



Physical Education, Physical Activity and School Sport Policy 2023-2024

*At Cromwell Learning Community Multi
Academy Trust we believe that learning
without limits means we do not put a ceiling
on children's achievement.*

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Statement of intent

Cromwell Multi-Academy Trust recognises the vital contribution of Physical Education (PE) to a child's physical, cognitive, social, and emotional development, as well as the role it can play in relation to a child's spiritual, moral and cultural development. PE is an integral part of the curriculum to be enjoyed by all children. It is a real opportunity for both teachers and children to consolidate and work on the values that underpin every aspect of school life.

It is the intention of the school to provide a broad and balanced Physical Education curriculum to aid and increase children's self-confidence in relation to their ability to manage themselves and their bodies within a variety of movement situations. Physical activity is planned in throughout the school day which helps pupils towards the daily 30 minutes of physical activity that is expected to be undertaken during the school day. Pupils also take part in a variety of sports activities which include extra-curricular sports clubs as well as intra and inter competition which help to promote pupil involvement in sports.

Through the government funding for sport (PE and Sport Premium) the school will, where possible, provide opportunities for both pupils and teachers to work with and alongside PE specialists and sports coaches. The aim is to enhance specialist and coaching facilities and to develop the skills and expertise of staff to provide better coaching, mentoring and advice to pupils across the whole PE and sport spectrum. Spending will be reviewed and published on the school website.

The aim is to cater for the different strengths, needs and preferences of each child by using differentiated activities (where appropriate) consisting of individual paired and group activities. Through the variety of opportunities that PE offers children can develop a sense of personal achievement, fair play, teamwork, and an understanding of the ways in which sport can transcend social and cultural boundaries.

Physical Education

Physical Education is focused on the participant learning a new skill. Often this will be completed over a sequence of planned lessons to help establish a new skill and develop a technique further. For example, in a tennis lesson a child may learn the forehand stroke over two or three weeks through a mixture of different activities.

Physical Activity

Physical Activity is a broad term used to describe bodily movement. Therefore, this will include PE and School Sport but will also include less formal activities such as walking to school, going on a bike ride with the family or jumping on the trampoline in the garden.

School Sport

School Sport is also Physical Activity but will include more extra-curricular activities. For example, an inter-school competition between local schools. In the UK, not every child has to attend an event, but a strong sporting curriculum will allow every child in the school the opportunity to attend at least one event per year. This differs from Physical Education in the variation of its goal. School Sport is the process of getting children involved in sport, this may be a one-off event or a repeating extra-curricular activity. It does not necessarily have to focus on learning a new skill but often will.

1. Legal framework

Department for Education

PE is a compulsory subject under the National Curriculum at all key stages.

Sporting Futures: A new strategy for an active nation 2015

We are redefining what success looks like in sport by concentrating on five key outcomes: physical wellbeing, mental wellbeing, individual development, social and community development and economic development.

<https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools>

About the PE and sport premium

All children and young people should live healthy active lives. The UK Chief Medical Officers recommend that all children and young people should take part in moderate to vigorous intensity physical activity for at least 60 minutes every day. Children with special educational needs and disabilities should take part in 20 minutes of daily activity.

The [Childhood Obesity Plan](#) says that at least 30 minutes of daily activity should take place in schools. Schools have a key role to play in achieving this aim. This is particularly true of primary schools where the foundations of positive and enjoyable participation in regular physical activity are embedded. All children should have equal access to high-quality PE provision and opportunities to experience and participate in a wide range of sports and physical activities.

Academic achievement can improve in school because of the benefits children can gain. Schools should use the PE and sport premium funding to help achieve these aims. It must not be used for core-type school activities. They should use it to make additional and sustainable improvements to the PE, sport and physical activity they provide.

2. Roles and responsibilities

The PE Subject Leads will:

- Monitor the teaching and learning of PE within the school.
- Keep up to date with new developments and inform staff.
- Provide a sequenced scheme of work, with lesson ideas to support colleagues in all aspects of the curriculum. (The PE Hub)
- Audit staff performance to determine appropriate and targeted training.
- Aim for excellent teaching competency across the school.
- Ensure that PE resources are available and appropriate to the needs of the staff.
- Audit resources regularly and take overall responsibility for equipment and resources.
- Ensure that all pupils can become involved in extra-curricular clubs to further develop skills and talents and will monitor attendance at OSHL to ensure there is an inclusive offer which is accessible to all pupils.
- Ensure that PE maintains a high profile within the school, through displays etc.
- Assist with recording keeping and assessment of the subject.
- Present information detailing the current and projected expenditure and impact of the Sport Premium monies published on the school website.
- Share current and projected outcomes with pupils, parents, staff and senior leaders including governors.
- Develop long term strategy for PE, sport and physical activity. This should be aligned with the SDP and have been informed by pupil and staff feedback.
- Ensure all coaching staff delivering PE and OSHL on the school site are quality assured and have provided enhanced DBS checks.
- Informally observe PE lessons to compile a picture of teaching competency across the school.
- Contact local sports clubs to establish new community links with the school.

