



Timothy Hackworth Primary School

'Respectful and resilient; being the best that we can be.'

P.E. and Sports Policy

CRC Article 19: All children have the right to be safe.
CRC Article 24: All children have the right to be healthy.
CRC Article 28: All children have the right to a good quality education.
CRC Article 31: All children have the right to relax and play.



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Approved by:	Governing Body
Head Teacher signature:	<i>Mrs. L. Boulton</i>
Chair of Governors signature:	<i>Mrs. P. Crook</i>

Physical Education and Sports Policy

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Subject Leaders: Mrs. H. Dykes and Mrs. T. Howell

Governors for PE: Miss A. Wharton
Curriculum and Standards Committee

This policy should be read in conjunction with our Sports Premium Impact document, our Respectful Relationships Policy, our Personal, Social, Health, Economic and Relationships Education (including Relationships and Sex Education) Policy and our Science Policy. All policy and practice in Timothy Hackworth Primary School respects children's dignity.

Our Timothy Hackworth School Vision

May our Rights Respecting School be a happy place for us all to learn; where every one of us is valued and safe in our Timothy Hackworth School Family. May we all be the best that we can be by making a positive difference to each other, our community in Shildon and the wider world in which we all live.

Mission Statement (written by children):

We would like our school, which reflects British Values, to be at the heart of the community, sharing, supporting and learning together with everyone as equals. Our children have the right to high quality learning experiences to help them to be the best that they can be.

We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

Values

Ours is a happy school with high hopes and ambitions for all our children and we welcome working in partnership with parents and carers to ensure that everything is done in the best interests of the children at all times.

All of our staff take their responsibility towards the children seriously and they strive to help each child reach their full potential as global citizens physically, emotionally, socially and academically. We are fully committed to the [CONVENTION ON THE RIGHTS OF THE CHILD](#).

To us, every child is unique and precious and we endeavour to foster a high level of motivation towards learning and behaviour. We are committed to the basic skills of English and Maths.

At all times, we aim to centre the teaching in an atmosphere of mutual respect and personal respect. A high quality education is [the right of every child](#), and at Timothy Hackworth Primary School, we embrace that responsibility and strive to achieve it for all our pupils.

Equalities Information

This policy should be read in conjunction with our school's 'Equalities Policy Statement', 'Equalities Objectives Summary' and 'Equalities Information and Objectives'.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in respect to age (as appropriate), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Rationale

At Timothy Hackworth Primary School, we aim to inspire all children to reach their full potential, physically, academically, socially and emotionally. In PE, this means ensuring a curriculum that is fully inclusive of all children.

PE is a statutory requirement of the National Curriculum and an essential contributor to the development of the whole child. Through a high quality PE programme, our pupils develop physical competence and confidence and are given opportunities to become physically literate. Our PE provision will contribute to the personal development, health, physical and mental wellbeing, enjoyment, success and achievement of all pupils across the whole curriculum and beyond.

PE provides pupils with the opportunity to be creative, competitive and experience different challenges as individuals, in groups and in teams. It promotes positive attitudes towards a healthy and active lifestyle. Pupils learn how to think in different ways and make decisions in response to creative, competitive and challenging activities. They learn how to reflect on their

performance. They plan, perform, and also evaluate their actions, ideas and performances in order to improve the quality of their work.

PE helps our pupils to develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility which supports the development of positive relationships.

Through PE, our pupils discover their aptitudes, abilities and preferences and make informed choices about how to get involved in lifelong physical activity.

It is essential for children to know about the importance of building regular exercise into daily and weekly routines in order to ensure their lifelong physical health and their mental wellbeing.

Entitlement

This PE Policy relates to all pupils attending Timothy Hackworth Primary School. All children have the right to access all elements of the National Curriculum, appropriate to their abilities in tandem with the school's relentless focus on high standards and expectations of all pupils.

Our Intent, Implementation and Impact in PE

Intent

In line with the National Curriculum for PE, Timothy Hackworth Primary aims to ensure that all pupils develop skills in a broad range of physical activities, which in turn, has a positive impact on their physical health and mental wellbeing.

