



PE Policy

INTENT

We have designed our PE curriculum so that our learners:

- Are provided with high quality PE teaching, sporting learning opportunities and sports provision which is inclusive for all and engages all pupils in a supportive and challenging environment
- Are immersed in a culture which aims to inspire an active generation who enjoy PE, encourage each other and achieve at their own level
- Are educated in the benefits of sport and exercise, leading to long term healthy and active lifestyles
- Are supported in becoming resilient and reflective, whilst striving for personal excellence and portraying good sportsmanship
- Adopt a positive growth mind set and believe that anything can be achieved with determination and resilience
- Are taught the value and benefits of collaboration, cooperation and teamwork, with an understanding of fairness and equality of play to embed lifelong values.
- Compete appropriately against others; celebrating their own and others sporting achievements and successes with maturity.

Rationale

At Lyng Primary School we aim for our children to be physically active through high quality PE, healthy and to engage in competitive sports throughout different year groups. We offer various engaging sports on the curriculum to inspire our children to excel and boost confidence through a range of sports. By children experiencing a wide variety of sports and physical skills which will enhance fitness and life choices. PE here at Lyng can challenge and promote self-esteem through the development of physical confidence and problem solving. It helps our children to understand and cope with both success and failure in competitive team & individual games.










Greg the grasshopper

Following the Chris Quigley curriculum enables teachers to recognize the key characteristics of sports people in their lessons. These are then presented through Lyng Learning Animals to allow the children to access these in a fun and engaging manner. As chose by the School Council, Greg the grasshopper is our expert sports person in school.







Our PE Curriculum is designed to allow pupils to develop the following key characteristics for a PE advocate:

As a sports person I will aim to:

KS1

-  *develop my confidence in physical activity.*
-  *develop fundamental movement skills.*
-  *begin to develop their balance, agility and co-ordination.*
-  *Develop hand eye coordination skills to enable myself throw and catch.*
-  *participate in team games, developing simple tactics for attacking and defending.*
-  *understand the benefits of physical activity*
-  *enjoy myself when participating in PE lessons*

KS2

-  *Use new vocabulary and techniques I have learnt to apply it in all PE lessons.*
-  *Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.*
-  *develop an understanding of how to improve in different physical activities.*
-  *implement verbal and non-verbal communication when participating in team work games.*
-  *learn how to evaluate and recognize my own and other people's strengths and areas for development.*
-  *Develop my leadership skills when applicable in physical activity.*

IMPLEMENTATION

Our PE curriculum is taught:

- By providing challenging and enjoyable learning through a range of sporting activities including: athletics, tennis, football, hockey, cricket, basketball, gymnastics, dance and swimming
- Ensuring the requirements of the National Curriculum and EYFS Framework are met following our long-term PE curriculum overview which sets out the units to be taught throughout the year, ensuring lessons are progressive
- By delivering two high quality PE lessons each week, covering two sporting disciplines every half term. In addition, children are encouraged to participate in the varied range of extra-curricular activities available before and after school
- By a qualified PE specialist for each class one lesson per week

In addition:

- We have an annual sports day session (split into EYFS/KS1 and KS2) with the emphasis on participation and achievement for all
- Children in Year 4, 5 and 6 will have an extended period of swimming lessons (approx. 12 lessons)
- We offer a range of residential experiences for children.

Early Years Foundation Stage (EYFS)

In early years our focus for our children are to:

- Develop hand eye co-ordinations skills
- Develop stability and core strength
- Develop control and movement
- Develop motor skills.
- To work on elements of individual sports

KS1

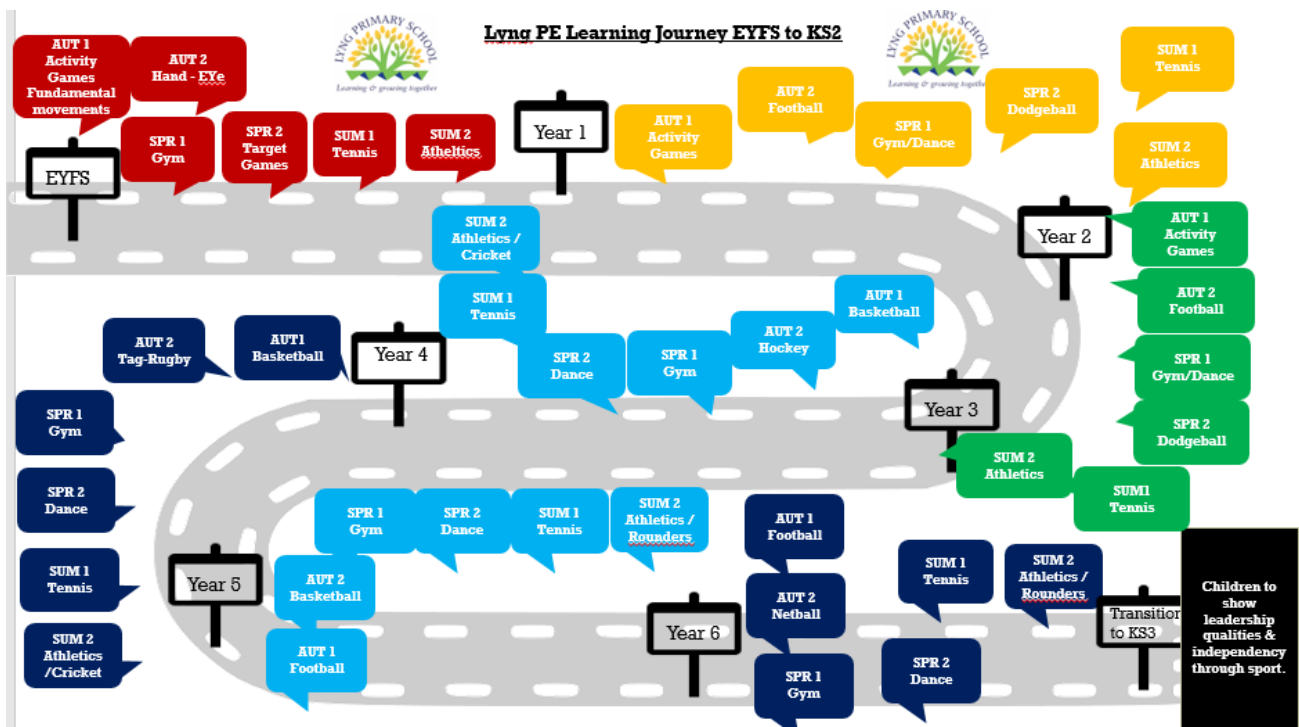
In KS1 our focus for our children are to:

