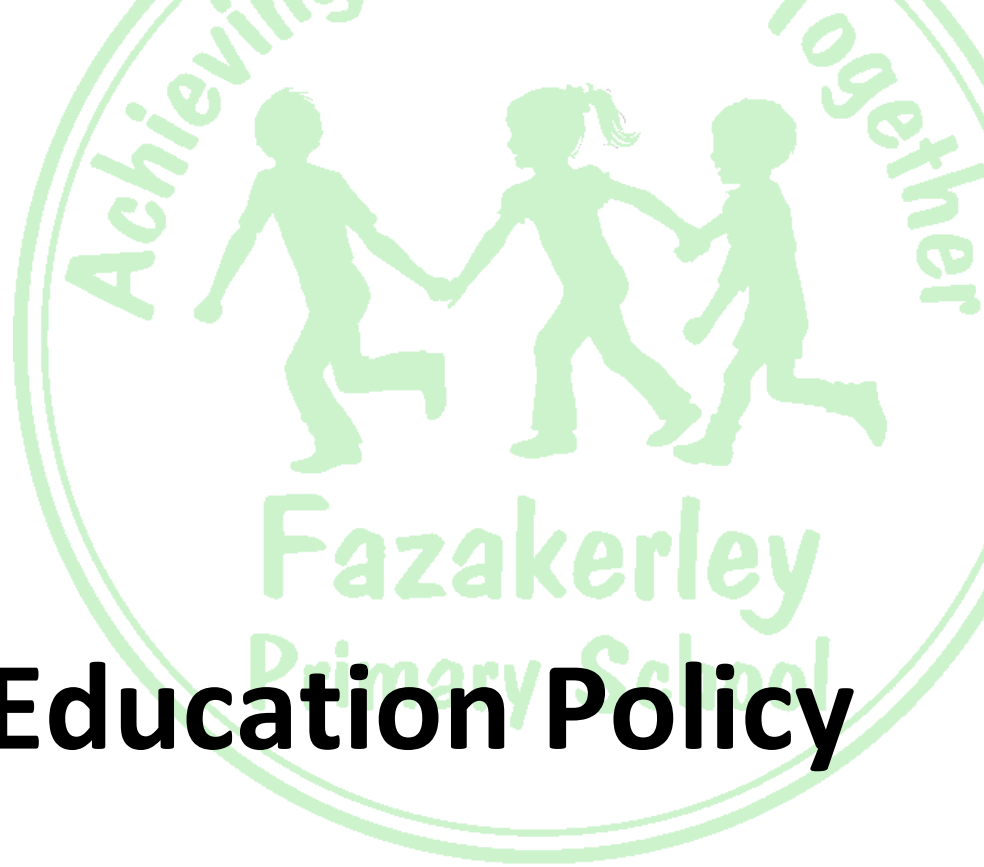


**Fazakerley
Primary School**
Formosa Drive, Liverpool,
L10 7LD



Physical Education Policy

Subject Leader: Mr. D. Flesher

Date: June 2022

Review Date: May 2023



Please find our privacy notice and data protection policies on our school's website under 'GDPR'

Physical Education will be referred to as PE throughout this policy.

Our School Mission Statement

In order to achieve success at Fazakerley Primary School, we believe that *everyone* in our community is of equal *worth* and should be given the opportunity to develop their full potential intellectually, emotionally, socially, physically and professionally. We promote in our whole school community, an understanding and respect for everyone's well-being and mental health, valuing and supporting each other as an integral part of our school life.

Rationale

All school policies form a corporate, public and accountable statement of intent. As a primary school it is very important to create an agreed whole school approach of which staff, children, parents, carers, governors and other agencies have a clear understanding. This policy is the formal statement of intent for PE. It reflects the essential part that PE plays in the education of our pupils. It is important that a positive attitude towards PE is encouraged amongst all our pupils in order to foster self-confidence and a sense of achievement. The policy also facilitates how we, as a school, meet the legal requirements of current National Curriculum requirements.

Introduction

At Fazakerley Primary school, we aim to provide an enriched, high-quality physical education curriculum that inspires pupils to succeed and excel in competitive sport and other physically-demanding activities. Our vision is to provide opportunities for pupils to become resilient and confident learners and in ways that supports their health and fitness. Along with this, we want PE to help our pupils prepare for the world and we prioritise wellbeing and health, this being both mental and physical so that our pupils grow to lead healthy, active lives.

