



Policy Title: PE

Policy Folder: Subjects

Last Review: May 2022

Next Review: May 2025

Led By: Phil Smith

Responsible Committee: SD Committee

Introduction

Alongside our curriculum intent, our CARE values (confidence, achievement, respect, enthusiasm) underpin everything that we do as a school. We all aim for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey.

In our teaching of PE, we contribute to the development of the children's spiritual, moral, social and cultural understanding in a multitude of ways. The very nature of PE has been proven to enhance the wellbeing of all through being active for a sustained period of time. Our teaching of PE allows children to focus on morality with the children showcasing sporting values (CARE) in order to compete in an appropriate way. A focus on working as a team, developing their own rules and umpiring/refereeing during our teaching allows the children to develop a variety of social skills which will benefit them as they move forward in life. The cultural significance of PE is also evident in our teaching when we look at a wide range of role models from a diverse range of backgrounds.

This policy has been written to formally record the teaching, monitoring and assessment of PE at Lantern Lane Primary & Nursery School.

The policy aims to:

- Identify what is intended to be taught and how it should be implemented.
- Identify the overall structure and framework of the PE curriculum in the school.
- Identify the ways in which we will ensure that children make progress in this subject throughout their time at the school.
- Describe how impact of the quality of education in this subject will be evaluated.
- Identify school procedures to monitor and evaluate the PE curriculum.

This policy will be reviewed every three years by the subject co-ordinator, as part of the school's policy review cycle. The policy will, however, be reviewed earlier if there are changes to the National Curriculum, or other significant changes which impact on the teaching and assessment of this subject. The implementation of this policy is the responsibility of all teaching staff

Intent

At Lantern Lane Primary School, we follow the Early Years Foundation Stage Framework (2021) and the National Curriculum (2014). We fully support the purposes of the National Curriculum (2014) in PE, which looks to provide every child with:

"A high-quality physical education curriculum inspires all pupils to succeed and excel in 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."

Through the learning and opportunities we plan for at Lantern Lane, and through rigorous formative assessment, we aim to support each child in the development of each of the following key aims of the PE curriculum:

- 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.

Through our engagement with the National Curriculum and our commitment to providing outstanding provision for every child in the subject of PE, we intend the following:

The purpose of the subject is to teach the knowledge and skills in P.E. that help children understand the importance of an active lifestyle in ensuring healthy bodies & healthy minds. We provide opportunities for pupils to compete fairly in activities and build on the values of sport (respect, fairness, teamwork, resilience and honesty), whilst through continual skill development teach the value of hard work. P.E. encourages all children to be proud, celebrating their progress and achievements - together with those of others. Team sports teach the need for children to take responsibility of their actions both individually and collectively.

Implementation

We use the National Curriculum scheme of work as the basis for our planning in PE but we have adapted this to our local context, building on the successful units of work already in place. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

At Lantern Lane we are committed to ensuring children access 2 hours of PE per week. Learning in Year 1 to Year 6 is arranged half-terminally with year groups having an indoor PE focus and an outdoor PE focus for each half term.

The subject leader has written and continually reviews the curriculum map for PE. This details the objectives and skills to be taught for each year group. Teachers use the curriculum map

for their year group, and knowledge of prior learning from the curriculum map, in order to develop a coherent and comprehensive conceptual pathway through the new learning.

Our PE teaching gives our children access to a broad range of sports and activities which allows them to develop their skills and knowledge in a variety of different contexts. It also ensures that the children are being exposed to as many different activities as possible throughout their time at Lantern Lane. This is evident in our use of Sports Premium. Using this we are able to give the children of Lantern Lane access to Dodgeball, Zumba, Ice Skating, Drumba and Archery. During our teaching of this broad curriculum, we place importance on the influence of role models, from a diverse range of backgrounds, in each of the topics we cover, in order to motivate our children.

We recognise that in all classes children have a wide range of ability in PE, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this by:

- Setting tasks which allow children to show their individual abilities at their level
- Setting tasks of increasing difficulty, some children not completing all tasks;
- Placing emphasis on personal best;
- Reframing competition to allow all children to contribute to scoring in competition;
- Providing resources of increasing difficulty including specialist resources for some children;
- Using teaching assistants/teachers to support individuals/groups.

What good teaching and learning looks like in PE at Lantern Lane:

	Teachers:	Pupils:
EYFS	<ul style="list-style-type: none"> • Provides opportunities for children to develop both gross motor skills and fine motor skills using a variety of equipment. • Models and builds in opportunities for children to show sporting values - determination, honesty and teamwork (Youth Sport Trust - Spirit of the Games). 	<ul style="list-style-type: none"> • Demonstrates gross motor skills and fine motor skills within planned activities. • Children demonstrate sporting values - determination, honesty and teamwork (Youth Sport Trust - Spirit of the Games).
Y1 to Y6	<ul style="list-style-type: none"> • Models and builds in opportunities for children to show sporting values - determination, honesty, passion, respect, self-belief, and teamwork (Youth Sport Trust - Spirit of the Games). • Gives context to the skills being taught and allows for them to be applied within games and competitive situations. • Promotes diversity within sport in order to inspire and motivate all children to achieve their best. 	<ul style="list-style-type: none"> • Children demonstrate sporting values - determination, honesty, passion, respect, self-belief, and teamwork (Youth Sport Trust - Spirit of the Games). • Can explain how the skills being taught can help within a game or competitive situation. • Can articulate sporting role models from various backgrounds.

