

# Hunslet Carr Primary School



Physical Education and School Sport  
Policy

**High expectations**

**Caring**

**Positive attitude**

**Successful**

September 2017 – July 2018

*High Expectations, Caring, Positive Attitudes  
and Successful*



# Introduction

The following document is intended to inform staff, governors, parents and other interested parties of our approach to the teaching of Physical Education at Hunslet Carr Primary School.

## Vision

All children leaving school with the knowledge, understanding, skills and motivation necessary to equip them for a healthy lifestyle and the ability to achieve their physical, emotional and social potential.

## Rationale

Hunslet Carr Primary School recognises the vital contribution that Physical Education makes in instilling our school ethos: High Expectations, Caring, Positive Attitudes and Successful. We realise the importance of a child's physical, social, emotional, and cognitive development, as well as the positive role it can play in a child's spiritual, moral and cultural development. Through children engaging in a programme of PE and sport, we enable children to develop confidence, resilience, team spirit and **positive attitudes** to sport and competition. At our school we promote the attitude that impossible is nothing. This is a central theme of our schemes in PE. Physical Education is one of the statutory foundation subjects of the National Curriculum, and makes a vital and unique contribution to every child's physical development, health and wellbeing as well as promoting the values to become **successful**.

Through building up a body of key foundational knowledge and skills, pupils should be encouraged to recognise the benefits of a healthy and active lifestyle and **caring** for their bodies whilst also developing a sense of pride and excitement in their personal achievements with **high expectations** of themselves.

## Aims

Our PE curriculum is designed to provide every child with the opportunity to reach their physical, social and emotional potential. It allows them to discover the capabilities of their bodies, develop an in depth understanding of how their body can change, and build a repertoire of skills to aid them throughout their lives.

As a school we have utilised Real PE, a scheme of work that matches our vision, ethos and the needs of our children. Its main learning points are focused on six key areas that we feel are essential in the development of children as they grow and learn. The key areas are shown below, each with an overview of what we aim to provide each child with as a result of outstanding physical education.

### Physical

- For all children to be able to effectively transfer skills and movements across a range of activities.
- For all children to perform a variety of skills consistently and effectively in challenging or competitive situations.

### Health & Fitness

- For all children to be able to explain how individuals need different types and levels of fitness to be more effective in their activity/ role/ event.
- For all children to be able to plan and follow their own basic fitness programme.
- For all children to be able to explain the basic fitness components and to know how long to exercise to keep healthy.

### **Creative**

- For all children to be able to use variety and creativity to engage an audience.
- For all children to be able to respond imaginatively to different situations, adapting and adjusting skills, movements or tactics.

### **Cognitive**

- For all children to be able to review, analyse and evaluate their own and others' strengths and weaknesses.
- For all children to be able to read and react to different game situations as they develop.

### **Social**

- For all children to be able to involve others and motivate people around them to perform.
- For all children to be able to give and receive sensitive feedback to improve their own and others' performance.

### **Personal**

- For all children to be able to create their own learning journey and revise it when needed.
- For all children to be able to see all new challenges as opportunities to learn and develop.

## **Teaching and Learning**

At Hunslet Carr, it is vital that physical education is taught in a variety of ways. Whole class, group and individual work are used in teaching physical education. It is also important that Children partake in a variety of tasks including practice and consolidation, investigations and problem solving. These are evident in Real PE lesson plans and activities.

In addition, links between PE and other core and foundation subjects should be made where possible to ensure that children see the importance of physical education within all areas of the curriculum.

As a school we look to promote independence in our learners and want our children to take responsibility of their own learning by setting their own targets and being aware of their personal next steps with teachers facilitating this learning. We use Create Development's *Learning Nutrition* table (see Appendix A), as a means to evaluate our practice in physical education.

Through teaching attitudes in PE, children are able to positively partake in competitions both inside and outside of school.

Extra-curricular sports clubs are led by both school staff and visitors who are trained in specific activities. These are organised based on the children's interests and are supported by sport leaders.

## Progression in Physical Education

Hunslet Carr uses the Create Developments FUNS wheel as our core framework for teaching physical education. The wheel is the tool for accelerating learning, providing learners with access to every step of their learning journey and a visual record of exactly where they are and where they need to go next. The multi-skill progressive ladder consists of 12 key physical skill areas. These 12 areas are;

- Coordination – floor movement patterns
- Coordination with equipment
- Coordination – ball skills
- Static balance – one leg standing
- Static balance – small base
- Static balance – floor work
- Static seated balance
- Counter balance in pairs
- Dynamic balance
- Dynamic balance to agility
- Agility – reaction response
- Agility – ball chasing

Real PE provides two hours of curriculum teaching per week for each year group. Teachers use the lesson plans and resources to deliver lessons around specific skills for each half term. They then personalise them to the individual needs of each child in the class in order to ensure every child can achieve their maximum learning potential in every lesson. The skills are developed throughout each year.

