




Ashford Oaks Primary School

Oak Tree Road, Ashford, TN23 4QR

PE Policy September 2023

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Signed: Rob Cooke  Chair of Governors	

Our Vision:

At Ashford Oaks Primary School, we aim to encourage the children to be fit and healthy. Pupils are taught the importance of how an active mind creates an active brain, which will then lead to a better mind-set that is focussed and ready for learning. Pupils are given opportunities to try new sports, improve their co-ordination and develop a number of skills which inevitably help with everyday life.

1. Our Aims:

We aim to teach the children to:

- Develop positive attitudes to participation in physical activity; including when competing in tournaments/ games against other children.
- Make informed decisions about the importance of exercise in their lives so that they lead a healthy and active life.
- Acquire and develop skills, performing with increasing competence and confidence, in a range of physical activities and contexts.

2. Objectives:

All children have the right to develop their skills and progress in PE and this can be achieved through specific targets for their age group.

In **KS1** we teach the children to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

In **KS2** we develop these objectives further and teach the children to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate [for example, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance.
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

3. Ashford Oaks Teaching Expectations:

- Two weekly PE lessons, lasting at least 40 minutes each.
- 5 plus lessons on each topic for the term
- Move & Groove to happen every morning (Weather Permitted)
- If lessons cannot go ahead due to weather or any other reason, try to catch up on missed lessons throughout that term.
- Children must not be taken out of lesson to complete interventions or previous behaviour in the day on regular occasions (no more than once or twice a term)
- No jewellery and suitable footwear to be worn. (Tape to cover Jewellery if cannot be removed)
- Equipment to be checked termly by Sports Lead and before the lesson by the teacher.

Policy Statement

4. Published Syllabus:

As a whole school we have access to syllabuses to widen our subject knowledge and develop our teaching strategies. These include:

- National Curriculum (which the Long Term Plan links to.)
- Val Sabin
- Ashford Oaks Sports Progression

5. Teaching Approaches and methods:

We plan an exciting and engaging range of activities and sports for the children to take part in. During their two weekly PE lessons, they are able to develop their knowledge, skills and understanding which is achieved through a variety of whole class teaching and individual or group activities. Teachers/Coaches encourage children to regularly share good examples as well as evaluating their own and other children's work.

At the beginning of a year, a Long Term Plan is sent to teachers and along with Tom Scorer, they are responsible for communicating effectively with each other and being involved with planning, delivering and assessing weekly PE lessons for their class.

Teaching in all year groups include:

- Open ended tasks that provide a variety of results (e.g. standing long jump)
- Differentiated tasks so all children have the opportunity to succeed.
- Differentiated groups (all adults to be playing a vital role within the lesson) so children can compete and join in activities with children of similar ability.
- A range of challenge through the provision of different resources (e.g. different gymnastics equipment).

6. Curriculum:

Due to the importance of Physical Education and the effect that it has on our learning and daily life, it is crucial that we are being active on a regular basis. With that in mind, we have introduced two weekly PE lessons – one indoor and one outdoor. In addition to this, we have a whole school initiative (that is often associated with our school) called Move and Grove.

Move and Grove happens every morning and is an activity where the whole school meet on the playground and complete two full dances. The children have to learn a variety of moves and sequence these in a routine; this therefore covers a number of dance objectives in the National Curriculum.

In order to promote talented dancers, there are a selection of Year 5/6 children who, on a Friday afternoon, learn the new dances for the following week. During the Move and groove time, they dance alongside different year groups or on the stage to help encourage children to give 100% as well as helping others with more complicated dance moves. Further incentives introduced over the last two years is the Daily Mile.

Teachers of Years 2-6 have the opportunity to take part in the run trying to complete 15 laps in the hope to achieve a 1-mile distance. A Daily Mile track has recently been introduced to further the engagement of the children and results have seen an improvement in the children's mental and physical well-being. Our daily mile isn't compulsory and is often used at the teachers discretion, when they feel the class may need a brain break or to improve the children's well-being.