We aim to ensure that all pupils are physically active for sustained periods of time to develop stamina. We engage in competitive sports and activities including athletics and football, and aim to embed the values of fairness and respect. We aim to ensure that all of our pupils lead healthy, active lives. We aim to ensure that children understand that physical health and mental wellbeing are interlinked and that good physical health contributes to good mental wellbeing. We want our children to be confident to seek help and know how to get help if they are concerned about their physical health or mental wellbeing.

Physical activity and essential movement opportunities are of paramount importance for children to develop the basic fundamental movement needed within everyday life and learning. Physical Education isn't only about the pupils being physically active; children learn about the lifelong benefits of exercise on their own mental wellbeing. The subject allows for the learner's physical, cognitive, creative, social and personal development alongside the development of their own health and wellbeing.

Through a high quality, safe and challenging PE programme, the school aims to develop successful learners, confident, healthy individuals and responsible

citizens who develop as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators. Our PE program will inspire pupils to succeed and excel in competitive sport and other physically demanding activities.

We aim to:

- engage our pupils in moderate to vigorous physical activity for an average of at least 60 minutes per day. This can include all forms of activity such as physical education, active travel, after-school activities, play and sports;
- engage pupils in a variety of types and intensities of physical activity to develop movement skills, muscular fitness and bone strength;
- minimise the amount of time spent being sedentary, and when possible, long periods of not moving are broken up with light physical activity;
- teach pupils about being physically active for sustained periods of time alongside the mental and physical benefits of an active lifestyle;
- teach pupils the knowledge and skills to move efficiently and progress their skills and fitness in a positive way;
- provide a balance of competitive and non-competitive activities through intra and inter school events;
- inspire all pupils to succeed and excel in competitive sport and other physically demanding activities;
- provide opportunities for pupils to become physically confident in a way which supports their health and fitness;
- to open the eyes of children to the wide range of opportunities which they are able to access, leading to their own personal choices of physical activity, for example, yoga, judo, golf and fencing;
- provide opportunities to compete in sport and other activities which build character and embed values such as fairness and respect;
- involve pupils in monitoring their own activity levels;
- require pupils to set and review targets to help them to meet the recommended levels of physical activity;

- inform pupils where and how they can be active, for example, in and around the home, and the local area;
- promote healthy active lifestyles through:
 - pupils understanding that mental wellbeing is a normal part of daily life in the same way as physical health;
 - pupils knowing the risks associated with an inactive lifestyle (including obesity);
 - pupils knowing how and when to seek support, including which adults to speak to in the school if they are worried about their health;
- ensure that ALL pupils enjoy and benefit from PE and school sport. We establish community links and pathways for pupils to engage in life-long participation.

We also strongly promote the key messages of the Health Position Paper (Association for Physical Education - updated 2020):

- health is holistic and multi-dimensional. It should not be reduced to focus on weight, size and shape;
- PE provides an inclusive learning entitlement to ensure that all children are provided opportunities to gain competence in a broad, balanced range of physical activities;
- children are helped to enjoy being active, and feel confident and comfortable in a physical context so they are more likely to choose to be active in their own time;
- PE provides opportunities for physical, mental, social, personal and creative development and health benefits.

Implementation

Our whole school PE Curriculum Overview and the QCA Core Tasks for each year group cater for the full range of abilities. Our PE Curriculum is based upon the National Curriculum 2014. From this, sequences of learning are carefully planned and developed so that new skills and knowledge are built upon previous skills and knowledge to enable consolidation and progression. Relevant links are also made to the DfE 2019 document (updated 2021), 'Relationships Education, Relationships and Sex Education (RSE) and Health Education', in order to develop pupils' physical health and mental wellbeing.

All year groups will cover all PE strands: games, gymnastics, dance, athletics and outdoor and adventurous activities, including objectives related to physical health and mental wellbeing. Lessons will be based upon QCA Core Tasks. These will be supplemented by other resources from Durham LA and other sources. At points during the year, each year group will receive at least one block of 5-week specialist coaching provided by Go Well. This will replace the

unit on our whole school curriculum overview and will change year on year. For more information about teachers working with coaches across the curriculum, please refer to Appendix 1.

