

# Milton Primary Academy

## Physical Education Policy



Academy Policy Adopted	Review Frequency	Next Review Date
July 2021	Every 2 years	July 2023

### **Subject Vision:**

Through physical education at Milton Primary Academy, we aim for our children to develop a lifelong love of physical activity and sport, and in doing so, build a healthier academy and local community.

With this in mind, we believe that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. Our vision for physical education and sport is therefore for every child to have the opportunity to take part in some form of physical activity on a regular basis, becoming more physically confident and competent in the process.

### **Principles of Outstanding PE:**

These are the 'Principles of Outstanding PE' at Milton Primary Academy. They were devised and agreed by the children and staff in January 2020, informed by the way we feel that PE should be taught across the Academy.

**Principle 1:** Children are **excited and enthusiastic** about physical education, as they are taught to **know more and remember more**.

**Principle 2:** Lessons are **carefully planned and delivered**, so that new material is delivered in a way that is **clear, interesting and useful**.

**Principle 3:** Instruction is focused on the learning intention and **pedagogical tools** do not detract from **the knowledge that needs to be remembered**.

**Principle 4:** Through spaced-retrieval, previously taught content is revisited to ensure that **new content** can be understood and is retained in the **long-term memory**.

**Principle 5:** **Formative assessment** is regularly used to check that children retain **knowledge** and that they can retrieve previously taught content from their long-term memory.

**Principle 6:** Teachers enable children to access **a range of enrichment opportunities**, both within and beyond the curriculum.

### **PE Curriculum:**

At Milton Primary Academy, we aim to provide a PE curriculum that is creative, inclusive, challenging and inspired by the real-world. It inspires future thinkers, innovators and problem solvers in an immersive environment that stimulates curiosity and supports high-quality learning, allowing each and every learner to fulfil their potential. The areas of physical activity (games, gymnastics, dance, athletics, swimming and outdoor activities) are set out in the Statutory Framework for the Early Years Foundation Stage and the National Curriculum 2014.

## **EYFS:**

In the Early Years Foundation Stage, we teach PE through the Physical Development strand of the Early Years Foundation Stage Framework. Ongoing PE experiences and opportunities are planned for from the objectives set out in the Early Years Framework, which underpin the curriculum planning for children aged 3-5 at Milton Primary Academy.

The experiences that we provide ensure that the children enjoy good level of physical development and by the end of the Reception year, they will be able to:

## **ELG: Gross Motor Skills**

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

## **KS1 and KS2:**

The Primary National Curriculum for PE 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.

With this in mind, our programme of study for PE clearly sets out what will be taught and learned at each point in the year for all year groups, including the provision of swimming lessons in Years 3-6. In addition to this, our long-term plans detail a broad range of sports to which children will be exposed, as well as how the knowledge needed to participate in these sports progresses from year to year.

## **Swimming and Water Safety**

Swimming provision takes place in Key Stage 2, usually Years 3, 4, 5 and 6.

Pupils will be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres,
- use a range of strokes effectively,
- perform safe self-rescue in different water-based situations.

## **Special Educational Needs**

Through the equal opportunities policy, pupils with special educational needs will be included in all PE activities. Staff, where appropriate, will modify activities to ensure children with special educational needs access the same PE curriculum as their peers.

## **Assessment**

**Formative Assessment (AFL):** During the teaching of each unit of learning in PE, children's knowledge and performance is assessed on a lesson-by-lesson basis, using the principles of formative assessment, by their PE teacher. A range of low-stakes assessment activities are carried out in various forms, including performing individually, in small groups, or as part of a team. When doing so, staff or children may record results such as the time it takes to run 60m, or the distance of a throw or jump. Many of the formative assessment tools that we use are done so at the teacher's discretion, therefore ensuring that they are appropriate for the age of the children and nature of the topic.

