PE Policy

Staff Responsible:	**Miss Hannah Goodman**
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Teaching and Learning in PE

Subject Identity: PE

Fingerprint Statement

PE is a subject that develops physical competence, confidence and overall health, with a strong focus on movement, control and coordination. Through a wide range of activities, pupils build and apply skills while learning the importance of teamwork, resilience and fair play. They are encouraged to reflect on their performance, set goals and improve over time. By fostering enjoyment and positive attitudes, PE promotes lifelong physical activity and well-being, with learning taking place through doing, reflecting and improving.

Core Concepts and Themes

Physical Education is rooted in a set of core concepts that underpin all learning within the subject. These concepts enable pupils to develop the knowledge, skills and attitudes needed to lead active, healthy lives.

Below are the key concepts:
- **Physical Competence** – developing movement skills, control and coordination
- **Confidence and Performance** – applying skills effectively in a range of contexts
- **Physical Literacy** – building motivation, understanding and engagement for lifelong participation in physical activity
- **Health and Wellbeing** – promoting physical fitness, mental wellbeing and healthy lifestyles
- **Personal and Social Development** – fostering teamwork, resilience, respect and fair play

Together, these concepts support pupils in becoming confident, physically literate individuals who can participate successfully in physical activity and make informed choices about their health and wellbeing.

Disciplinary Ways of Thinking

Physical Education develops pupils' physical, cognitive and social learning through purposeful movement experiences. By learning in, through and about movement, pupils build the foundations of physical literacy — developing competence, confidence and understanding to participate in physical activity throughout life. PE supports pupils to refine movement skills, make informed decisions, work collaboratively and understand how physical activity contributes to health and wellbeing.

Teaching and Learning Documentation

To ensure clarity, consistency and effective communication across all subject areas, key documentation is developed by the Subject Leader and shared with relevant teaching staff. This documentation includes the following:

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

Collectively, these documents outline the intent, coverage and implementation of each wider curriculum subject, supporting high-quality teaching and ensuring a coherent and progressive learning experience for all pupils.

Subject Leadership and Monitoring

In addition, Subject Leaders are required to monitor the effectiveness of their subject throughout each academic year. To ensure this is carried out systematically and with impact, the following key documentation is maintained and reviewed 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 Easington School Sports Partnership. 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 addition, our specialised sports coach delivers a complementary programme that reinforces these areas, while also incorporating net and wall games and outdoor and adventurous activities. Swimming is provided for Key Stage 2 pupils in line with national curriculum requirements.

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 the following:

- **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 is 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. High-quality video demonstrations may also be used to support modelling, ensuring that the breakdown of each skill is clear and accessible.
- **Role Models –** Pupils are exposed to a range of positive role models within PE, including peers, staff and wider sporting figures. Learning about professional athletes and inspiring individuals helps to promote aspiration, motivation and an understanding of healthy, active lifestyles.
- **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 platform used to capture and store evidence of learning, including class discussions, activities and outcomes. It supports the documentation of pupils' developing knowledge and skills across the curriculum.

Assessment

As per our Marking and Feedback policy, adults are encouraged to formatively assess throughout the entire learning sequence, ensuring proactivity and responsivity 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.