Teachers should:

- Communicate high expectations, enthusiasm, and passion about PE to pupils and challenge their thinking and act as a good role model.
- Have a high level of confidence and expertise both in terms of their up-to-date specialist knowledge and their understanding of effective learning in PE. As a result, they should employ a very wide range of resources and teaching strategies to stimulate pupils' active participation in their learning. This enables pupils to explain their ideas and concepts clearly and apply them with confidence.
- Plan for opportunities for pupils to develop and demonstrate their initiative and independence and take responsibility for their learning. Lessons should be thoughtfully delivered, and pupils should be given feedback to support and improve their learning.
- Use formative assessment throughout their PE lesson and help students to identify their strengths and weaknesses and target areas that need work.

3. Early years provision

- Communication and language
- Physical development
- Personal, social, and emotional development

The EYFS curriculum will include a focus on fine and gross motor skills and the development of core strength and coordination in relation to the Early learning goals and beyond.

Core strength is children's ability to keep their position and move from the centre of their body outwards. If core strength is underdeveloped, children will struggle with gross motor skills and fine motor skills, stability, and balance. This will affect their ability to coordinate more refined movements.

Children must have plenty of opportunities to play indoors and outdoors. They need to be active and use their whole bodies in as many different, challenging ways as possible. Over time children have more control over their bodies, and what they can do. Less happens by chance, and movements become more deliberate, being achieved with confidence. To be confident with movement children must develop both core strength and coordination.

4. The National curriculum

CLC MAT follows the guidance in the national curriculum based on:

A high-quality physical education curriculum inspires all pupils to succeed and excel competitive sport and other physically demanding activities. It should 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.

The national curriculum for physical education aims to ensure that all pupils:

- 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.

Key Stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with

others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

Key Stage 2

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 communicating, collaborating, and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing, and catching in isolation and in combination.
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders, and tennis], and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control, and balance [for example, through athletics and gymnastics] 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.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. 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.

5. Teaching and learning

No PE Kit

Pupils who forget their PE kit should not join in with the physical activity but should be made a part of the lesson by keeping scores, discussing skills and tactics that can be used, or given a responsibility within the lesson. Teachers can decide how they want to include them in the lesson. Staff will inform parents about pupils who keep forgetting their PE kit.

Safety

To minimise the risk of injury:

- Adults should wear suitable clothing (joggers, t-shirts and trainers) and remove jewellery.
- Children should dress in shorts/ tracksuit bottoms and t-shirts.
- Children will work in bare feet for all indoor and apparatus work.

- Plimsolls or trainers are worn for outdoor games, together with tracksuits if cold.
- Jewellery is not to be worn. Ears pierced for less than six weeks will be covered with medical tape.
- Long hair should be tied back and rigid headbands should be removed.
- Children will be trained to lift and carry any apparatus sensibly into position under adult supervision, which will be checked by a teacher before use.
- Staff to ensure that the area being used for an activity is suitable (remove hazards).

Class Organisation

Most lessons will be delivered using sequenced planning from The PE Hub which follows a particular format depending on the age range taught. Some lessons will be taught by specialist PE coaches alongside the class teacher and support staff which will support the CPD of teachers, in particular ECTs. All lessons need to include the following key components:

- Warm Up – Pulse raising activity
- Modelling of skills/activities
- Exploratory / progressive skills development activity
- Using and applying those skills
- Plenary / Cool down

The importance of a warm up / cool down will be explained to the children and questioning will be used to as part of the AFL. Skills development activities will be differentiated by task and outcome as appropriate to the child's level, where needed. Using and applying will enable the children to use their skills in a different context. Children will have the opportunity to work individually, in pairs and in groups.

Prior learning questions need to be used at the start of each to recap previous learning and vocabulary. Following that, learning Objectives are shared with pupils at the beginning of each session. This can be done either in classroom or in the chosen learning environment before the session begins. Children must also be aware of how to achieve success in the lesson as they would in any other subject.

King Edward School Sports Partnership (KESSP)

The school is a member of the King Edward School Sports Partnership and as such has access to curricular support, competitive opportunities for pupils, opportunities to be inspired by sporting ambassadors, and training for staff via the partnership. Accordingly, the School aspires to high quality physical education which guide the work of all SSPs:

- Increased participation in high quality PE.
- Increased participation in high quality out of school hours learning.
- Increased participation in high quality informal activity resulting in healthy active lifestyles.
- Increased attainment and achievement through PE and sport.
- Improved behaviour and attitude in PE, sport and whole school.
- Increased participation in competitive and performance opportunities.
- Increased involvement in community sport and improved quality of community life.

Safeguarding

All adults working with children in school with children will be DBS checked and be entered on the Single Central Record.