	<ul style="list-style-type: none"> • Encourages pupils to find their own ways of improving their performances and champions those who achieve personal bests. • Challenges pupils to work their hardest, even when they begin to tire - being active for a sustained period of time. • Explains the importance of active and healthy lifestyles and articulates how the children can keep themselves healthy outside of P.E. 	<ul style="list-style-type: none"> • Can develop ways to improve their own and others performances in order to achieve personal bests. • Demonstrate that they can be active for a sustained period of time. • Can articulate the benefits and importance of an active and healthy lifestyle both in the context of P.E. and the wider world.
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Feedback

Feedback in PE should be completed in line with the Lantern Lane Primary School Feedback Policy.

When choosing the correct form of feedback, teachers should use their knowledge of their class, individual groups and pupils whilst also considering the main purpose of the feedback they are giving.

In addition, it is recognised that the type of feedback chosen is likely to vary accordingly to the age or learning stage of the child.

Feedback should be given as close to the point of learning as possible, e.g. within the lesson; at the end of the lesson, or at the start of the next lesson in the sequence of learning.

Children in the EYFS are motivated by their relationships with the adults, who know them best. The everyday conversations and celebrations of learning which take place in the moment are what stands out for the children and how they measure their own success. Class rewards systems are designed to ensure that children are shown what is good about their work in a range of ways that have meaning to them, e.g. receiving a sticker, a house point. A discussion will take place when the reward is given about why it has been earned.

In respect of areas of development, next steps for children are often put into practice before the child has even left the activity. For example, if a child kicks the ball in basketball, they are reminded about the rules in the moment. Accordingly, there is no need for extensive written feedback by staff, as this is a practical subject with little or no written work. If corrections or a comment are added to any piece of work, this would be when an adult is working directly with a child to reflect on what has been achieved.

Impact

The curriculum in itself is the progression model. We have a well-constructed, well-taught curriculum mapped out in PE at Lantern Lane and this leads to good results because those results reflect what pupils have learned. If children are keeping up with a carefully sequenced, coherent curriculum which builds on prior learning, they are making progress.

The table below provides a framework against which is used to support the evaluation of impact in PE.

The curriculum is progressive and is pitched to be appropriately challenging. Therefore, if teachers know that children are coping well and are able to demonstrate their understanding, then our curriculum is having the desired impact and children are making progress. Subject leaders undertake a full range of monitoring and evaluation in order to establish that our curriculum is having impact based on the below prompts.

How do we monitor that our curriculum is having impact?



Teachers	Children	Children's Work
<ul style="list-style-type: none"> Have they become more knowledgeable? Do they have high levels of confidence in implementing all areas of the curriculum? Can they articulate to senior leaders and subject leaders what is working well? Are they keenly aware of how children are coping with the taught content? Do they teach consistently well, applying sound pedagogical practices in all lessons? Do they plan coherent learning journeys based on the objectives and skills mapped out by the subject lead? Do they seek support from subject leads where they are less confident? 	<ul style="list-style-type: none"> Can they talk with confidence about what they have learned? Are they enthused and interested in a wide range of curriculum areas? Can they talk about the specific characteristics and skills associated with each subject? Can they share examples of their learning and explain the 'why' behind the work they have produced? Do they demonstrate good learning behaviours in all lessons? Are they able to explain how their learning within a subject builds on previous learning in that area? Are they able to make thoughtful links between subjects? Are ALL learners able to access, enjoy and make progress within the curriculum – regardless of their starting points or additional needs? 	<ul style="list-style-type: none"> Does work demonstrate they take pride in what they produce – do children show the same effort as in maths and English for example? Does it show increasing understanding of the key concepts within each subject? Does it illustrate developing understanding of the discipline of each subject as well as the declarative knowledge? Does it show a coherent teaching sequence has taken place? Does it show an emphasis on subject specific vocabulary?
Governors	<ul style="list-style-type: none"> Do they give positive feedback about behaviour and engagement in lessons? Do they comment on seeing high quality work and outcomes? Do they report that leaders are clear about strengths and weaknesses and have clear plans to address areas for development? 	

Ref: Adapted for Lantern Lane based on work by @DynamicDepts

As our curriculum is the progression model, and formative rather than summative assessment and responsive teaching is the most important type of assessment used by class teachers in the wider curriculum, subject leaders and senior leaders monitor this using the quality assurance model detailed below.