As part of our school's involvement in the Go Well Programme and wider enrichment opportunities, pupils are provided with a range of PE, Sports and Fitness opportunities delivered by sports coaches and school staff. Children have the opportunity to attend festivals, after school clubs, for example Table Tennis Club, and competitive sport events, for example, Football League. Children in Year 4 go swimming in the Autumn and Spring Terms. There is a block in the Summer Term which is dedicated to Top-Up swimming for Year 5 and Year 6. Children are expected to swim 25 metres confidently and competently. Children also learn self-rescue techniques along with water safety.

PE in Foundation Stage

In the EYFS there are three Characteristics of Effective Learning:

- playing and exploring - children investigate and experience things, and 'have a go';
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

We follow The Programme of Study (taken from the new Statutory framework 2023). We think that physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

'Physical Development' has three Early Learning Goals: 'Gross Motor Skills', 'Fine Motor Skills' along with 'Personal, Social and Emotional Development'.

The Early Learning Goals for 'Gross Motor Skills' are to:

- negotiate space and obstacles safely, with consideration for themselves and others;
- demonstrate strength, balance and coordination when playing;

- move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

The Early Learning Goals for 'Fine Motor Skills' are to:

- hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- use a range of small tools, including scissors, paint brushes and cutlery;
- begin to show accuracy and care when drawing.

The Early Learning Goals for 'Personal, Social and Emotional Development' are to:

- be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- explain the reasons for rules, know right from wrong and try to behave accordingly;
- manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

The EYFS also use the statements from Development Matters (non-statutory guidance). Three and four year olds learn to:

- develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills;
- go up steps and stairs, or climb up apparatus, using alternate feet;
- skip, hop, stand on one leg and hold a pose for a game like musical statues;
- use large-muscle movements to wave flags and streamers, paint and make marks;
- increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm;
- collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks;
- use one-handed tools and equipment;
- use a comfortable grip with good control when holding pens and pencils;
- show a preference for a dominant hand;
- be increasingly independent as they get dressed and undressed.

Following on from this, children learn to:

- revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing;
- progress towards a more fluent style of moving, with developing control and grace;
- develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming;
- develop their small motor skills so that they can use a range of tools competently, safely and confidently;

- use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor;
- combine different movements with ease and fluency;
- confidently and safely use a range of large and small apparatus indoors and outside;
- develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming;
- develop confidence, competence, precision and accuracy when engaging in activities that involve a ball;
- develop the foundations of a handwriting style which is fast, accurate and efficient.

The children have access to a wide range of equipment within the indoor and outside environments to help the children to develop their manipulative skills, hand-eye co-ordination and general physical co-ordination. Adult focus tasks and child-initiated learning help the children to gain control, mobility and an awareness of space.

All children take part in regular timetabled activities; these include movement to music and rhymes, physical games, sometimes with the use of small apparatus and large apparatus work using age-appropriate climbing and soft play equipment. Reception children also have a block of coaching and this focuses on fundamental movement skills.

There is an ongoing focus on personal hygiene and healthy choices, for example, through Snack Time, Toilet Time, changing for P.E. and in food preparation and cooking tasks. The children are supervised as they learn to use a range of tools safely and through managing their own hygiene needs. First hand experiences, such as meeting local dentists, PCSOs and School Crossing Patrol Staff, reinforce the children's right to be safe and healthy.

There are opportunities for children to face new challenges, to learn about risk and to manage some risks within a safe environment. Children are helped to understand that exercise, healthy food choices, sleeping and hygiene can contribute to good health.

PE in KS1 and KS2

PE lessons are timetabled weekly. Learning is matched to the needs of the children. Our teaching sequence is based upon the QCA Core Tasks. These will be supplemented by other resources from Durham LA and other sources. The units build skills progressively across all four strands of PE: acquiring and developing skills; selecting and applying skills; evaluating and improving; and knowledge and understanding of fitness and health. Staff use knowledge of their pupils to strengthen their planned lesson delivery to allow pupils the progressive accumulation of skill and knowledge. Pupils should recognise, use and articulate the knowledge and physical skill-based understanding between lessons, across units of work, across year groups, and across areas of learning.

