



Grange Primary School

Webb Street, London SE1 4RP

Grow with Grange.

PHYSICAL EDUCATION POLICY

RATIONALE

Grange Primary School believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. A broad and balanced physical education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and logically developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential.

A balance of individual, paired and group activities, in co-operative, collaborative and competitive situations, aims to cater for the preferences, strengths and needs of every pupil. Such activities, experienced within a range of areas of activity, aim to promote a broad base of movement knowledge, skills and understanding. They are also desirous of developing a pupil's ability to work independently, and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.

The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem-solving. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness.

CURRICULAR AIMS

- To develop skilful use of the body, the ability to remember, repeat and refine actions, and to perform them with increasing control, co-ordination and fluency. (Acquiring and developing.)
- To develop increasing ability to select, link and apply skills, tactics and compositional ideas. (Selecting and applying.)
- To improve observational skills and the ability to describe and make simple judgements of their own and others' work, and to use their observations and judgements to improve performance. (Improving and evaluating.)

- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising. (Knowledge and understanding of fitness and health.)
- To develop the ability to work independently, and communicate with and respond positively towards others. (Working alone and with others.)
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.

EQUAL OPPORTUNITIES AND INCLUSION

Activities are made available to all through differentiation in teacher planning. All members of staff have copies of the Inclusion Policy. It is the policy of Grange Primary School to ensure that every child receives an equal opportunity within PE activities, regardless of race, gender, ability or Special Educational Needs.

SPECIAL NEEDS

Any children who are identified as having 'special needs' are given the help that they require. Where children have a degree of physical or behavioural difficulties, they should be encouraged to participate in PE activities with help from others. Adults liaise with the SenCo for support and advise to best support all children identified as having special needs.

GIFTED AND TALENTED

Staff must ensure that there are adequate opportunities for Gifted and Talented children and these should be noted within planning where appropriate. The PE and Gifted and Talented coordinators should be informed. Pupils who are Gifted and Talented within PE are offered the same curriculum as all other children; however they will be offered opportunities to join clubs within school and take part in competitions to represent the school.

TIME ALLOCATION

Grange Primary School provides all pupils with at least 2 hours of high quality PE & school sport, through the curriculum, extra-curricular opportunities and lunchtime activities. These are detailed below.

The following table shows the minutes per week of PE per pupil, for each year group, each term:

- This does not include time spent using the outdoor play equipment. Note that this table does not include daily active playtimes or extra-curricular opportunities.

	Autumn	Spring	Summer
N and R	100*	100	100
Y1	120	120	120
Y2	120	120	120
Y3/4	120	120	120
Y5/6	120	120	120

THE PE CURRICULUM

Children will be expected to participate in the full range of activities in the physical education curriculum.

In EYFS, pupils are taught knowledge, skills and understanding through the following areas of activity:

- Moving and Handling (Fine and Gross Motor Skill)
- Games (Kicking with feet. Throwing towards a target)
- Dance
- Athletics

At KS1 pupils are taught knowledge, skills and understanding through the following areas of activity:

- Gymnastics
- Dance
- Games (Net games using hands, dribbling with feet, sending and receiving, using a racket, attack vs defence)
- Athletics

At KS2 pupils are taught knowledge, skills and understanding through the following areas of activity:

- Gymnastics
- Dance
- Games (Mini volleyball, tennis, tag rugby, basketball, bench ball, rounders and cricket)
- Athletics
- Problem Solving/Outdoor and Adventurous activities
- Multi Skills or real PE
- Swimming and water safety

CONTINUITY AND PROGRESSION

Grange Primary School ensures a consistent delivery of the curriculum, ensuring that skills and knowledge are revisited and reinforced throughout the different year groups. Year groups revisit fundamental movement skills like running, jumping, and throwing in different contexts.