Aims:

Through our vision, we aim to raise the profile of the following:

- The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles.
- The profile of PE and sport being raised across the school as a tool for whole school improvement.
- Increased confidence, knowledge and skills of all staff in teaching PE and sport.



Additional aims in sport:

- *Broader experience of a range of sports and activities offered to all pupils.*
- *Increased participation in competitive sport.*

We aspire for our pupils to have a positive attitude towards physical education and to develop competence to excel in a broad range of physical activities. This, along with a good understanding and development of the specific skills being taught, supports our whole school aim that we should promote a deep knowledge and understanding of the subject.

We aim to provide opportunities to engage in more competitive sports and activities. Our city is rich with opportunities and facilities to support the PE curriculum and promote competition. We intend to take advantage of this fortune and provide our pupils with a breadth of opportunities in sport and PE to give them a range of experiences as they grow. This has also been supported by the Liverpool School Sports Partnership (LSSP) who run a range of competitions with other primary schools in the district. We want our pupils to learn new skills through a range of activities and such competitions provide opportunities to do so.

Our vision for Key Stage 1 pupils is that by the time they reach the end of year 2, they have a good understanding and competence of the fundamental movement skills and show confidence demonstrating a range of components of fitness including agility, flexibility, balance, strength and coordination, individually and with others. Moving into Key Stage 2, these skills should develop into making actions and sequences of movements. By the time our pupils are ready to leave for high school, they should be appraising each other's work and competing with one another.

It is important that our pupils understand future opportunities in physical education. Whether that be as a career or simply to support leading healthy and active lives. We wish to build capacity and capability within our school to ensure that improvements made now will benefit pupils joining our school in future years. In addition to this we want to see the profile of PE and sport being raised across the school as a tool for whole school improvement and we aim to increase confidence, knowledge and skills of all staff in teaching PE and sport.

Before our pupils leave our school in year 6, we expect them to swim competently, confidently and proficiently over a distance of at least 25m. Our expectation is that our pupils can also use a range of strokes effectively and perform safe self-rescue in different water based situations. Top up sessions are offered at the end of year 6 and this comes from our Sports Premium.



Please find our privacy notice and data protection policies on our school's website under 'GDPR'

Subject Delivery

At Fazakerley Primary School, our pupils are provided with a variety of opportunities to develop and extend their PE skills in and across each phase of education. We use a variety of teaching and learning styles in our PE lessons in order to meet the individual needs of all our children. Indeed, in all classes pupils have a wide range of abilities, and we seek to provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child. We empower our staff to deliver quality PE lessons that follow the national curriculum objectives and that are focussed on developing and learning fundamental key skills which can be used throughout life. Our pupils will learn some of these skills through engaging with sport specific exercise in key stage two, however the skills and theory learned within these sports are the focus.

Time Allocation

The government guidelines state that pupils should be regular engaging in 30 minutes of moderate to vigorous exercise at least five times per week. Although our curriculum map plans for an hour of PE per week per class, we provide a range of opportunities for our pupils to engage with regular exercise including extra-curricular sports clubs and recreational facilities during break times. Each class is timetabled an hourly slot per week in one of our halls. Children come into school in their PE kits on PE days to maximise PE time and kits can be purchased via the school office.

Our year 3 pupils engage with swimming lessons termly and the sessions are delivered by qualified swim coaches in the presence of our staff. Any children who have not achieved the swimming objectives by the end of year 3 will receive a two-week top up session when they get to year 6. This means that year 3 class receive 2 weeks of swimming each in the final term. *Teachers who take pupils swimming are provided with all the necessary documentation for the swimming baths including record sheets, company details, Normal Operating Procedures (NOP's) and Emergency Action Plans (EAP's). Coaches are hired to transport pupils to the swimming baths.*

The swimming within year 3 looks like the following:

Class	Term one	Term two	Term three
1	All term		half term
2		All term	half term



Pupils' Work

The work of our pupils is evidenced and assessed using the Primary PE passport. Here, teachers and pupils can access the following:

- Teachers (or pupils not participating in PE on a given day for a valid reason) may film videos and take pictures of the pupils' work. If filmed, teachers (or pupils) are expected to verbally analyse and evaluate the work of participating pupils - including asking questions and building on prior learning. This runs over the video like a live narrative.
- At the end of each unit of work, teachers can use the App to signify the level at which the child was working. The class teacher gives each child a mark for working either towards the national standard, at the national standard or at greater depth. This is organised into three elements: performance, personal/social and competition. Teachers may also make notes on other aspects such as effort and theory.
- Pupils can use the app to self-assess their work.