## Foundation Stage

Children in foundation stage are provided with daily opportunities to explore physical education through play and other planned physical activities. In reception, children are taught the basic principles of Real PE within their provision.

## Key Stage 1

Children in key stage 1 are taught the basic fundamental movement skills through a series of stories and games using Real PE. They are provided with basic skills that they can then explore and adapt. They can then apply the skills in challenges where they compete against themselves to achieve their personal best. Children also complete units of dance and other sports based units to allow children the opportunity to transfer skills they have learned elsewhere in the curriculum.

## Lower Key Stage 2

In years 3 and 4, children are given the opportunity to consolidate and further develop the skills they have learnt in key stage one. From this, they can utilise the practiced skills to solve problems and create challenges. They are given the chance to with each other 'train',

taking the roles of a coach or athlete, before being given chance to apply their skills either in individual situations to reach their personal targets. There is also a chance to develop their tactics and social etiquette required to be successful in competition.

Year four children go swimming three times a week for one term and complete units of real PE, which further enhances their skills. Children in year four also have the opportunity to attend a residential which allows them to experience physical education in an outdoor and adventurous setting, taking part in hill walking, orienteering and low level climbing.

## Upper Key Stage 2

Opportunities are given to children in upper key stage 2 to apply their skills and begin to understand and apply tactics in competitive situations. Children develop problem solving skills in a range of contexts. The application of skills corresponds with the half-termly aims of enhancing social, physical, cognitive, creative and personal skills. Children in year six also have the opportunity to attend a residential which allows them to experience physical education in an outdoor and adventurous setting.

Throughout keys stage, sports based lessons are not used to teach them how to play a sport, but to use the sport as a driver to teach the skills required to play that sport.

## Planning and Differentiation

### **Real PE**

Real PE units of work are used in most PE lessons taught throughout school. It is a pre-planned scheme that allows for easy differentiation as children independently choose their own level of learning within a session and take the required steps to progress. Teachers provide children with the necessary skills to select their own learning journey which will suit their individual needs. All lessons are electronic and can be shown to children within lessons, with clear learning objectives and videos to demonstrate each skill. Each class is provided with resources and planning catered to the children's ages. PE equipment to support each lesson is available in the sport storage cupboards.

### **Dance and Sports Based Units of Study**

Dance and sports based units of study are planned and designed around the same FUNdamental skills that provide the structure for real PE. For dance, we use the iMoves Dance schemes of work. Skills are selected by the teacher to meet the needs of their class and planned accordingly. Teachers differentiate these lessons but like real PE, children are given the opportunity to set their own targets and create personal challenges.

### **Outdoor and Adventurous Activities**

Outdoor and adventurous activities are currently delivered through some PE lesson and two residential visits, one in year four, and one in year six. These are planned by school teachers in line with local health and safety regulations, and risk assessed accordingly.

## Assessment, Recording and Reporting

Children are assessed at the start and end of every half term. This allows teachers to set each child a baseline for the FUNdamental skills that they will be learning in that half term,

and at the end, allow the children to show the progress they have made. These professional judgements are then recorded on the Create Development FUNs wheel to show whether a child is secure, developing or working towards the skill at each level. The children also have access to their profile in order to allow them to keep up to date with their achievements and next steps.

Swimming is assessed throughout the term of the course, with every child expected to be able to swim 20 metres by the end of year 6. Swimming is taught three times a week for one term at a local leisure centre by fully qualified swimming instructors and is supported by trained staff.

## Equal Opportunities

It is important that all children are given the opportunity to develop their physical abilities regardless of race, gender religion, ethnic group, culture or ability. We would also plan and develop children's multi cultural awareness making sure the curriculum reflects the wider community. Children need relevant experience and language to access our creative curriculum successfully.

## Inclusion

In accordance with the school's Inclusion Policy, PE activities are differentiated to meet the needs of each pupil. More Able and Talented pupils and children with Special Educational Needs and Disability will be identified through a range of activities. Their needs will be met through the development of individual or group programmes that encompass a range of learning styles and are designed to enrich the curriculum.