They should be involved in embedded Assessment for Learning strategies that support meaningful evaluation of their own achievements.

	Year 1/ 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Piggy in the Middle - Games	Three Touch Ball – Games	Target Baggers - Games	Calling the Shots - Invasion Games	Tag Rugby - Games
Autumn 2	Gone Fishing - Outdoor and Adventure	Partner Work - Gymnastics	Indian Delight-Dance	Acrobatic Gymnastics	Group Dynamic Gymnastics
Spring 1	How Does it Feel – Dance	Run the Loop– Games	On The Attack-Games	What's So Funny? - Dance	Fitness Routine - Dance
Spring 2	Gymnastics - Unit 2	Round the Clock – Dance	Balancing Act-Gymnastics	Zone Cricket - Games	Wide Attack - Games
Summer 1	Mini Tennis - Games	Safely cross– Outdoor and Adventure	Where Am I?- Outdoor and Adventure	Crystal Star Challenge - Outdoor and Adventure	Distance Challenge - Athletics
Summer 2	Colour Match - Athletics	Off Up and Away - Athletics	Faster Higher Further- Athletics	3 Jump Challenge - Athletics	Electric Fence- Outdoor and Adventure

The planning and delivery of each unit will ensure that each pupil will have the opportunity to:

- revisit and reinforce skills previously taught;
- acquire and develop new skills;
- select and apply appropriate skills, tactics and compositional ideas;
- evaluate their own and others' performance in order to improve;
- gain knowledge and understanding of how PE and Sport contributes to staying physically, mentally and emotionally healthy;
- experience a range of roles – performer/coach/official/leader;
- develop their personal, social and health education.

Planning to meet the needs of all children should be based on the S.T.E.P. principles, for example, making changes to SPACE, TASK/TIME, EQUIPMENT and PEOPLE, taking account of:

- SPACE: the size of the area in which a pupil works: smaller spaces until pupils develop spatial awareness and control over themselves and equipment; larger spaces to challenge more able pupils;
- TASK/TIME: pupil activity, for example, a different task, different roles and responsibilities, different allocations of time and variations of pace within the lesson to meet the needs of different levels of ability;

- EQUIPMENT: equipment for different levels of ability across the key stages, for example, a larger or a smaller ball;
- PEOPLE: mixed ability groups; or paired or individual activities; the opportunity to work with adult support where needed.

Physical Health and Mental Wellbeing is incorporated into planning each half-term as part of a spiral curriculum so that children have the opportunity to revisit key objectives every year.

Active 30

The Government Childhood Obesity Strategy has set out the ambition for all children to achieve one hour of physical activity every day, with schools being responsible for delivering 30 of these active minutes.

We have the ambition to help children attending our school reduce sedentary behaviour and increase physical activity outside of timetabled curriculum PE.

This will be achieved in a variety of ways, for example;

- by timetabling daily Active 15 sessions which seek to promote raising physical activity levels in children;
- by having active environments accessible during break times;
- by having active break times and lunch times (supported by staff);
- by providing active lessons;
- by using resources such as BBC 'Super Movers';
- by the provision of a wide range of after school sport and physical activities;
- by the provision of a variety of inter and intra school competitions;
- by giving further opportunities to less active children.

Out of School Hours Learning

The aims of our after school learning provision are to *extend* and *enrich* the work being taught during curriculum PE and to provide pupils with opportunities to *enable* them to develop their skills further. The provision will reinforce the importance of keeping physically active and mentally healthy in order to lead a healthy lifestyle.

To ensure the quality and sustainability of our after school learning provision, the school will:

- employ a range of qualified and experienced coaching staff and implement quality assurance through the subject leader and Go Well;
- ensure that the subject leader takes responsibility for forging strong local community club links, for example, organising club coaches to visit school;
- organise club taster days;

- advertise and promote clubs provided by external providers;
- inform pupils and parents of the range of available opportunities and upcoming events.

Safety – Safe Teaching, Teaching Safety

This PE and Sport Policy is in line with school and Durham County Council guidance. The subject leader will work alongside the Health and Safety Lead within school.