Resources

It is the responsibility of the PE Subject Leader to purchase, store and maintain PE resources. All staff members will be involved in identifying the needs for new resources and will inform the PE Subject Leader of any areas in which resources could be improved. Resources are ordered specifically to support the plans prescribed for each year group and are age specific.

Children are allowed to help set up equipment for PE lessons providing this is deemed safe to do so by the class teacher.

We have two PE resource cupboards in school (one in each hall) which contain all the necessary PE equipment to support our bespoke and progressive PE curriculum.

PE Kit

Children can come into school in their PE kit on their day for PE and may wear their school jumper on top during colder months. PE kits may be purchased from the school office. The PE kit includes white T-shirt, black shorts and trainers. It is the responsibility of the class teacher to determine whether pupils can engage with PE whilst wearing their school uniform. If pupils persist in not bringing in PE kit, conversations must take place with parents and carers to resolve the situation.

Our Friend of Fazakerley parent support group will support parent/carers here by selling (at no profit) PE kits of the school playground termly.



Environment – Displays and Working Walls

The learning environment is key to supporting our children's learning and a PE working wall is a key part of this. In each school hall there is a PE Working Wall which is a public display of the learning process of the current genre being taught. A plan of what should be included on both PE Working Walls is an appendix within the Classroom Display Policy. Teachers use this display to support their teaching inputs and pupils are encouraged to utilise this display in each lesson as a supportive resource in their work.

(Please see Environment Policy for more details)

Planning

We use the 'PE Passport' to inform all our planning. This App has been developed by PE specialists and mirrors the learning objectives outlined in the national curriculum, our long term plan and progression document. Our planning is progressive and varied and is carefully designed so our pupils have the opportunity to reach their full potential in this subject. The focus of the planning in KS1 is to increase fitness levels and develop the fundamental movement skills needed for KS2. The planning throughout key stage two is sport specific, yet the aim here is still to increase competence in components of fitness, theoretical knowledge and vocabulary associated with PE, engage pupils in competition and increase confidence. Each PE genre for every year group is planned in six weeks blocks. The PE plans also take into account the time of the year. Lessons that benefit from being taught outside are planned in for the Spring and Summer terms.

Equal Opportunities

- All pupils, irrespective of gender, race, religion or disability, are entitled to a broad and balanced PE curriculum. We have high expectations of all our pupils.
- Attainment of boys and girls as well as the achievement of other groups (e.g. SEND, EAL, Pupil Premium) is carefully monitored.
- Teachers plan careful differentiation and provide resources that enable pupils to access their year group objectives at some level wherever possible.
- Suitable resources and learning environments will be made available to enable pupils to access the learning required.

Special Needs

We believe that quality first teaching is essential in identifying and catering for the specific needs of all of our pupils. Teachers differentiate their questioning and level of support provided in order to ensure that all needs are met. Teachers monitor the progress of our pupils very carefully and if it is deemed that a child is not



making expected progress, then the teacher identifies this to the SENDCo as a 'teacher concern' and additional provision is then planned. The provision is then monitored using the 'assess, plan, do, review' cycle. If at this point, it is still deemed that the child is not making sufficient progress, then we would seek additional advice from external agencies. This is classed as 'SEN support' and pupils and parents are invited to contribute towards the child's one-page profile, which considers the views of the child, the school and the parents. This profile suggests recommended outcomes which are reviewed termly. The child's input is integral to the success of this profile as it allows the child to freely express how they feel about their learning and how school can support them. Teachers are expected to adapt lessons accordingly for any physical disabilities.