Out-of-school-hours Learning (OSHL)

Varied extra-curricular activities (both competitive and non-competitive) compliment and supplement the range of activities covered in curriculum time. The planned programme for reflects a breadth and balance across the national curriculum areas of activity, including dance, games and athletics. A range of interschool fixtures, tournaments and festivals within the King Edward School Sports Partnership will be participated in. The school will also be hosting their own competitions with other local schools. An overview of the clubs for each term will be published Risk assessment needed if the school minibus is not being used to travel to and from venues.

Links with Other Subjects (where possible)

PE links to other subjects, e.g. Literacy, (recount/report/instructions), Science (body parts/pulse rates) and Maths (shape/position/directions/counting/measuring and graphical representation of data) and PSHE. ICT is also recognised as a potential tool for recording movements and actions to develop children's ideas as well as the appropriate use of audio visual and data logging equipment.

6. Planning

Staff from Reception to Year 6 are given a PE overview to follow which is designed to cover and consolidate key skills. Each unit of PE has sequenced lesson plans and AFL opportunities. Swimming will be taught to Key Stage 2 pupils in the summer term by specialist swimming coaches, with a focus on water safety and developing swimming proficiency.

Overview of PE units 2023-24

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Gymnastics-1	Gymnastics-1	Dance -1	Gymnastics	Gymnastics	Invasion Games Hockey	Invasion Games Tag Rugby
Autumn 2 Assessment week Yoga session	Gymnastics-2	Gymnastics-2	Dance-2	Invasion games Basketball	Invasion games Football	Gymnastics	Gymnastics
Spring 1	Manipulation and Coordination-1	Games-1	Gymnastics-1	Net and wall games-Tennis	Net and wall games-Tennis	Dance	Dance
Spring 2 Assessment week Yoga session	Manipulation and Coordination-2	Games-2	Gymnastics-2	Dance	Dance	Athletics	Athletics
Summer 1	Speed agility and travel-1	Dance -1	Games-1	Athletics	Athletics	OAA	OAA
Summer 2 Assessment week Yoga session	Dance-1	Dance-2	Games-2	Striking and Fielding games Rounders	Striking and Fielding games Cricket	Striking and Fielding games Rounders	Striking and Fielding games Cricket

+ Swimming- Portable swimming pool

Summer 2 -2024

The year groups below will be swimming in summer 2 (2024) in a portable swimming pool at both schools.

Year 3
Year 4
Year 5
Year 6

Swimming lessons for Year 6- Boys and girls separate (sports premium data)
-Safe self rescue in water
-Number of swimmers who swim 25m or more.

Spiritual, Moral and Cultural development

Developing a positive attitude generally is not simply about celebrating sporting success and learning to lose well; but also encouraging children always to do their very best regardless of their ability; praising progress and achievement in a way that does not cause fear or upset for lack of performance or failure; and treating teammates, opponents and referees with respect. Essentially, using every opportunity to maintain and raise self-esteem all round.

Specific Aims in Relation to Social, Emotional and Cognitive Development

Participation in PE and sport have other additional benefits which should help to:

- Develop a love of physical exercise.
- Develop the ability to work independently and communicate with, and respond appropriately towards, others using verbal and non-verbal communication.
- Develop confidence in skills and abilities.
- Promote an understanding of safe practice and develop a sense of responsibility for the safety of others.
- Realise that the right exercise can be fun and energise other things in life.
- Create and plan games for mutual benefit.
- Develop a sense of fair play.
- Develop decision making and problem-solving skills.
- Develop reasoning skills and the ability to make judgements.
- Develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- Develop the ability to communicate non-verbally with the body improve observational skills, the ability to describe and make simple judgements, and to use this knowledge and understanding to improve performance and accuracy.

7. Assessment and reporting

Assessment of PE is an ongoing process. As each lesson progresses, the teacher carefully observes and assesses, intervening as necessary, to ensure that each child makes the full progress of which they are capable. Lessons are fully inclusive and take account of children's differing needs and physical ability. The assessment of PE at CLC MAT is in accordance with the National Curriculum 2014 attainment target for each key stage.

Less active pupils are identified through conversations with teachers and targeted for extra-curricular activities and competitions. Pupil premium, girls and SEND pupils are also invited to participate in extra-curricular activities to ensure that all pupils are given equal access to sport and physical activity.

8. Resources

The subject leader and sports coach will be responsible for the management and provision of PE apparatus and equipment. All staff are responsible to look after any equipment they use for their lessons.

9. Equal opportunities

All aspects of PE will be taught in such a way as to include all children regardless of their gender, background, culture, or physical ability. Learning objectives will be set in line with the school's Special Needs and Equality Policies.

At the School we are committed to ensuring that all children participate in PE and physical activity irrespective of any special educational need(s) or physical disability they may have. We believe that children should have equal access to and participation in a range of physical education activities to reach their own potential. Research has shown that children all participating in PE together proves better outcomes for all children.

10. Monitoring and review

This policy will be reviewed on an annual basis by the subject leader.

The subject leader will monitor teaching and learning in the subject at CLC MAT, ensuring that the content of the national curriculum is covered across all phases of pupils' education.

Any changes made to this policy will be communicated to all teaching staff.