



Tollgate Primary School
Physical Education Policy
2022-2023

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At Tollgate Primary School we run a mastery curriculum. This means that all curriculum areas are a progressive model where pupils build on previous learning through their knowledge and application of clear and concise composite goals. Pupils know more and remember more through rehearsal, which leads to a deep and secure knowledge of the key components.

We also believe that the teaching and learning of high-quality Physical Education is an integral part of the curriculum.

Physical Education forms foundation blocks for children; inspiring them to succeed and excel in competitive physical activity. In addition to this, children are encouraged to lead healthy and active lifestyles, thus contributing to lifelong health and wellbeing.

Tollgate Primary School recognises the vital contribution that PE brings to a child's psychomotor, cognitive, affective development as well as the role it can play in a child's spiritual, moral, social and cultural development.

We wish to work closely with the School Council to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Aims and Objectives

Psychomotor Development

- To develop physical competence and confidence.
- To acquire a range of gross and fine motor skills.
- To be create different shapes and movements with the body.
- To develop the ability to remember, repeat and refine skills with increasing control.
- To excel in a broad range of physical activities.
- To promote a healthy, active lifestyle.

Cognitive Development

- To promote healthy, active lifestyles by understanding the effects of exercise and healthy eating on the body.
- To understand the importance of developing strength, endurance and flexibility.
- To develop decision making and problem solving skills.
- To develop reasoning skills to make appropriate judgements.
- To select and apply tactics.
- To evaluate their own and others' work.

- To act upon constructive criticism.
- To understand that using the correct technique will improve performance.

Affective Development

- To develop a love for Physical Education.
- To communicate with others.
- To develop confidence in their own skills and abilities.
- To develop a sense of fair play.
- To ensure that all pupils engage in competitive activities.
- To treat a team, opposition and refer with respect.
- To raise self esteem through opportunities to celebrate success.

Roles and Responsibilities

The Local Governing Body have:

- Appointed a member of staff to be responsible for the curriculum leadership of Physical Education;
- Delegated powers and responsibilities to the Head Teacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- Responsibility for ensuring compliance with the legal requirements of the National Curriculum;
- Responsibility for ensuring funding is in place to support this policy;
- Responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
- Responsibility for ensuring all policies are made available to parents;
- Nominated a link governor to visit the school regularly, to liaise with the head teacher and the School Leader for PE and to report back to the Governing Body;

- Responsibility for the effective implementation, monitoring and evaluation of this policy.

Head Teacher and the Senior Leadership Team will:

- Ensure all school personnel are aware of and comply with this policy;
- Work closely with the School Leader for PE and the link governor;
- Ensure compliance with the legal requirements of the National Curriculum;
- Ensure all equipment and PE facilities are up to standard;
- Encourage parents to take an active role in curriculum development;
- Provide leadership and vision in respect of equality; - Provide guidance, support and training to all staff; - Monitor the effectiveness of this policy by:
 - Observing teaching and learning
 - Discussions with pupils/ school council
 - Annually report to the Governing Body on the success and development of this policy

The Subject Leader will:

- Lead the development of this policy throughout the school;
- Work closely with the Head Teacher, the nominated governor and SENCO;
- Be accountable for standards in this subject area; - Monitor standards by:
 - Auditing the subject area
 - Review of the curriculum
 - Lesson observations
 - Discussions with pupils
 - Learning walks
 - Monitoring of after school club provision

- Monitoring and implementation of the Healthy Schools action plan
- Ensure continuity and progression throughout the school;
- Provide guidance and support to all staff;
- Provide training for all staff on induction and when the need arises regarding any relevant INSET and new developments;
- Undertake an annual audit and stock take of resources;
- Purchase new resources when required and in preparation for the new academic year;
- Manage the subject budget effectively; - Undertake risk assessments when required; - Review and monitor.

The Link Governor will:

- Work closely with the Head Teacher and the School Leader for PE;
- Ensure this policy and other linked policies are up to date;
- Ensure that everyone connected with the school is aware of this policy; - Attend training related to this policy.

Teachers will:

- Comply with all aspects of this policy;
- Work closely with the School Leader for PE to develop this policy;
- Develop pupils' spoken language, reading, writing and vocabulary in all subjects;
- Plan and deliver good to outstanding lessons;
- Plan differentiated lessons which are interactive, engaging and of a good pace;
- Have high expectations for all children and will provide activities that will extend them;
- Assess and report on the development, progress and attainment of pupils;
- Achieve high standards;

- Celebrate the success of pupils in lessons;
- Implement the school's equalities policy and schemes;
- Report and deal with all incidents of discrimination;
- Attend appropriate training sessions on equality;
- Report any concerns they have on any aspect of the school community.

Pupils will:

- Be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- Listen carefully to all instructions given by the teacher;
- Ask for further help if they do not understand;
- Participate fully in all lessons;
- Participate in discussions concerning progress and attainment;
- Treat others, their work and equipment with respect;
- Support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- Liaise with the School Council;
- Take part in questionnaires and surveys.

