 4 PE, which staff adapt to meet the needs of their year group.

IMPLEMENTATION

Timetabling/ unit planning

Pupils participate in two high quality PE lessons each week covering one or two units each half term. The PE subject overview and Get Set 4 PE Schemes of Work can be found on the server. Teachers use these alongside the session plans on Get Set 4 PE to plan, adapt and deliver their lessons. External sports coaches work in collaboration with specific class teachers, where this will benefit and support staff CPD.

Teaching and learning

Physical Education units incorporate the key stages of recapping the previous set of lessons, warming up, skill development and a finishing plenary to allow for reflection. Lessons are predominantly active but they allow opportunities for questioning and celebration. Teacher and child led modelling can help to develop children's understanding of a range of movements and skills, and the use of equipment should be appropriate for the age, developmental needs and physical size of the pupils. Children are given time to challenge themselves, allowing improvements to be made. Prior to starting a topic, the key knowledge and skills that the children will learn is presented in specific information sheets that can be found in the medium-term planning folder or on the Get Set 4 PE website. Children have the opportunity to see the content and vocabulary before starting a unit of work. Throughout the unit children continually revisit previous skills taught, to support them in monitoring their own progress.

Here at St. Matthew's children are encouraged to participate in the varied range of extra-curricular activities. Children can attend after school sports clubs, and non/competitive and competitive sporting events within the local area. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills. The children have opportunities to take part in Inter School Events and Intra School Events. An online tracker is in place to ensure that there is an inclusive approach.

Each year, many cultural capital opportunities are offered to the children. In KS2, Year Five participate in a bikeability course and OAA at the Anderson Centre. Year Six attend Waddow for three days to complete a variety of different active activities. Children participate in whole-school workshops covering a variety of sports throughout the year, and as a whole school approach, we follow the 60 active minutes incentive each day. Teachers are encouraged to make cross-curricular links to help achieve this.

Recording of Children's Work

Observational assessment - Children are assessed though half-termly Get Set 4 PE objectives. This is maintained through medium-term planning.

Extra assessment opportunities - It is important that children have the opportunity to share and celebrate their learning within the lesson. Displays in the hall celebrate physical activity attendance and children are encouraged to celebrate their achievement during praise assembly.

Checking for understanding to support teaching and learning

Assessments are informed by observing the children's skill development and performance during match-type sessions, as well as pupil discussions, responding to questions asked and evaluating their own practice. At the start of PE sessions, the children have the opportunity to demonstrate their previous learning so it deepens their understanding while reinforcing the knowledge. At the end of a

unit of work, the teacher makes an informed judgement about the learning of each pupil whether they have yet to obtain or have met the unit objectives.

Inclusion

PE, both within the wider world and in our school curriculum, is accessible for all children, regardless of SEN or disability. Physical Education gives children the opportunity to explore their physical, social, emotional and cognitive ability with no literacy barriers and no right or wrong responses. Here at St. Matthew's, we give all children the opportunity to compete in intra and inter competitions through competing in 'festival' and 'aspire' competitions. Teaching strategies, planning, equipment and environments are adapted to meet the needs of all children. Children with a particular interest or talent in PE are challenged to improve their technique or further explore their ideas using a range of combined movements or the use of adapted equipment.

Supporting Teaching Knowledge

Continuous Professional Development (CPD) is provided for staff to ensure everyone has the correct subject knowledge to deliver a quality curriculum to the children. Teaching some elements of PE requires extensive teacher knowledge. The school ensures that unconfident or new staff attend the relevant CPD through working alongside internal and external providers (PE lead, BWitC, Beth Tweddle, Bolton Arena and West End in Schools). Staff are encouraged to identify any areas they feel they need support with through an audit, so CPD can be put in place. Subject vocabulary is displayed in the hall to support learning, as well as being reinforced by teachers. Regular action plans and pupil voice continue to monitor and improve Physical Education

Resources and Budgets

Sports Premium Funding is used to increase physical competency of staff and children. It provides staff with resources and high-quality equipment, and builds capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years. It is used to increase engagement of all pupils in regular physical activity and increase confidence, knowledge and skills of all staff in teaching PE and sport. Broader experience of a range of sports and activities are offered to all pupils and participation in competitive sport. It is also used to meet the needs of children with SEND, pupil premium children and the transition year groups.

IMPACT

We ensure that our PE curriculum is progressive and allows children to develop fundamental skills and apply them to a variety of sports and activities. All children are provided with the necessary skills and given opportunities to demonstrate improvement to achieve their personal best. Our pupils are physically active, and this has a positive impact on their learning in the classroom. Children understand how to lead a healthy lifestyle and understand the importance of regular exercise. We aspire for children to enjoy PE and develop a love of sport and physical activity, which becomes part of their future life outside of primary school. Children can represent the school at sporting events from local to county level. Alongside this, we share sporting achievements both in and out of school in our Celebration Assembly. We aim for Year 6 pupils to leave school with the skills to competently swim at least 25m and have the skills to self-rescue in the water, which are key life skills.

Assessment

At the end of each unit of work, teachers will decide which children have met the expected level and

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who are working towards the expected level. This is recorded on INSIGHT (a web-based tracking system) which the PE lead, SLT and subsequent teacher can access.