Quality Assurance Model		
Subject Leaders Support and Challenge	Subject Leaders Independent Assurance	Subject Leaders and Senior Leaders Collaborative Assurance
<p>Through own teaching, model key pedagogy for colleagues: Whole school development priorities relevant to subject area Key aspects of what a good lesson looks like in _____ Known areas of development Individual requests from class teachers</p> <p>Support teachers to: Interpret curriculum maps for subject</p>	<p>Is the curriculum being implemented as intended? Are the elements of what a good lesson looks like in _____ being used?</p> <p>Are all staff developing key priorities within the subject area (both subject specific and whole school priorities)?</p> <p>Is the curriculum meeting the needs of all staff and pupils? Monitoring and evaluation: Planning audits</p>	<p>Discussion of subject leaders' judgements and evidence base through termly subject leader meetings.</p> <p>Joint analysis through: Planning audits Lesson visits Looking at books Teacher and pupil voice</p> <p>Updating of whole school SEF based on improvement priorities identified by</p>

<p>Plan well-constructed sequences of lessons which build on prior learning</p> <p>Develop own subject knowledge</p> <p>Reflect how well teaching meets what a good lesson looks like in _____</p> <p>Team teach</p> <p>Keep records of strengths and areas of development for individuals and use this to inform sustained working with colleagues.</p>	<p>Lesson visits</p> <p>Looking at books</p> <p>Teacher and pupil voice</p> <p>Update records of strengths and areas of development for individuals/teams and use this to inform sustained working with colleagues.</p>	<p>subject leaders monitoring and evaluation.</p> <p>Collaboratively establish any CPD priorities which are whole/part school.</p>
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Inclusion and Special Needs

Lantern Lane aims to meet the needs of all, taking into account gender, ethnicity, culture, religion, language, disability, age and social circumstances. The provision for children with special needs is detailed in the SEND Policy. SEND pupils may be supported by additional adults, different resources or differentiated activities. Our commitment to inclusivity is evident in our curriculum map where we teach Paralympic sports and sports which are accessible to all: Goalball, Sitting Volleyball, Boccia, New Age Kurling. Not only do we teach these sports as part of our whole school curriculum, but within our planning we look at various role models within these sports from a diverse range of backgrounds. We have high expectations of all children and strongly believe that all children are able to achieve in PE. Some may take longer to grasp concepts and may need careful scaffolding or extra time/support.

Early Years Foundation Stage (EYFS)

In EYFS, most intended topics are taught over half a term with links made, where appropriate, between both the prime and specific areas of learning. The specifics of what is taught is directed - in part - by the children themselves and their particular interests. The EYFS Framework (2022) states that Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. It has an emphasis on both fine and gross motor skills, which are taught and experienced skills through a play-based curriculum, in both indoor and outdoor environments, which is further enriched through weekly P.E. lessons.

During F1, children are working towards the end of nursery milestone for LLPS:

- Move in a variety of ways and know how to keep safe when running or climbing.
- Can use scissors to cut along a straight line.
- Beginning to use a pencil with some control.
- Throw and catch a large ball or similar (e.g. bean bag // large ball).
- Beginning to use equipment (e.g. cutlery).

Children in F2 access the physical development curriculum through a variety of play-based opportunities which allows them to repeat and develop skills throughout their provision.

During F2, children are working towards the early learning goal for gross and fine motor skills:
Gross Motor Skills:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically e.g. running, jumping, hopping, skipping and climbing.

Fine Motor Skills:

- Hold a pencil effectively using a tripod grip.
- Use a range of small tools (e.g. paintbrushes, toothbrushes and cutlery).

Extra-Curricular

Throughout the school year we provide the children of Lantern Lane with numerous opportunities for extra-curricular sports and PE. At different points during the year children have access to different after-school clubs such as football, netball and cricket.

As part of the School Games Rushcliffe School Sport Partnership, we also have a program of events which take place throughout the year. This provides the children of Lantern Lane an opportunity to represent the school both in competitions and non-competitive, skill based festivals. We are also able to give children a chance to represent Lantern Lane Primary School through the Rushcliffe Schools Football Association.

Role of the Subject Leader

- Ensures teachers understand the requirements of the National Curriculum and supports them to plan lessons. Leads by example by setting high standards in their own teaching.
- Leads continuing professional development; facilitates joint professional development; provides support and feedback for teachers to improve pupil learning.
- Leads the whole-school monitoring and evaluation of teaching and learning in PE by observing teaching and learning in PE regularly; planning whole school improvement; conducting work scrutiny to inform evaluation of progress; conducting pupil interviews.
- Takes responsibility for managing own professional development by participating in external training, independent private study, engaging in educational research and scholarly reading and keeping up-to-date with PE developments.
- Keeps parents informed about PE as appropriate.
- Ensures that the school's senior leaders and governors are kept informed about the quality of teaching and learning in PE.

- Works in close partnership with the school's senior leaders to ensure the learning needs of all pupils in PE are met effectively.
- Keeps the school's policy for PE under regular review.