Parents/carers will:

- Be aware of and comply with this policy;
- Be encouraged to take an active role in the life of the school by attending open evenings.
- Parent-teacher consultations
- Be encouraged to work in school as volunteers;
- Be encouraged to respond to curriculum information newsletter;
- Be informed via termly newsletters of their child's topics;
- Asked to provide suggestions and ideas for improving this subject;

- Be asked to take part periodic surveys conducted by the school on curriculum development;
- Be invited to make presentations to pupils on aspects of this subject area;
- Encourage effort and achievement;
- Join the school in celebrating success of their child's learning;
- Ensure children have appropriate footwear and full School PE Kit

Teaching and Learning

At Tollgate Primary School, we believe that physical education experienced in a safe, engaging and supportive environment, is a significant factor in developing our children's physical competence and confidence, leading to participation in sports and activities throughout childhood and beyond. Our children are also encouraged to appreciate the importance of a healthy lifestyle and are aware of the factors that affect our health and fitness. Where possible, this will be linked to the Science and PSHE curriculums.

At Tollgate Primary School, we also recognise the sporting talent that several of our pupils possess. We encourage our pupils to develop these existing skills by providing a challenging and competitive environment in which they can thrive. We are always seeking to enter into local and national competitions; allowing our pupils to test their skills against their peers from the borough and across the country.

EYFS/ Foundation Stage

At Tollgate Primary School, we encourage the physical development of children in Nursery and Reception. Children in EYFS are educated in the seven areas of learning as set out in 'Statutory framework for the early years foundation stage Setting the standards for learning, development and care for children from birth to five 2021'. Children in this age group are working within the 'fundamental movement' phase.

We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We aim to develop their gross and fine motor skills and children are given opportunities to safely negotiate space. Through expressive arts and design, children explore movement and music. In addition, we encourage the development of personal, social and emotional needs of the child; such as managing feelings, taking risks, gaining confidence and developing social skills. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Curriculum Planning

Physical Education is a foundation subject in the National Curriculum. Our school uses a tool called Primary PE Passport at the foundation of its curriculum planning in PE. We have adapted the high quality lessons to create a succinct, bespoke curriculum, tailored to the needs of our children. Teachers at Tollgate Primary School deliver fun and challenging lessons in line with, and beyond the National Curriculum.

Our spiral curriculum covers dance, gymnastics, athletics, games, outdoor adventurous activities and swimming and water safety. Children in KS1 are introduced to fundamental movement skills such as jumping, striking, fielding and throwing, and these skills are then revisited, developed and refined in KS2 with the application of key skills into specialised movements.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short term). The long-term overview maps out the PE activities covered in each term across each key stage. The PE subject leader devises this in conjunction with other curriculums, allowing for cross-curricular learning. Our medium-term plans have been adapted from Primary PE Passport by the subject leader to ensure that weekly learning objectives and tasks are succinct, carefully sequenced and

progressive. Class teachers complete an individual lesson plan prior to each PE lesson taught. These list the specific learning objectives and success criteria for each lesson and give details of how the lessons are to be taught, including variation and assessment for learning key questioning.

Links with other Subjects

Physical Education can link to many other subjects, such as English (instructions, rules, recounts, books as stimuli for dance), Science (body parts, cardiovascular system, respiratory system), PSHE (healthy lifestyles), Maths (shape, position, direction, counting, personal best, average scores), Geography (orienteeing, map reading, compass skills, directional language, physical activities around the world) and History (linking dance theme to different topics). Additionally, Computing can be used as a tool for recording skills and performances, and children can evaluate this to improve next time.

Assessment

Teachers assess children in Physical Education predominantly through observations. When assessing, teachers consider the psychomotor, cognitive and affective development of the child. Regular opportunities are provided for children to self and peer-assess against success criteria. Summative assessment is logged onto Educater, our chosen data and assessment tool. Assessments are shared with parents as part of the child's annual report.

Pathways to Mastery

At Tollgate Primary School we run a mastery curriculum. This means that all curriculum areas are designed as a progressive model where pupils build on previous learning through their knowledge and application of clear and concise composite goals. Pupils know more and remember more through rehearsal, which leads to a deep and secure knowledge of the key components. At Tollgate we strive to deliver exceptional lessons where all children are expected to meet the learning objective and achieve mastery. We recognise the fact that

there are children of widely different artistic abilities in all classes and we provide suitable pathways for all children to achieve the learning objective. These pathways include:

- Adaption
- Support
- Deepening Understanding
- Lowest 20% Toolkit

Adaption: is the altering or changing of the task so it is accessible for SEND children. The adaption of task should take into consideration the learning objective, stage of learning the child is at and barriers to learning a child may encounter

Support: Support is any resource which may assist a pupil in achieving the learning objective. This may take the form of assistance from an adult (teacher or teacher or assistant), a modelled example of what is needed to succeed in the lesson or any other resource that can help the children achieve mastery

Deepening Understanding: Children who have met the objective of the lesson can deepen their understanding of the component or composite goal by completing a task that encourages a child to apply or explain the knowledge and skills they have acquired.

