



PE Policy

Staff Responsible:	Miss Hannah Goodman
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Teaching and Learning in PE

Teaching and Learning Documentation

In order to communicate effectively each of our subject areas, key documentation is established by the Subject Leader and shared with all relevant teaching staff. This documentation includes: -

1. Subject Policy
2. Curriculum Rationale
3. Unit of Study Overview
4. Knowledge and Skills Overview
5. Working Plan

Together, this documentation collates the coverage and implementation of each of the Wider Curriculum Subject Areas.

Subject Leadership Documentation

In addition, Subject Leaders are required to monitor the effectiveness of their subject throughout each academic year. In order to do this with effect, the following documentation is established and updated regularly.

1. **Subject Audit** – An audit of the subject is completed annually RAG rating the effectiveness of the subject, whilst informing key priorities moving forward.
2. **Subject Action Plan** – A three-point action plan is derived from School Development Plan priorities and the subject audit to establish next steps as we continue to strive to improve each subject area.
3. **Learning Enquiry** - As part of our monitoring cycle, our Learning Enquiry approach ensures the monitoring of each subject area through scheduled book looks, learning walks, planning/resource checks, pupil voice and staff voice. All findings are collated, feedback is shared and next steps are actioned.

Delivery of PE

Each class receives an hour of PE during PPA, taught by our specialised coach, and an hour taught by the class teacher. The PE Long Term Plan is set out with support from SSP. Each half term, class teachers will use the scheme 'Get Set 4 PE' to provide high quality lessons, including: invasion games, striking and fielding games, dance, gymnastics and athletics.

In KS1, pupils will develop fundamental movement skills, and become increasingly competent accessing a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

In KS2, pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communication, collaborating and competing with each other, whilst gaining an understanding on how to evaluate and recognise their own success.

Lesson Content

In support of foundational understanding of PE, key components of lessons have been established in conjunction with teaching proformas to support class teachers with consistent delivery lesson-by-lesson.

These key components include:-

- **What is statement** – As each PE lesson commences, children will be reminded of the definition of the subject – “Active engagement in an environment which is collaborative and competitive, and encourages an increase in physical and mental well-being.”
- **References to showing good sportsmanship** – Children are reminded of the key qualities of good sportsmanship, i.e. shaking hands, teamwork, communication etc.
- **Key vocabulary** – Relevant and focused vocabulary for the lesson are shared, discussed and defined with support of teachers encouraging clear and purposeful discussion throughout.
- **Modelling** – Teachers are encouraged to model skills themselves or through children who are confident. This ensures that the breakdown of each skill is clear.
- **Teaching Toolkit strategies** – Ensuring High Quality Teaching, our teaching toolkit strategies are employed where appropriate encouraging effective modelling, retrieval strategies, motivating teaching, accurate assessment and purposeful reflection from learners.

Performance and Learning Evidence

Evidence collation is key to support the learning process and the monitoring of Teaching and Learning by Subject Leaders and Senior Leaders. In order to evidence PE effectively, staff evidence the progression of skills through Earwig. Earwig is an online storage system used to evidence in class discussions and activities that contribute to the evidence of knowledge and skills of our learners.

Assessment

As per our Marking and Feedback policy, adults are encouraged to formatively assess throughout the entire learning sequence, ensuring proactivity and responsiveness to the needs of all children. This feedback is verbal.

Assessment in PE is on-going throughout the year. At the end of each half term, when each unit of work is completed, children ‘working significantly below’ national curriculum expectations are noted in our Wider Curriculum Assessment grids, with a brief description of why, to monitor the gaps in learning of our children across the wider curriculum. Additionally, children who are ‘working significantly above’ national curriculum aims are noted to highlight real flare between class teachers and subject leaders.