

Holly Hill Primary and Nursery School **Physical Education Policy**

1. Subject Intent

General Statement

The Physical Education curriculum at Holly Hill enables children to inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities. It will provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Through our Physical Education curriculum, we make links to our whole school curriculum intent statement. The aspects which are particularly significant to Physical Education are:

- Balance of knowledge and skills
- Emotional well-being and healthy relationships
- Experiences and opportunities
- Outdoor learning

Specific Aims

The National Curriculum outlines the following aims for Physical Education:

- 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
- lead healthy, active lives.

At Holly Hill the Physical Education curriculum is designed so that we meet the National Curriculum aims through a progression of skills and knowledge taught in the sequence below:

EYFS will be learning to:

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	Children to be taught: running, jumping, throwing and catching, as well as developing balance, agility and co-ordination	Children to be taught: to perform dances using simple movement patterns.	Children to be taught: running, jumping, throwing and catching, as well as developing balance, agility and co-ordination	Children to be taught: perform dances using simple movement patterns.	Children to be taught: to participate in team games, developing simple tactics for attacking and defending.	Children to be taught: to participate in team games, developing simple tactics for attacking and defending.
LKS2	Children to be taught: to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	Children to be taught: to perform dances using a range of movement patterns	Children to be taught: to develop flexibility, strength, technique, control and balance Children to be taught: to compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Children to be taught: to take part in outdoor and adventurous activity challenges both individually and within a team	Children to be taught: to develop flexibility, strength, technique, control and balance	Children to be taught: to use running, jumping, throwing and catching in isolation and in combination
UKS2	Children to be taught: to use running, jumping, throwing and catching in isolation and in combination	Children to be taught: to develop flexibility, strength, technique, control and balance	Children to be taught: to perform dances using a range of movement patterns Children to be taught: to compare	Children to be taught: to take part in outdoor and adventurous activity challenges both individually and within a team	Children to be taught: to take part in outdoor and adventurous activity challenges both individually and within a team	Children to be taught: to play competitive games, modified where appropriate and apply basic principles suitable for

			their performances with previous ones and demonstrate improvement to achieve their personal best.			attacking and defending
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In addition, year 3 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.

Rationale

At Holly Hill, Physical Education coverage is organised in this way because by the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

2. Implementation

Teaching and Learning

Because at Holly Hill Primary and Nursery we understand that learning takes place when there is a change to long-term memory, we outline the key knowledge for a unit of work on a knowledge organiser. In Physical Education key knowledge is knowledge that relates directly to the National Curriculum attainment targets. Progression of skills is mapped out using a skills ladder.

Physical Education will be delivered by Next Level Coaches as well as the class teachers throughout the week. Each class should aim to have 2 hours of Physical Education each week with a minimum of 1 hour.

The Next Level Coaches will deliver their own schemes of work which the class teacher has access to at all times. During class Physical Education sessions, the IPEP schemes of work will be followed. This scheme of work has been chosen due to the amount of content within the lessons as well as how well it has been differentiated for different abilities. The resources are useful for showing the children the correct skills and how to apply them.

The teaching sequence for Physical Education at Holly Hill will identify the learning objectives that need to be taught and then have a sequence of lessons that are specific to the needs of the class. The students understanding and skill should be continuously assessed so that the lessons are meaningful and engaging. At the end of the sequence, the children will be assessed to ensure progressed has been made.

The main teaching methods to be used within the Physical Education lessons at Holly Hill will be practical. Skills will be taught and foundations will be built on throughout the school so that Physical Education can be gradually turned into Sport in the older years.

All resources that are needed for the Physical Education lessons are found in the PE shed or are based in the EYFS building. All equipment is checked regularly for anything that may be broken or missing.

SEND

Sensory, Physical and Medical

In Physical Education barriers could include physical disabilities that require adaptation, for example wheelchair users, visual impairment, hearing impaired. Medical disability could involve children who suffer with Asthma.

To support children with Sensory, Physical and Medical needs in Physical Education strategies could include:

- Ensuring the teacher is always aware of the physical disability that the children may have.
- All sport and PE sessions can be adapted to suit the needs of the individual child.
- Children with physical needs may need to have adapted equipment, such as a larger ball for throwing and catching.
- TA support should be available for children who need the session adapting.
- Children who may need medication throughout the session will be encouraged to always have their medication with them.
- Children with visual impairments will need brightly coloured cones to ensure they can join in with the session.
- When joining in in whole class, activities inside the hall can become very loud, children to be allowed access to ear defenders and regular sensory breaks when needed.

Cognition and Learning

In Physical Education barriers could include children who process instructions slightly slower than others.

To support children with Cognition and Learning needs in Physical Education strategies could include:

- Giving the children broken down instructions to complete tasks.
- Examples of the tasks should be given and modelling should be undertaken by the teacher/coach.
- Tasks should be clearly given with only a few instructions at a time.
- The children should be asked if there are any questions to make sure they understand.

Social, Emotional and Mental Health

In Physical Education barriers could include children with who struggle to work in pairs/teams and also taking turns.

To support children with Social, Emotional and Mental Health needs in Physical Education strategies could include:

- Working in small groups first before a whole class situation.
- Children should be paired up with children that would work well with each other and can help each other.
- If timings being used, these should be visible to all children and a clear count down used.

Communication and Interaction

In Physical Education barriers could include not understanding instructions given to them during the PE sessions.

To support children with Communication and Interaction needs in Physical Education strategies could include:

- To allow the children time to process instructions, breaking down the steps into simple forms. Examples should be given to the children so they can see what is being asked of them.
- Children should be able to have a practise before entering any competitions.
- To deliver specific skills about hazardous learning intentions, such as using apparatus and moving around at higher levels social stories should be used to share how the activity should be carried out.
- For sequencing activities, task ladders could be used to ensure children understand the full task and which movement to do next.

3. Impact

Assessment

In Physical Education we ensure progression through the use of national curriculum expectations.

In Physical Education we assess the children formatively through skills observed throughout lessons. Each lesson in a sequence begins with a 'skill recap', which provides opportunity for pupils to recall the key skills from the previous lessons in that unit.

In Physical Education we assess the children at the end of each unit. Assessment judgements are based on the evidence of skill in the child's 'end point'. In Physical Education an end point could be how the children apply the skills learnt to a game situation or apply the skills to put into a sequence of movements. Staff and Sports coaches will give a score for each of the skills each pupil has demonstrated during their lessons.

Staff will use the assessment grids to identify gaps or issues that have been identified, these will be acted upon through adaptation of planning for future units.

Monitoring and Evaluation

- Evidence of skills learnt can be found in the assessment grid.
- Subject leaders will use a combination of learning walks, pupil voice and end of unit assessment to monitor the standards in their subject and inform the action plans for curriculum development.
- Subject leaders will use staff questionnaires to inform their action plans/ CPD to offer.

What does the impact of Physical Education look like at Holly Hill?

Based on intent, children can

- **By the end of EYFS pupils will be able to...**
- Refine the fundamental movement skills they have already acquired and combine different movements with ease and fluency.
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop overall body-strength, balance, coordination and agility.
- Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.
- Know and talk about the different factors that support overall health and wellbeing and regular physical activity
- **By the end of KS1 pupils will be able to...**
- Develop competence to excel in a broad range of physical activities.
- Be physically active for sustained periods of time.

- Engage in competitive sports and activities.
- Lead healthy, active lives.
- **By the end of KS2 pupils will be able to...**
- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate 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.

Written and approved: March 2022

To be reviewed: September 2023