Throughout the years children's P.E. lesson gradually increase in complexity and difficulty of the skills and knowledge being taught. For example, students might start with simple jumping techniques and progress to more complex jumps, incorporating apparatus or changing the landing surface.

Grange's well-planned PE curriculum explicitly outlines how students will progress in specific areas, ensuring that lessons align with learning objectives and student needs. Our skills progression document showcases how students will develop competence over time.

Each lesson has a clear plan, which helps teachers manage time and resources effectively, ensures that all aspects of the curriculum are covered, and allows for catering to individual student needs.

Examples for continuity and progression in Grange Primary School

Fundamental Movement Skills: Students might start by practicing basic running, jumping, and throwing skills in a controlled environment and then progress to applying these skills in games or more complex movements.

Games: Students might start with simple rules and gradually learn more complex strategies and tactics as they develop their game-playing skills.

Healthy Participation: Students can learn about the importance of physical activity and healthy habits, progressing from understanding the benefits of movement to actively participating in physical activity for sustained periods

ASSESSMENT OF ATTAINMENT

1. Focus on Progress and Development:

Grange Primary School's PE assessment aims to track a child's improvement in skills, knowledge, and participation over time. It helps teachers understand what a child can do and how they have progressed within a specific period. Assessment is not about assigning fixed levels or grades, but rather about evaluating progress.

2. Linking Assessment to Learning Outcomes:

Assessment should be directly aligned with the learning outcomes and goals of the PE curriculum. Teachers should assess what a child can do in relation to the specific skills, knowledge, and participation expectations outlined in the unit of study.

3. Formative Assessment:

At Grange Primary School we use formative assessment. This include observing students during lessons, providing feedback, and asking questions. We take pictures and videos of the children in lessons and upload them to a shared area as evidence of their learning and progression. This videos are observed by the P.E and Gifted

and Talented coordinator as well as SLT and Governors. These video are also used amongst teachers and year groups for CPD.

4. Whole School Approach:

PE assessment at Grange Primary School is integrated with the school's overall assessment approach and supports children's development across the curriculum. Teachers collaborate to create a shared understanding of assessment practices.

MONITORING AND EVALUATION

Planning is monitored and lesson observations made by the PE subject leader.

The P.E and Gifted and Talented coordinator, alongside members of SLT observe teachers each term to identify and under performance. These observations are used to support staff to teach the subject effectively.

Staff who are less confident or recognised as requires support in teaching P.E. are given additional supports form the P.E. and Gifted and Talented coordinator and also required to complete CPD session with our sports network.

The P.E and Gifted and Talented coordinator also leads one P.E. staff meeting each term to provide additional CPD to all teaching staff and ensure they are updated with any changes in the policies or curriculums.

The PE Subject Leader annually evaluates the subject as a whole and prepares a new development plan.

EXTRA CURRICULAR AND PHYSICAL ACTIVITY OPPORTUNITIES:

The purpose of extra curricular activities is to:

- Extend children's learning
- Raise standards in PE
- Provide for all abilities
- Encourage fitness for life and increase daily physical activity Provide opportunities for inter / intra school competition (festivals, leagues etc.)

LUNCHTIME/PLAYTIMES:

During playtimes we have a range of different sporting activities that children have access to on a daily basis. We provide structured opportunities for sports like football, basketball, and dance. Playtimes can feature a mix of games, activities, and equipment, like hoops and balls, encouraging both individual and team play. For safety reasons, each year groups are on a rota to have priority over some of our

contact sports like football and dodgeball. The playground staff have access to separate playtime equipment which is kept separate from the P.E. resources.

LEADERSHIP OPPORTUNITIES THROUGH ACTIVITY:

In Year 6 children get the opportunity to apply to become a sports leader. Sports leaders work closely with the PE and Gifted and Talented coordinators to develop leader skills with in P.E. to be used in daily active playtimes and school events such as sports day and intra school competitions

Where possible, Gifted and Talented children are also encouraged to model skills in P.E. lessons and lead small groups.

