

ST. THOMAS' C.E.P. SCHOOL

P.E. POLICY DOCUMENT

INTENT

It is our intent at St Thomas' to deliver a broad and balanced Physical Education curriculum, designed to give all pupils the chance to excel and develop a love of sport. We aim to create children who are confident, resilient and team players, as well as encourage them to take ownership of their own wellbeing through developing a growth mind-set approach.

Our students will be given many opportunities to participate in competitive sport, in a wide variety of areas, in order to motivate them to live a healthy lifestyle.

P.E at St Thomas' will aim to enhance the children's own physical skills and abilities, identify their strengths and weaknesses and promote aspirational targets, which create plenty of opportunities for them to succeed.

P.E. is a foundation subject within the National Curriculum. 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

These aims are consistent with our school philosophy and take account of the LEA Curriculum Policy and National Curriculum Non-Statutory Guidance. The subject comprises End of Key Stage Level Descriptions and Programmes of Study.

IMPLEMENTATION

The policy will be implemented by all classes continuing to be taught P.E twice weekly, following the long and medium term plans. Get Set 4 PE can be used to support short term planning. Progression documents should be used to ensure that children are meeting age related expectations and to develop their skills in a progressive way, building upon them annually. Each class teacher should then be able to assess whether the children within their class can successfully perform the skills that are expected of them and assess them as WTS, EXS or GDS.

Dance is taught via the IMoves package, Get Set 4 PE lesson plans and this is built upon by class teacher's adding their own knowledge and skills to the lessons – ensuring that the year group objectives are being met.

Gymnastics is taught via the GET Set 4 PE scheme and built upon by class teacher's adding their own knowledge and skills to the lessons – ensuring that the year group objectives are being met.

Athletics is taught via the GET Set 4 PE scheme and built upon by class teacher's adding their own knowledge and skills to the lessons – ensuring that the year group objectives are being met.

Games is taught via the GET Set 4 PE scheme and built upon by class teacher's adding their own knowledge and skills to the lessons – ensuring that the year group objectives are being met.

Yoga is taught via the GET Set 4 PE scheme and built upon by class teacher's adding their own knowledge and skills to the lessons – ensuring that the year group objectives are being met. LD, JM and VJ have all been signed up to complete the Level 1 Yoga course, which will be achieved by the end of the academic year, so the knowledge gained from this course should also be fed into Yoga sessions.

Swimming is taught in Year 3 or 4 as part of the National Curriculum. Booster sessions are often put in place for children in Years 5 or 6 to ensure that all children are given the best chance of being able to swim before they leave primary school.

Multi/ Ball skills is taught via the GET Set 4 PE scheme and built upon by class teacher's adding their own knowledge and skills to the lessons – ensuring that the year group objectives are being met.

IMPACT

The successful approach to language teaching at St Thomas' results in a fun, engaging, high-quality P.E education, that provides children with the foundations and knowledge for understanding the importance of P.E.

Our high-quality teaching of P.E. will expose children to a wide range of different skills and sports that they might not otherwise have the opportunity to learn.

High quality, progressive teaching and learning ensures that we have rapid progress throughout the school. Children will understand the importance physical activity and physical education and how it has a positive impact on both their mental and their physical health.

Through a well rounded Curriculum, teachers will ensure that children understand that P.E. is a viable career choice and that not being world class at a sport does not mean that there aren't plenty of career opportunities that they could pursue.

The majority of children at St. Thomas' foster a great love of P.E. and sport and this results in motivated learners with a sound understanding of the skills and benefits of P.E.

SEND/ PUPIL PREMIUM AND GREATER DEPTH

All children at St Thomas' will receive 'Quality First Teaching.' Any child with SEND or Pupil Premium funding may have work additional to or differentiated in order to better support them in accessing the curriculum dependent on their needs.

Our school offers a creative and varied curriculum providing children with a variety of opportunities in order to reach their full potential. Our aim for each child to make excellent progress from their individual starting point.

ASSESSMENT

All P.E learning is assessed in line with the school assessment policy. Teachers will assess children's knowledge and skills in P.E against the objectives for the year group. At the end of each topic, teachers will assess, using the progression documents and MTP's, whether the children are WTS, EXS or GDS and complete assessment grids.

Teachers will, of course, assess throughout each lesson, providing instant timely feedback as and when appropriate.

All children are assessed as to whether they can swim 25 metres unaided by the end of their time at St Thomas'.

CLASSROOM ENVIRONMENT

Vocabulary acquisition is key to all learning success. Vocabulary for each topic will be displayed within classrooms. Each class should have a floor book that is added to throughout each topic. Ideas of what could be put in the floor book are rules, photographs, skills, the science behind why we are doing the things that we are and each teacher should film a child that is WTS, a child that is EXS and a child that is GDS and create a QR code to be added to the floor book. When P.E. is unable to take place outside, due to severe weather for example, it should still take place in the classroom and be linked to the topic that should be being taught e.g. looking at a comprehension related to a famous sports person, analysing the relevant skills and technique needed to perform specific actions, creating own game and rules around the relevant skill set etc.

HOME SCHOOL LINKS

At St Thomas', we believe that parental support is vital to aid the progress of the children. We aim to involve our parents in P.E as much as possible through:

- Parents evenings

- A clear overview of P.E within the class matrix
- Children's work and lessons showcased through Facebook
- Sport's Week

LEADERSHIP AND MANAGEMENT

The subject leader's role is to hold a high level of subject pedagogical content and an understanding of the critical endpoints that come before and after.

Subject leaders will support staff in the following areas:

- Providing relevant training for staff (direct or through other professionals)
- Demonstrate a commitment to keeping up to date in current issues and matters whilst developing CPD for themselves and staff members
- Leading by example through modelling quality first lessons and teaching styles
- Having a high quality knowledge and materials to ensure progression in the subject and to make certain these are explicitly clear for staff to follow and plan from
- Identifying and supporting development needs for staff- including providing induction to associate teachers, Early Career Teachers (ECTs) and new members of staff on subject content
- Monitoring standards, attainment and progress across school including providing feedback to share good practice and develop further to raise standards.

MONITORING AND EVALUATION

The quality of teaching and learning is monitored as part of the appraisal process through lesson observations and the progress and attainment document. Progression across the school is monitored by the subject leader including the implantation, impact and assessment of learning. The subject action plans and advisors identify actions to raise standards.

The subject leader will also provide an annual summary report to the Head Teacher and governors. This will evaluate the success and areas for development. A named member of the governors is allocated to Teaching and Learning. The Link governor will meet at least every term to discuss, monitor and evaluate current provision.