7. Cross Curricular themes:

As well as the children being active, Physical Education lends its hand closely with a range of other subjects:

- **Science:** Looking at the skeleton, nutrition and how to be healthy. As well as the circulatory system and the impact that Physical Education or lack of, can have on this.
- **Maths:** Being able to record measurements and results accurately. Using a stopwatch correctly.
- **English/Oracy:** Being able to discuss and evaluate different activities and provide detailed explanations.
- **PSHE:** Giving children confidence and allowing them to learn the benefits of exercise and healthy eating.
- **SMSC:** Allowing children to work in groups and develop key team work skills. As a team they can adapt their ideas and performances together. The more the children work together the more respect they acquire for each other.

8. ICT:

ICT is a good tool to enhance the teaching and assessments in PE, where appropriate, in all key stages. Using a camera is a useful tool to record experiences during outdoor activities as well as recording dance and gymnastics routines. Another tool would be for analysing performances. Once children have taken pictures of them performing a certain skill (e.g. standing long jump), they can use a laptop

or print the photo off to discuss with others. They would then act upon the feedback and repeat the activity hopefully with an improved outcome and result.

9. Early Years:

Early years follow the 'development matters curriculum' which enables the children to take part in a range of activities which include; their willingness to have a go, their concentration and the enjoyment of achieving what they set out to do. In recent years, Reception classes have been taking part in small sport sessions in the last few terms, to prepare the children for PE in KS1. Nursery undergo a weekly session of structured free play, allowing them to build their confidence, improve hand eye coordination, fine motor skills and gross motor skills.

10. Inclusion:

Like all subjects, PE is taught to all children throughout the school. It is a statutory requirement that children take part in a certain amount of exercise a week and all children achieve this, no matter what their individual need may be. PE lessons are tailored to suit the needs of all children including those with Special Educational Needs, those with disabilities and those who are recognised as gifted or talented.

11. Assessment:

Children will be assessed regularly throughout a lesson by the sports lead or class teacher as they are completing different activities. In Upper key stage, children are encouraged to evaluate their own work and suggest ways in which they can improve. At the end of a unit of work, teachers and Tom Scorer will use statements taken from the National Curriculum and from skills progression documents to make a judgement on the children's individual attainment.

At the end of every topic taught, children from one year group, take part in a mini competition or showcase routines - this is another way for teachers to be able to assess.

12. Extra-Curricular activities:

At the end of the school day, there are a range of free clubs that the children can participate in. These are run by staff within the school and they are always well attended. Due to an increase in the demand for more after school clubs, part of the sports funding is used on expertise coaching from outside agencies.

The profile of PE within our school has been raised and therefore we are entering a whole host of competitions. During these we have witnessed remarkable achievements. Children's attitude towards competitions have improved and there is a clear thrive in the want to succeed.

13. Health and Safety:

Health and safety in PE is the same for general teaching. Children are encouraged to consider their own safety as well as those around them. In upper Key Stage, children are to change in the designated classrooms and all children throughout the school are to remove any jewellery or use tape to cover

earrings if necessary. It is expected for teachers to set a good example by wearing the appropriate clothing to carry out a PE lesson. Children are constantly reminded of the correct PE kit for both indoor and outdoor activities and PE kits are regularly checked to make sure children have the required clothing.

14. Resources:

There is a wide range of resources in the hall that are readily available for the children to use. Resources are only accessible to children if they are with an adult. The children also have access to two main fields and a playground to carry out activities such as football and hockey. In certain year groups, there is also the opportunity to carry out weekly swimming lessons.

15. Management and Administration:

The role of PE co-ordinator is to:

- Ensure that staff are communicating effectively and are confident in teaching different activities.
- Provide a well organised PE cupboard with enough resources for a full class - this is regularly monitored and updated if necessary.
- Look at assessments linked to National Curriculum and Skills progression.
- Support teachers with planning and contribute fun activities for them to try with their class to ensure the lessons are engaging.
- To complete relevant documents; termly timetables, PE coverage, skills progression etc.