**Summative Assessment:** At the end of each unit of learning, our PE staff also make a summative judgment relating to children's knowledge, understanding and performance. This is then recorded on a tracking sheet and on the academy's assessment system to ensure seamless tracking of progress and attainment in PE across the academy. In order to support staff in making accurate assessment

judgements relating to children's learning in PE, they use the PEDPASS (Physical Education, Daily Physical Activity & School Sport) scheme to form objectives and to sustain a key focus in each session. In the Early Years Foundation Stage, objectives and assessment judgments are devised and made in line with Development Matters in the Early Years Foundation Stage.

**Statutory Assessment and Reporting:** In addition to the formative and summative assessment tools discussed above, we are also required to publish the percentage of pupils in our Year 6 cohort that have met the National Curriculum requirements for swimming. These include being able 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], and perform safe self-rescue in different water-based situations.

### **Enrichment**

Enrichment activities are carefully planned to enhance curriculum PE, giving pupils the opportunity to broaden their experience and take part in competitive sport. There is a healthy tradition in the academy for extra-curricular activities, and these are led by staff or outside agencies. Written parental permission must be given for a child to participate in after-school clubs and a register for attendance will be always be taken. Parents will also be informed of any tournaments, competitions or sporting fixtures their child will be attending.

At Milton Primary, we believe inter-school competitions are important and they are used to enhance our physical education offer. We strive to enter a large number of these competitions throughout the year in a variety of sports, some more inclusive and others more competitive. Finally, pupils are also provided with information about local clubs, enhancing the link between the academy and local sporting organisations.

### **Monitoring**

PE is monitored in a number of different ways. All subject leaders at Milton Primary are given time throughout the year to monitor, in depth, the different areas of their subject. One of the main areas of monitoring is pupil interviews. Giving pupils a voice in how each subject is taught is a valuable way of understanding their likes and dislikes and ways to improve the PE curriculum.

Lesson observations play another important role in providing valuable feedback about the quality of teaching and learning happening across the academy. This provides an opportunity for the PE co-ordinator to evaluate the quality of education in a given subject area and identify priority areas for development, which subsequently informs future investment in CPD.

### **Health and Safety**

In all areas of PE, health and safety guidelines will be strictly adhered to in order to promote safe practice as set out in 'Safe Practice: in Physical Education, School Sport and Physical Activity' provided by the Association for Physical Education (AfPE). A copy of this document is kept in the PE subject leader file and accessible online. Relevant risk assessments are also available for all sporting activities offered as part of the PE curriculum and additional risk assessments are also completed for any sporting events that children take part in off the academy site.

All jewellery must be removed prior to children's engagement in PE lessons or extra-curricular sporting activities, including stud earrings, and long hair must be tied back. Children must bring trainers to the academy for PE outdoor lessons.

### **Dressing and Changing Protocols**

At Milton Primary Academy, we have a responsibility for the care, welfare and safety of all our pupils. The academy's ethos provides a basis for this protocol. The promotion of our agreed values and beliefs ensures a pupil-centred approach.

Teachers, non-teaching staff and other adults are all part of a team. This team ensures pupils are happy and secure when involved in academy/sporting activities. We have a commitment to guide and advise our pupils, equipping them with the knowledge needed to face the outside world. All stakeholders are therefore encouraged to approach the care of our pupils in a positive way.

### **PE Lesson Days**

Pupils will come dressed in their academy PE kit. If the kit worn is not in line with the academy uniform policy, then parents will be asked to send their child to the academy wearing their usual uniform and they will be required to change for PE prior to the lesson.

### **After-school clubs**

If a pupil has an after school club, in-line with NSPCC guidance, pupils will change for Physical Education in separate classrooms.

### **Off-site changing rooms (e.g. public swimming pools)**

The details outlined above (dressing and changing protocols) will still apply. In addition to this, it is acknowledged that it is not appropriate for school swimmers to share changing facilities with members of the public. If academy sessions precede or are followed by public sessions, enough time must be booked either side of the swimming session to allow pupils to change privately.

Staff must remain by the entrance and exit of swimming changing rooms to ensure no members of the public are able to access areas in which children are changing.

If changing areas are shared with pupils from another school, particularly those who are older/younger, adults from both/all schools will take this into consideration and identify the risks associated with doing so. In some cases, this may result in changing for a swimming session being delayed whilst the changing facilities are vacated.