EAL

We are aware that pupils with English as an additional language may have specific challenges and may require tailored support in order to access the curriculum. Teachers and pupils can demonstrate movements visually in PE so that EAL children can access the lessons more readily.

More Able Children

We ensure that our more able pupils are constantly challenged through differentiated tasks, more challenging success criteria as well as the requirement for our more able to constantly evidence the application for PE skills within a breadth of activities and across the curriculum. We also encourage our more able pupils to take part in extra-curricular activities and external competitions. This way, more able pupils are able to transfer their skills in PE to sport which is a more intense exercise played at a competitive level.

Monitoring

Monitoring is undertaken in various ways:

- The PE Subject Leader/SLT observes lessons usually with a focus that is a whole-school issue or area for development.
- Scrutiny of teachers' planning if presented.
- Monitoring pupils' work in PE on the Primary PE Passport app.
- Learning Walks – usually with a specific focus of interest. This includes evaluating the quality of the learning environment and use of working walls/resources etc.
- Staff, parent/carer and pupil voice



Please find our privacy notice and data protection policies on our school's website under 'GDPR'

Assessment

Please read our school's 'Assessment' and 'Marking and Feedback' policies, which this policy runs alongside. Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. It is both formative and summative. In our school, we are continually assessing our pupils and recording their progress. We see assessment as an integral part of the teaching process and strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress. Information for assessment will be gathered in various ways: by talking to the children, observing their work, filming their work, etc. Teachers will use these assessments to plan further work and inform the design of future lessons.

Role of Subject Leader

The PE Subject Leader is responsible for co-ordinating PE through the school. This includes:

- Devising an Action Plan at the beginning of each academic year based on the needs of the pupils, staff and whole school.
- To action, monitor and evaluate the progress of above mentioned, throughout the year including writing an impact report at the end of the academic year.
- Ensuring continuity and progression from year group to year group.
- Providing all members of staff with guidelines and planning frameworks to show how aims are to be achieved and how the variety of all aspects of PE are to be taught.
- Advising on in-service training to staff where appropriate. This will be in line with the needs identified in the Development Plan and within the confines of the school budget.
- To provide, where necessary, in-house training.
- Advising and supporting colleagues in the implementation, evidencing and assessment of PE throughout the school.
- Assisting with requisition and maintenance of resources required for the teaching of PE. Again this will be within the confines of the school budget.
- Complete monitoring of PE lessons using the Primary PE Passport images and videos (termly). If it is deemed necessary – scrutiny of planning to answer questions raised in monitoring.
- Carry out staff & pupil voice interviews.
- PE observations and Learning Walks.
- Attend PE Leader Briefings led by the local authority.
- Write termly reports for governors outlining the current picture of PE within school.
- Ensure a whole school approach takes place for pupils who do not bring PE kit to school.



Role of Class Teacher

- To ensure progression in the acquisition of PE skills in line with this policy, our school PE Vision and the National Curriculum for PE.
- To exercise precautions during demonstrating and monitoring physical activity to ensure the safety of our pupils.
- To develop and update skills, knowledge and understanding of PE.
- To identify CPD needs in PE and take advantage of training opportunities, sharing these with the subject leader.
- To keep appropriate on-going records and assessments (in line with assessment policy).
- To adhere to the plans laid out by the Primary PE Passport.
- To inform parents of pupils' progress, achievements and attainment.
- To risk assess each PE lesson in line with this policy.

Website Information

It is the responsibility of the PE Subject Leader to keep up to date with the statutory requirements of PE and to ensure that all information is provided to the website manager for upload onto the school's website. It is the responsibility of the PE subject leader to ensure all sports premium spending is accounted for and publicised on our website.

Governors

At Fazakerley School we have an identified group of governors who oversee decisions for PE and use of sports premium. The subject lead is it termly present the action plan for sports premium in the presence of governors and Senior Leadership.

Parents and carers

Parents and carers are important influences on pupils' attitude and attainment. We actively encourage and involve them in school life through:

- Attending sports days
- Parent and carer Workshop mornings
- Information-giving sessions
- Newsletters
- Parents' and carers' Evenings
- Annual written reports



Sign: Mr D. Flesher Date: May 2020



Please find our privacy notice and data protection policies on our school's website under 'GDPR'