

# WOOD FOLD PRIMARY SCHOOL

## PE POLICY

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<b>Next review (date):</b>	ongoing to reflect practice

At Wood Fold Primary we recognise the importance PE plays in the curriculum and we are committed to providing all children with opportunities to engage fully in Physical Education. The aim of our PE programme is to develop children's basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle. PE lessons encourage children to compete against themselves and others whilst being challenged to improve their physical, social, emotional and thinking skills.

### **Aims**

1. 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
2. To teach skills in a wide range of different activities and situations, alone, in small groups and in teams, applying these skills in chosen activities to achieve exceptionally high levels of performance.
3. For children to remain physically active for sustained periods of time and understand the importance of this in promoting long-term health and well-being.
4. To develop children's levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.
5. For children to have a keen interest in PE, with a willingness to participate eagerly in every lesson, showing highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.
6. To ensure that all children can swim at least 25 metres before the end of Year 6 and have knowledge of how to remain safe in and around water.
7. To provide children the chance to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.

## **How is PE planned?**

The intent of our PE curriculum is briefly mapped out on Long Term plans and then in more depth from our scheme of work, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum (see below). The scheme is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school. In all classes, children have a wide range of physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

For each unit of work in PE, there are the following documents (which are outlined in the scheme of work:

**Pre-learning tasks**-Pre-learning (core) tasks that identify the strengths of the children and what areas need to be taught in that specific unit.

**STEP Principle**-Using the STEP principles to differentiate during the PE lessons:

Space-modify the space by increasing or decreasing the area.

Task-modify the task by changing the rules of the activity.

Equipment-modify the equipment by changing the size of the target.

People-modify the people involved in the task.

**Challenge Cards**-Providing a range of challenge through the provision of different resources (e.g. different gymnastics equipment).

**End of unit tasks (Assessments)**-Using the 'End of Unit tasks' to assess what the children have learnt throughout each unit.

At Wood Fold, children will be expected to participate in the full range of activities in the physical education curriculum. In the foundation stage, physical development is one of the three prime areas of learning and development, divided into moving and handling and health and self-care. The 5 skills chosen are;

-Running

-Jumping

-Hopping

-Catching and throwing

These have been chosen as they are single fundamental movement skills whereas skipping is a combination of FMS i.e. a hop and a step.

At KS1 pupils are taught knowledge, skills and understanding through the 10 Fundamentals of movement:

-Running fast

-Jumping

-Catching

-Rolling a ball

-Underarm throw

-Overarm throw

-Hopping

-Skipping

-Bouncing a ball

-Kicking

In KS2, pupils are taught knowledge, skills and understanding through building on from the 10 Fundamentals of Movement skills learnt (in KS1) in the following areas of activity:

- Gymnastics
- Dance
- Invasion Games
- Athletics
- Problem Solving/Outdoor and Adventurous activities
- Net and Wall
- Striking and Fielding
- Swimming and water safety.

The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues and pupils in each year group. Together we create a broad and balanced curriculum that is exciting for our children to learn through. Each lesson includes a warm-up and cool down relevant to the main activity and learning environment/weather conditions.

All pupils are physically active for sustained periods of time in every lesson and progressively they learn about the key components of each individual lesson; all classes have at least two hours of PE per week. We are endeavouring to ensure we implement the Department of Health guidelines for daily physical activity which are as follows:

-Early Years/Under 5s: Children of pre-school age who are capable of walking unaided should be physically active daily for at least 120 minutes (2 hours), spread throughout the day.

-All children should engage in moderate to vigorous intensity physical activity for at least 60 minutes every day.

-5 to 18 years: All children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes. Vigorous intensity activities, including those that strengthen muscle and bone, should be incorporated at least two days a week.

Alongside our PE lessons we also ensure we are engaging the children in daily physical exercise through the 'Golden Mile'. All children will be required to walk, jog or run around a set course for 15 minutes on a weekly basis.

The subject content specified in the National Curriculum has been carefully selected for each year group; we ensure that year on year there is opportunity to reflect on previous learning and use this to build on new knowledge. With this, we aim for pupils to be able to make connections between new and existing knowledge.

As previously outlined, our PE curriculum is progressive; In KS1, children focus primarily on the 10 fundamentals of movement. In KS2, the children move to looking at how these fundamentals can be applied in a variety of small sided games and individual activities. Using carefully planned Breadth of Studies and Learning Ladders (see below), the teachers in each year group plan to implement and deliver exceptional PE lessons, that cater for every child, showing clear differentiation and challenge.