## Homework

Formal homework is not set in PE lessons however children are encouraged and challenged to further practice the skills they have worked on in lessons either at home or by attending sports clubs.

## Resources

There are numerous bags of equipment to support and deliver real PE sessions. There is also a set of planning resources for each class. Resources are audited termly by the subject leader and replacements are ordered where needed. **All PE resources are checked regularly to ensure that they meet health and safety requirements, and all resources are audited.** Teachers within each phase know to inform the subject leader of any missing/ broken equipment so that replacements can be ordered.

## Health & Safety

The safe use of equipment is to be promoted at all times in line with the Association for Physical Educations handbook, *Safe Practice: In Physical Education, School Sport and Physical Activity*. This publication is readily available for all staff to access and is kept by the subject leader.

## The Role of the Head Teacher

- To ensure that the National Curriculum is implemented.

- To encourage and support the subject leader's approach to physical education development across the curriculum.
- To support and encourage all staff in the teaching of physical education.
- To make available the necessary resources to continue the development of physical education within the school budget.
- To promote physical education in school.

## The Role of the Subject Leader

- To promote physical education in school.
- To provide a good example of the teaching of physical education.
- To ensure resources are available.
- To plan and implement future developments of physical education through action plans.
- To review and monitor both the planning and teaching of physical education.
- To work alongside staff when required.
- Attend relevant courses and disseminate information to staff.
- Arrange INSET courses for staff.
- Support colleagues.
- Encourage parental involvement.

## The Role of Teaching Staff

- To ensure that physical education is used in the classroom in line with the National Curriculum.
- With the support of the subject leader and head teacher to implement any changes in the teaching of physical education.
- To ensure there is equality of opportunity in the teaching of physical education.
- To inform the coordinator of any problems which may arise in the implementation of physical education.
- Teach and assess the children in physical education.

## The Role of the Governing Body

The governors will monitor the development and implementation of physical education in school.

## Review

This policy will be reviewed in September 2018



# learning nutrition



Teacher Planned	Shift Responsibility				Learner Cultural/Habitual
	1*	2*	3*	4*	5*
<b>Learning Nutrient</b>					
<b>1. A clear personalised outcome (Shared and agreed)</b>	Stated outcome near start of lesson/session	Written and explained outcomes in learners language	Providing tiers or a spectrum of outcomes/objectives to personalise the goals for learners	Debate, dialogue of previous learning with group/ individuals resulting in agreed next steps, learning goals  A clear deliberate purpose for each activity linked to the personalised outcomes	Learners taking responsibility to choose and communicate their own personal goals
<b>2. Success and Failure (appropriate challenge)</b>	Ensuring early success for all pupils in each lesson/episode	Providing a task in every lesson that is just outside the reach on the learner that with practice and support, they will achieve	Developing a clear, shared learning journey with progressive challenges embraced by the learners	Learners taking responsibility to challenge themselves and each other  'Getting stuck' and failure is perceived as a great learning opportunity	A culture of high expectation with an established growth mindset amongst learners where stretch is demanded
<b>3. Praise for positive behaviours</b>	At least one verbal feedback for positive behaviour  Whole group praise for effort or attitude	Majority of individual feedback linked to learning behaviour expectations rather than subject specific skills, knowledge or performance	Improvement feedback/forward preceded by 'catching in' statement first	Provide a range of planned opportunities for non-verbal praise (e.g. Thumbs, shading, stickers, ticks)	Culture of regular non-prompted positive peer feedback for key learning behaviours
<b>4. Celebration and review of progress</b>	Teacher led whole group praise at end of each lesson	Teacher peer/praise and encouragement, personal praise	Broad range of praise methods used to include the whole class. 'Class' lesson only	Peer lead praise. Celebrations of individual progress	Regular and consistent use of individual and group praise by learners through learning, self and peer review
<b>5. Coach and support others</b>	Opportunity to observe and praise others	Structured opportunities to share and praise others, as well as individualised peer/praise systems	Clear positive role of feedback to praise for group/individuals	Planned opportunities for learners to share and learn from each other	A culture of peer support, all support part of all lessons
<b>6. Control</b>	Learner responsible for selecting, safe space for work and for gathering, collecting, and safely returning equipment	Increasingly learner responsibility for at least one element choice or direction activity and from support provided by teacher	Consistent role of feedback to praise for group/individuals	Discussion and peer regulation, learner and teacher responsibility for time and direction choice of learning tasks	Learner led Learning, peer/praise, structured, self and peer regulation, peer/praise and peer support