SCHOOL-CLUB LINKS:

Grange Primary School has links with many local sporting clubs and networks. We hand out and put posters and leaflets in our school reception area as well as in our weekly school newsletters for children to join local sporting clubs outside of school.

SPECIAL EVENTS:

Every Year Grange Primary School host a range of events; talents shows, intra and inter sport competitions, sports day, sponsored runs, national sports week, international dance day, sports relief and many more. The whole school is involved in these events and we encourage parents to join us too.

SAFETY

Class teachers and adults others than teachers are responsible for the safety of the children in their care.

- PE kit and jewellery rules are understood by the children and are enforced
- The teaching area and equipment are assessed for safety prior to a lesson
- Children are taught how to safely get out, carry, use and put away equipment- no pupils are allowed in the equipment store unsupervised
- Any problems with unsafe or damaged equipment are reported to the PE Subject leader or Head Teacher
- Accidents are logged in the accident book and parents should be informed when necessary

- Staff are aware of the fire procedures when leaving the hall
- Staff, AOTTS and children should be aware of emergency procedures at the swimming baths
- Transport to/from sporting events – Responsibility of care during the journey rests with whoever transports the child.

In addition, the large gymnastics apparatus is inspected annually by an outside body. Teachers are shown and trained how to safely take out and put away the apparatus during P.E. CPD staff meetings.

Children must wear specified PE kit. Tracksuits (or similar clothing) is permitted for outdoor PE in cold weather. Trainers are worn outdoors and for specified indoor activities such as skipping or line dancing. Children have bare feet for gymnastics and most dance activities.

Long hair should be tied back.

All jewellery including watches must be removed. A child with newly pierced ears will be asked to cover them with tape for the first 6 weeks, then they must be removed for the lesson. (Ears covered with tape)

Staff should make a dated note of children not taking part in a PE lesson, for whatever reason. Repeated forgetting of PE kit results in a letter home, phone call and / or a meeting with parents.

THE ROLE OF PARENTS AND AOTTS (ADULT OTHER THAN TEACHER)

Any parent or AOTT helping with PE activities, such as swimming, or running an out-of-hours- club, must be police checked prior to assisting at our school. Any adult taking an activity is interviewed by the Head Teacher to check for qualifications, experience, suitability and insurance.

RESOURCES AND EQUIPMENT

The PE Subject Leader makes an annual audit of equipment and resources, providing an up-dated list to staff. All lost or damaged resources need to be reported to the PE Subject Leader.

THE LEARNING ENVIRONMENT

Grange Primary school is fortunate to have a great range of sporting equipment and spaces.

The top hall holds mats, benches and other gymnastics apparatuses. There is also a small P.E. cupboard with a small set of equipment for P.E. use only. The top hall also has the nets attached to the wall for basketball and netball games.

The middle hall has a sprung carpeted floor, this is suitable for dance lessons.

The muga is caged and has all the marking for football and new football nets for such games. Attached to the muga is the main P.E. Storage – where the majority of our P.E. resources are stored. All teachers and coaches have access to this unit.

Each Year group has a set of every lesson P.E. resources, such as cones, beanbags, and tennis balls- these boxes are stored in the Year group satellite.

CURRICULUM LINKS

Whilst retaining its unique contribution to a pupil's movement education, PE also has considerable potential to contribute to much wider areas of learning. As well as dance themes reflecting topics, links can be made to other areas of the curriculum such as:

- ICT (Information, Communication Technology)– performances recorded using photography and video for use in self-evaluation and demonstration of good practice, or for visual stimuli
- PSHE (Personal, Social and Health Education) – leading, managing, co-operating and decision making skills - an integral part of PE
- SCIENCE – planning, predicting and testing ideas; health and fitness – learning about the body
- LITERACY – asking relevant questions; communicating ideas; listening skills
- NUMERACY – counting, measuring, calculating – distance, time, repetitions.