Topic Title: Invasion Games Sport: Netball	
National Curriculum	Key knowledge to be taught:
Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.	<ul style="list-style-type: none"> <li>• To send and receive a ball with control e.g. chest pass or side foot pass</li> <li>• To travel with a ball with control</li> <li>• To create and apply basic attacking principles</li> <li>• To develop decision making in a small sided game to outwit an opponent.</li> <li>• To complete the core task.</li> </ul>

### Example Year 4 PE

## PE Planning Process

Unit 5: Cricket (Striking and Fielding)		
The grid below helps to identify the journey pupils make towards mastering this objective. It can be used by the teacher to keep an on-going check on progress or more likely placed in the pupils' books so that they can keep their own checks.		
<b>End of Unit Task:</b> The 'Pavilion Cricket Challenge' task involves splitting the children up into two teams. One team is the fielding team whilst the other is the batting team. The batters score one run every time they reach the other wicket. If the batter gets bowled, caught, stumped or hits their own wickets they are 'out' and must go into the 'chip shop'. They remain in there until a teammate hits a six (over a line of cones) which then frees the batters in the chip shop.	Me	My Teacher
To complete the end of unit task		
To practise bowling at a target using the underarm throwing technique		
To strike a ball off a tee using the correct grip and stance with a cricket bat		
To practise the overarm throw to a partner or a target		
To practise the underarm throw to a partner or a target		

The rungs on the ladder are created to ensure that the children can take part in the end of unit task at the top of the ladder with depth and with sound understanding. To achieve this, teachers use the scheme of work which follows the structure linked to Rosenshine's Principles with sections set out for teachers to consider how they will break down into smaller steps. This is a careful sequence of knowledge which builds on prior knowledge (KS1 FOMS). The teaching for each 'rung' will involve multiple sessions (containing component tasks) to provide depth of knowledge for that learning goal.

Teachers plan for recall tasks and retrieval practice in each lesson to link back to prior learning. Teachers also plan to use dual coding and ‘set the standards’ within their lessons to promote the retention of knowledge as well as which WALKTHRU they will use and plans for the daily/ weekly/ monthly reviews (see T&L Handbook).

## **Swimming and Water Safety**

All children must have access to swimming instruction in key stage 2. In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively such as front crawl, backstroke and breast stroke
- Perform safe self-rescue in different water-based situations

At Wood Fold Primary School, the children have access to swimming instruction in Y4.

Swimming is coached by pool staff and, on occasions, external coaches who are assisted by teaching staff.

## **Implementation**

The PE curriculum at Wood Fold embeds core knowledge, concepts and skills. Teachers have the expertise necessary to support all pupils in learning the intended curriculum and addressing any gaps in knowledge. This is done through a mixture of whole- class teaching and individual or group activities.

Teaching in PE is guided by the principles set out in ‘Rosenshine’s Principles in Action’ to support their practice and maximise learning in the classroom environment. The Principles of Instruction have been streamlined into four strands: Sequencing concepts and Modelling, Questioning, Reviewing Material and Stages of Practice. These strands provide our teachers with the coherence they need to deliver quality first teaching. (See T&L Handbook)

The curriculum is designed to allow pupils to transfer key knowledge into long term memory by having regular opportunities to revisit learning. Teachers do this by building on prior knowledge by providing a variety of forms of retrieval practice, recalling and applying previously learned skills.

Each lesson in PE begins with a brief review of previous learning, which can be incorporated into the warm-up, to reactivate recently acquired knowledge. The remainder of the lesson should then be used to build on prior knowledge, exposing new layers of a concept.

The teaching of PE offers opportunities to support the social development of our children through the way in which we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children’s levels of ability, and encourages them to cooperate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

## **Assessments**




Our teachers assess the children’s work in PE through the use of the ‘End of unit task’ at the end of each unit. Each ‘End of unit task’ has specific skills that the children are required to demonstrate in small sided games or individual routines set out in the National Curriculum and are recorded, uploaded and tracked through the PE Passport App (see example below). We have clear expectations of what the pupils will know, understand and be able to do at the

end of each Key Stage. Teachers are supported with resources to know how to prepare children for their next phase of education. In KS1, the teachers assess the children against the 10 fundamentals, using the assessment guidebook to assist the staff with comparing the children's skills to the three stages outlined in the guidebook (see below).

### Example FMS Assessment Card

## Fundamental Movement Skill - Overarm throw

The overarm throw is a fundamental manipulative skill that is used in many sports such as cricket, rounders, tennis, volleyball, netball, and athletics.

