



**Warwick Bridge School
Physical Education Policy**

1 Aims and Objectives

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.

The aims of PE at Warwick Bridge School are:

- 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.

2 Teaching and Learning

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Staff use the Get Set4 PE online resources to plan and deliver lessons. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to 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, and they have the opportunity to use a wide range of resources.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results e.g. timed events, such as an 80m sprint
- setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump
- grouping children by ability and setting different tasks for each group, e.g. different games
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment
- Warwick Bridge School uses a variety of ways to plan schemes of work. We adapt these schemes where applicable to take into account the facilities we have and our rural setting. As required we teach Dance, Games and Gymnastics at Key Stage 1. In Key Stage 2 we teach Dance, Games, Gymnastics, Swimming and Water Safety and Athletics. We provide Outdoor and Adventurous Activities (OAA) on the school site and further this work with a residential.
- 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 leader works this out in conjunction with teaching colleagues in each year group. PE is delivered by class teachers and outside providers. Where an outside provider delivers lessons, the PE Coordinator will ensure that the delivery is compatible with the National Curriculum and expectations of the school.

- PE activities are planned so that they build upon the prior learning of the pupils. Planned progression is built into each Scheme of Work in order to challenge children as they move up through the school.
- In Key Stages 1 and 2 Teachers plan an average of 120 minutes of PE a week. The Class Teacher appropriately splits this time in order to deliver the curriculum fully in coordination with outside providers.

3 Planning

- PE is a foundation subject in the National Curriculum. Our school uses the national scheme of work as the basis for its curriculum planning in PE. We have adapted the national scheme to the local circumstances of the school and draw from planning resource such as the Cambridgeshire scheme and Twinkl. As required in Key Stage 1, we teach dance, games and gymnastics, plus one other activity: outdoor and adventurous activities.
In Key Stage 2 we teach compulsory dance, games and gymnastics, plus three other activities: swimming and water safety, athletics and outdoor and adventurous activities.
- 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 leader works this out in conjunction with teaching colleagues in each year group.
- Our medium-term plans, which we have adopted from the national 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. The subject leader keeps and reviews these plans.
- 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. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.
- 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.

4 The Foundation Stage

We encourage the physical development of our children in the Early Years as an integral part of their work. As the Nursery and Reception classes are part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. 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.

5 Teaching PE to children with Special Needs

- At our school 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.
- 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 and 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.
- Intervention will lead to the creation of an Individual Pupil Plan (IPP) for children with special educational needs. The IPP may include, as appropriate, specific targets relating to PE.
- 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.

6 Health and Safety

- The booklet “Safe Practice in Physical Education” (BAALPE) provides the guidance for our policy. The general requirements for Health and Safety apply to the teaching of PE at Warwick Bridge School. Children are encouraged to consider their own safety and that of other people at all times. Children are expected to change into agreed clothing and staff are encouraged to set a good example by wearing appropriate clothing when teaching PE.
- The policy at Warwick Bridge is that no jewellery, with the exception of taped up ear studs, is to be worn for any physical activity. Items that indicate a medical problem are allowed to be worn.
- Pupils should have a complete change of PE kit that is kept in school at all times. This kit is a sky-blue t-shirt, plain dark blue or black shorts and training shoes or plimsolls for outdoor and indoor sessions. Pupils can wear a school sweatshirt over the top of their sky-blue t-shirt if outside PE is undertaken. Imitation team strips or clothing displaying commercial logos are not considered appropriate attire. Footwear should be appropriate to the activity. Open toed sandals and heeled shoes are not suitable for any PE activity.
- First Aid. Members of staff hold recognised First Aid qualifications and are able to deal with a range of injuries. A First Aid cupboard is situated in the kitchen area along with an Accident Report book. Each class teacher has a First Aid kit in his or her classroom.

7 Assessment and Recording

Teachers record the progress made by children against the learning objectives for their lessons. Teachers make a judgement against the National Curriculum levels of attainment and use this information to plan the future work of each child. Warwick Bridge School has adopted an assessment tracker called the Active Cumbria Participation and Achievement Tracker, (ACPAT). These judgements enable the teacher to make an annual assessment of progress for each child as part of the child’s report to parents. The teacher passes this information on to the next teacher at the end of each Key Stage with transition records to Secondary Schools taking on great importance.

8 Monitoring and Review

The monitoring of the standards of children’s work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader 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 leader has specially-allocated, regular management time in order to review evidence of the children’s work and undertake lesson observations of PE teaching across the school. The PE subject leader also attends regular cluster meetings at the local secondary school.

9 Out of Hours Provision

Pupils can take part in a regularly held Sports Club. There are a number of regularly held sporting events held outside of school hours. Pupils will take home letters of permission to be returned to school. Other providers, ABC Sports, will be invited to run after-school activities along with appropriately checked AOTTs, (adults other than teachers).

10 Policy Statement

This policy reflects the significance of the role of Physical Education within Warwick Bridge School. This document sets out the principals and guidelines for teaching Physical Education at Warwick Bridge School and was approved by the governing body.

Policy written and adopted by Warwick Bridge staff **July 2023**

Ratified by Governing Body

Date to be reviewed **July 2026**

Signed:.....
Head Teacher

Signed:.....
Chair of Governors

Date:.....