Lowest 20% toolkit: These are strategies aimed at the lowest 20% children in your class. They are strategies to enable children working within the lowest 20% to access and meet the demands of our mastery curriculum. These strategies include; Live Modelling, Support or scaffold, varied questions, setting the 'Bigger Picture', key vocabulary, 1:1 support, 1:2 Support and carefully planned independent learning time.

We plan the topics in PE so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

SEND

At our school we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our high-quality PE teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning tasks and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors; classroom organisation, teaching materials, teaching style, variation etc, so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. Intervention through SEN Support and EHC plans leads to the creation of Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE. We enable pupils to have access to the full range of activities involved in learning PE. At Tollgate Primary School, we have a SEND Specialist Coach who also runs additional PE interventions for children with SEND. We want pupils with identified special educational needs to have full access to all subjects of the National Curriculum with teachers planning lessons that have no barriers to pupils achieving and with appropriate targets relating to the subject.

Equality

All aspects of PE are taught in such a way as to include all children regardless of their gender, background, culture or physical ability. Learning objectives are set in line with our Inclusion and Equality Policies. Lessons are planned to cater for each pupil's individual needs.

Resources

There is a wide range of resources to support the teaching of PE across the school. We keep most of our equipment in the PE shed, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school playgrounds for games and athletics activities and the local swimming pool for swimming lessons.

Sports Premium

In March 2013 the Government announced a major new funding initiative to support the delivery of Physical Education and sport in primary schools. This cross-government funding is provided by the Department for Education, with contributions from the Department of Health and the Department of Culture, Media and Sport. The PE and sport premium is paid directly to primary schools and can only be spent on improving the quality of PE and sport provision for all pupils. Schools with 17 or more eligible pupils receive £8,000 plus £5 per eligible pupil.

At Tollgate Primary School, we adopt an inclusive approach to the development of physical activity for our pupils. We are working to enhance PE and sport provision in order to raise participation and achievement for all pupils. We have started, and will continue, to use the Sports Premium funding in the following ways, so that:

- All of our pupil's benefit, irrespective of sporting ability
- All of our pupils have the opportunity to take part in competitive activity whether through intra or inter school competition.
- All of our pupils understand the importance of leading a healthy, active lifestyle.
- Our most able children are given the opportunity to compete in local and national tournaments.

- Our staff have access to training and relevant Continual Professional Development (CPD) opportunities.
- Our staff are able to develop their subject knowledge and confidence in order to teach high quality PE through regular CPD.
- Our staff continue to benefit from CPD provided by our membership with the Schools Sports Partnership.
- We continue to develop a number of after school sports clubs so that pupils are able to compete against each other and those from other schools.
- We continue to enhance our KS1 & 2 Playgrounds.
- We continue to stock fit-for-purpose PE equipment and facilities.
- We can look into creating a more structured afternoon 'playtime' aimed at promoting healthy and active lifestyles.

We will regularly evaluate the impact of the Sports Premium funding and consider the efficacy of the funding in improving the quality and breadth of our PE and sporting provision.

School Sports Partnership

Tollgate Primary School is a member of the Newham Schools Sports Partnership. This partnership supports and promotes the following:

- Increased participation in high quality Physical Education
- Increased participation in high quality extra-curricular learning
- Increased attainment and achievement in PE and Sport
- Increased participation in competitive and performance opportunities
- Increased involvement in community sport
- Support and CPD training for staff

Health and Safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the

safety of others at all times. As with all physical activity, it is important that certain procedures are followed to minimise the risk of injury.

Therefore we expect them to:

- Change for PE into the agreed clothing for each activity area. In general children should dress in shorts, tracksuit bottoms and t-shirts.
- Children will work in bare feet for all indoor and apparatus work.
- Plimsolls or trainers are worn for outdoor games, together with tracksuits if it is cold.
- Jewellery is not to be worn.
- Long hair should be tied back.

The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no jewellery is to be worn for any physical activity.

Sports Day

We run an annual Sports Day for our pupils in both KS1 and KS2. Our pupils take part in a day of varied athletics events including: sprinting, long-distance running, long-jump, javelin and obstacle races. Our pupils compete in groups named after inspirational sportspeople; promoting collaboration and team spirit as well as fostering a competitive edge that we believe promotes a healthy and positive attitude towards PE and sport.

Competitions

At Tollgate Primary School, we believe in the importance of competitive sport. In recognition of this, we look to enter as many local and national competitions as we are able to. In the past year, teams have represented the school in the following sports and activities: football, netball, cricket, hurling and athletics. In addition to local and national competition, our

pupils are engaged in intra-school competition as part of their PE curriculum.

Extra-Curricular Activities

Our extra-curricular programme, at the end of the school day, compliments the range of activities covered in curriculum time. It reflects a breadth and balance across many areas of activity, including dance, games and athletics. The content aims to be varied – including competitive and non-competitive; team and individual based clubs appropriate for all pupils. The family centre sends details of the current club activities to parents at the beginning of each term. If teachers notice that any children are less physically active than others, they ensure a place at an extra-curricular club is offered to them.

Monitoring and Review

The practical application of this policy will be reviewed annually or when the need arises by the subject leader and the Head Teacher.