**Immature**

- Action is mainly from the elbow and resembles a push
- Body faces target and rotates very little
- Follow through is forwards and downwards
- Feet remain still

**Developing**

- Arm is swung back and forwards high over shoulder
- Steps forward with same leg as throwing arm
- Body and shoulders turn toward throwing side

**Mature**

- Arm is swung backward in preparation
- Opposite arm is raised for balance/direction
- Weight transfers from back foot to front foot, with a step with foot opposite to throwing arm.
- Definite turning of the body through legs, hips and shoulders

### Example of Our Assessment Tracking System

Reception - Under The Sea						RB ▾					
		Unit Assessment				Unit Outcomes					
		Working towards	Achieving Expectations	Exceeding Expectations	Greater						
<b>Antonio</b>						<b>James</b>					
Developing Skills	✕	⊕	✔	⊕	⊕	Developing Skills	✕	⊕	✔	⊕	⊕
Character Development	✕	⊕	✔	⊕	⊕	Character Development	✕	⊕	✔	⊕	⊕
Application of Skills	✕	⊕	✔	⊕	⊕	Application of Skills	✕	⊕	✔	⊕	⊕
<b>Thloe</b>						<b>Teddy</b>					
Developing Skills	✕	⊕	⊕	✔	⊕	Developing Skills	✕	⊕	⊕	✔	⊕
Character Development	✕	⊕	⊕	✔	⊕	Character Development	✕	⊕	✔	⊕	⊕
Application of Skills	✕	⊕	⊕	✔	⊕	Application of Skills	✕	⊕	✔	⊕	⊕

### Extra-curricular activities

Wood Fold provides a wide range of PE-related activities for *all* children at the end of the school day. Pupils are included in the selection of after school clubs and their input of sports

is considered in the clubs on offer. These activities are led by all staff members and external PE coaches.

All activities on offer encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents and carers at the beginning of each term and keeps updates in the form of our school newsletter and website. The school also takes part in fixtures against other local schools and enters several competitions organised by the PE Leads and Wigan School Games Organiser. This introduces a competitive element to team games, and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and cooperation amongst our children.

### **PE Kits**

All children should have with them in their PE bags, their indoor and outdoor kits. The Indoor kit (and kit for the Summer months) should consist of a white Wood Fold top, maroon shorts and appropriate footwear (pumps for indoor use and trainers for outdoors). In the Winter months (when outside) the children can wear suitable tracksuits with appropriate footwear.

### **Accident and Emergency procedures**

The school has designated trained first aiders. In curriculum lessons, if an accident or injury occurs, a first aider is informed and decides on the action to be taken. If a first aider is not available, access to first aid provision is in place. If necessary, the rest of the group will be removed from the area accompanied by an adult. In out of hours learning activities, a first aid kit is available and accessible. Emergency contact numbers are also available and accessible and another member of staff is present in the vicinity to remove other children or the injured child/children if necessary. If a child has bumped their head, the incident will be recorded in the accident book and the child will be checked every hour. Parents will also be notified regarding any children who have bumped their heads.

### **Lifting and carrying apparatus and equipment**

Staff and pupils are aware of safe practice and regularly updated when lifting and carrying apparatus and equipment. Staff check equipment visually at the beginning of each lesson and before children work on gymnastic apparatus, checking spacing, connection, stability and appropriateness to the age and ability of the group and the tasks set.

### **Jewellery**

Pupils and staff should not wear any jewellery, including ear rings/studs when engaged in physical education or school sport. If cannot remove then teacher decides if task-situation can be amended to enable participation. If not – don't take part. When such items are removed, they are stored in the jewellery boxes and are handed back at the end of the session.

### **Impact**

At Wood Fold, all children are given equal opportunities to achieve in PE through a well-constructed curriculum. The impact of our curriculum is measured by how well children achieve in knowing more, remembering more and doing more. This is reflected in their skill and technique that is consistently of a high quality. We also know this because assessment tools such as formative assessment, pupil voice, end of unit assessments (Appendix 2) and

responses to retrieval practice tasks demonstrate this evidently.

The end of unit assessments informs the teacher of which areas of learning each child still has gaps, and these are noted down on an assessment tracker grid. Teachers will then decide on what corrective action is needed to ensure that the child is able to achieve the objective(s) not met. This may include re-teaching areas of learning if substantial class gaps occur or addressing misconceptions in the warm-up or plenary of each lesson. Results on these assessments demonstrate retention of knowledge and sound understanding, as well as performance.

## APPENDIX 1 –Example of lesson ideas linked to each rung on the marking ladder (Y4 Invasion Games)

Lesson Idea 1:

**Lesson Objective: To send and receive a ball with control e.g. chest pass or side foot pass**

**Warm up:** Ball Tag-Provide 2 or 3 children with a ball (who are the taggers) whilst the rest of the class spread themselves out on the playing surface. On the word go, the taggers have to touch their ball onto a non-tagger. Once tagged, the children have to perform lunges or star jumps until a non-tagger touches them to release them. Taggers and class could-speed walk, run, hop, skip, jump etc.

**Activity 1:** Model how to perform a specific pass either from YouTube, using the children or (if confident) yourself.

*Use STEP to adapt the activity to meet the needs of your class.*



In groups of four, ask the children to throw/kick/push the ball to each other and aim to complete at least five passes each. After the children pass the ball they follow their pass.