- Continue with development of hand eye co-ordinations skills
- Continue with development of stability and core strength
- Continue with motor skills development
- To participate in team games and to understand the importance of working as a TEAM
- To understand basic attacking and defending tactics within a sport.
- To introduce individual sports and to develop physical attributes of the sport
- To develop our basic knowledge of the individual sports rules.
- To extend our key balance and co-ordination

KS2

In KS2 our focus for our children are to:

- Identify methods & tactics used in individual sports
- To gain a full understanding of rules of the individual sports
- To develop our key skills in all sports
- To be able to apply attacking and defending tactics within a variety of sports.
- To be able to identify strengths and areas of development
- To develop leadership skills and apply where possible



Progression of skills

The Chris Quigley Essentials Curriculum, which Lyng Primary School has adopted, includes all National Curriculum subjects and through this approach the key P.E skills are grouped under five knowledge categories:



These are then assessed within every topic in every year group. In each knowledge category, pupils demonstrate their learning under 3 different cognitive domains which they are assessed against:

EMERGING	SECURE	MASTERED
Low-level cognitive demand. Involves following instructions.	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Cognitive demands are complex and abstract. Involves problems with multiple steps or more than one possible answer. Requires justification of answers.

CPD

Staff at our school have opportunities to attend to courses to further subject knowledge, also they have multiple opportunities throughout the year to shadow and team teach with our PE coach.

Resources

Our resources within our school are very good, we have a variety of equipment all fit for purpose to allow us to participate in all the sports within our long term plan.

Monitoring

Our PE coach is monitored both internally and externally, via Sports Plus Scheme, HT/DHT & joint PE lead. Pupil voice is also captured alongside the quality of knowledge organisers.

SEND

At Lyng Primary we ensure that all pupils have access to a broad and balanced curriculum. Our HIVE children also have access to having their own PE lesson with the PE coach which allows them to receive that extra focus. They also attend PE with their respective classes, work is differentiated and tailored to suit them.

G&T

Our Gifted & Talented pupils are identified throughout PE sessions, after school clubs both multi sports & boys/girls football. They are then given opportunities to represent the school in competitive events i.e. athletics, football & cricket amongst more.

Enrichment

At Lyng Primary school, children are given regular opportunities through P.E and the wider curriculum to participate in Cross-Curricular Orienteering. In these sessions, children practice map reading and orienteering skills as well as having additional opportunities to physically exert themselves through moving from control point to control point. Cross-Curricular Orienteering provides children with the chance to collaborate in their learning and take on leadership roles. This programme is also used to drive retention and retrieval in other curriculum subjects.

IMPACT

The impact of the PE curriculum can be seen through:

- Our children learning to take responsibility for their own health and fitness and many also enjoying the success of competitive sports
- Our children being inspired to have a love of sport and to grow up to have happy and healthy lives; utilising the skills and knowledge they have acquired through PE
- Our children becoming stewards of their own learning (both in and out of the classroom) and supporting their peers to develop and excel in sport and across the curriculum
- Our children showing a willingness and ability to try new sports and activities, push themselves and persevere in light of new challenges

Assessment

Children's progress in P.E is assessed through success criteria in lessons with the progress against these informing teacher support, challenge and direct feedback in lessons. In addition to this, at the end of every topic the class teacher is expected to upload judgements of each child's progress and attainment to the SIMS Programme of Study tracker. Progress and retention of knowledge is monitored through regular quizzing and revisiting vocabulary and key skills through the word wallets in every classroom.

The gradings that are used for our assessment are outlined below. These are made using teacher judgements at the end of each unit. A child's 'overall' outcome for P.E is then made at the end of the academic year which is informed by the outcomes from each unit:

	Emerging	Secure	Mastered
Nursery	34E	34S	34M
Reception	RE	RS	RM
Y1	1E	1S	1M
Y2	2E	2S	2M
Y3	3E	3S	3M
Y4	4E	4S	4M
Y5	5E	5S	5M
Y6	6E	6S	6M

NB: 34 = age 3-4 years

HIVE (SEND) Provision

The engagement model is used to assess children in our HIVE focused provision. The teacher judgement gradings are outlined below:

	No focus/ Disengaged	Fleeting engagement	Partly Engaged	Mostly Engaged	Fully Engaged
HIVE	EM0	EM1	EM2	EM3	EM4

Where a child in our HIVE provision is working at their age-appropriate standard for P.E, their year group's grading will be used.

Celebration of learning

Each week a child is recognized for their hard work and efforts and are named PE star of the week, where they receive a medal for that week and are able to wear it around school and their name be on show on the PE star of the week board. On top of this, they are rewarded with attending sporting events that we frequently enter.