Teaching Points-

**Netball/Basketball** (chest pass)-Hands form a W with thumbs and fingers behind the ball. Elbows in and hold ball close to body. Step forward and push ball towards receiver. Extend arms fully after releasing.

**Football** (Side foot pass)-Use the inside of the foot, Kick foot at right angles to the ball.

Belly button should be facing the player receiving the pass. Non-kicking foot alongside the ball. Follow through with kicking foot.

**Rugby**-Hold the ball in two hands with your fingers spread across the seam, with your chest facing forward. Draw the ball back across one hip, keeping your elbows slightly bent. Sweep the ball off your hip as you swing your hands through an arc. Release the ball with a flick of the wrists and fingers.

**Hockey** (push pass)-Adopt basic grip. Keep your eyes on the ball, with your feet apart and knees bent. Make sure your back foot is roughly in line with the ball. Keep your stick in contact with the ball as you begin to shift your weight from back to front foot. Follow through keeping your stick in contact with the ball for as long as possible.



Lesson Idea 1:

**Lesson Objective: To perform a specific pass to a partner**

**Activity 2: Keep the ball**-Mark out a square of 4x4m. In 5's, one person is the defender and the others are to keep the ball away by passing around him/her and moving into space. At first, whoever is the defender cannot move but after 5 mins or so tell each group that the piggy can try and get the ball (without tackling) by intercepting only. Challenge the children to see who can make 5 or 10 passes without the piggy intercepting the ball. Change the defender after every 10 minutes or so.

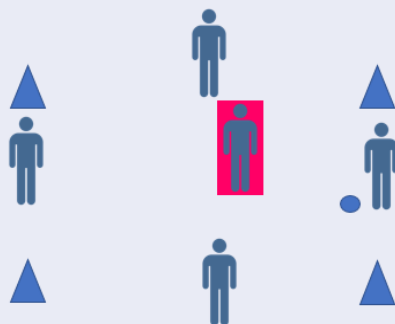
*Use STEP to adapt the activity to meet the needs of your class.*

Space

Task

Equipment

People



**Teaching Tips:**

- Ask the children how could they signal for the ball?
- How could they communicate with each other?
- How could they make it harder for the defender to intercept the ball?
- Could they move into space to receive the pass?
- Pretend to pass/throw one way and then pass the other.
- Is there a group who are performing this well that you could use to demonstrate to the rest of the class?

**How many passes could they make before the defender intercepts the pass?**

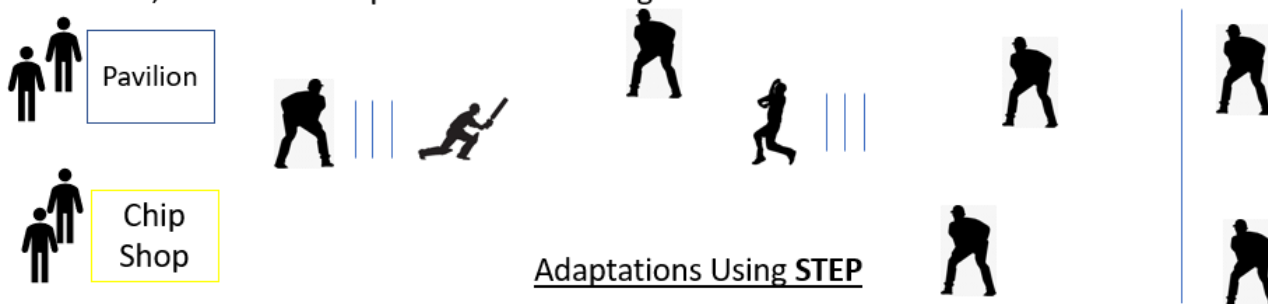
**Evaluation:**

- How could the children improve?
- What could they do differently?
- How could they make the game harder?

APPENDIX 2 – Example of an end of assessment unit task

Unit 5: EOU Task  
Pavilion Cricket

The 'Pavilion Cricket Challenge' task involves splitting the children up into two teams (or you could have four teams with two games being played at once, if you have the space). One team is the fielding team whilst the other is the batting team. The batters start in the pavilion. They score one run every time they reach the other wicket. If the batter gets bowled, caught, stumped or hits their own wickets they are 'out' and must go into the 'chip shop'. They remain in there until a teammate hits a six (over a line of cones) which then frees the batters in the chip shop. Each team has 30 balls to score as many runs as possible. After 30 balls, the teams swap. Team with the highest runs wins.



Adaptations Using STEP

Space-modify the space by increasing or decreasing the area.

Task-modify the task by changing the rules of the activity e.g. can't be out on the first ball.

Equipment-modify the equipment by changing the size of the target e.g. 2 sets of wickets

People-modify the people involved in the task e.g. split the class into mixed ability groups during the tasks? Or the teacher and support staff could work more with less confident children.