In summary, Timothy Hackworth Primary School will:

- provide a risk assessment where necessary;
- identify any potential hazards;
- decide if anyone is at risk;
- evaluate any potential risk;
- record any findings;
- devise control measures to minimise any risk;
- liaise appropriately with those affected;
- periodically review any risk assessments in place as detailed on the relevant documentation.

From the youngest age, pupils will be encouraged to look around them and identify possible risks and related considerations. The pupils will have learning experiences, appropriate to their age, that enable them to plan and manage their own activities safely. The importance of safety in PE is stressed immediately when pupils enter the school and pupils are continually reminded of the need to look after themselves and others whenever they are participating in PE, sport or playing in the playground.

Equipment & Resources

The equipment suitability is reviewed to ensure it is appropriate to the range of ages, abilities and needs of children in order to enhance learning.

To ensure that a wide range of P.E. and Sports resources are available, the P.E. equipment is regularly monitored and replenished annually as appropriate.

Equipment is purchased to reflect the range of P.E. and Sports on offer.

Large apparatus and P.E. mats are inspected annually in line with DCC Health and Safety procedures.

Clothing and Personal Effects

- Clothing and correct attire for a particular activity represent important features of safe practice that apply in equal measure to both staff and pupils.
- Staff should always endeavour to change for physical education, wear suitable footwear and clothing for practical activities and remove any personal effects, such as jewellery, to minimise the likelihood of causing or receiving injury.
- Pupils from the earliest ages should change into suitable clothing for PE so that they can participate safely. In addition, changing is an important life skill.
- Footwear that is fit for purpose is essential. It should demonstrate effective grip, support and reasonable protection for outside work and games, contrasting with lightness and flimsiness for indoor activities such as gymnastics and dance, if worn.
- Personal effects, such as jewellery, watches and hair slides, should always be removed by pupils before participating in physical activity. Religious artefacts should be removed where this is possible. Any exception to the recommendation of complete removal needs to be carefully considered and always comply with a suitable risk assessment.

P.E. Kit

- Black jogging bottoms
- Plain blue or black shorts
- Plain white round-necked t-shirt
- Black plimsolls (for indoor P.E.)
- Trainers (for outdoor P.E.)
- Children may wear their school cardigans or sweaters if the weather is cold.

Swimming Kit

- Swimming trunks or a simple one-piece swimming costume
- Swimming hat
- Towel

Any child missing P.E. would need to bring a letter from a parent or carer.

Impact

Impact is measured by the child's progress against their expected outcomes and their ability to meet the key aims of the National Curriculum for Physical Education.

The impact of our school approach will enable our pupils to:

- fulfil their potential, develop competence and control in the gross and fine motor skills that pupils need to take part in P.E. and Sport;
- apply their competence and make appropriate decisions for themselves, selecting and using skills, tactics and compositional ideas;
- use imaginative ways to express and communicate ideas, solve problems and overcome challenges, both as individuals and as part of a team or group;
- understand that P.E. and Sport are an important part of a healthy, active lifestyle and understand the contribution that physical activity has on having a healthy body and good mental wellbeing;
- develop stamina, flexibility, strength and the mental capacity (determination and resilience) to keep going and not to give up;
- make informed choices about how to get involved in lifelong physical activity;
- have the confidence to get involved in P.E. and Sport and to be committed to making it a central part of their lives both in and out of school;
- take part in competitions appropriate to the stage of the individual pupil's development;
- enjoy P.E. and Sport and to be enabled to be involved with opportunities in the community so that they engage in life-long participation;
- reflect upon their performance; plan, perform and evaluate their actions, ideas and performances;
- work as individuals, in groups and in teams, and to develop concepts of fairness, respect and of personal and social responsibility;
- be involved in the process of risk management, so that they understand their responsibility in this, in order for them to participate independently in physical activity and to establish good habits and awareness of safety and personal hygiene.

School Sports Premium

The use and impact of the School Sports Premium ensures that we can make **additional** and **sustainable improvements** to the **quality** of physical education (PE), physical activity and sport that we offer.

This means that we use the Sports Premium to:

- develop or add to the PE, physical activity and sports activities that our school already offers;
- build **capacity and capability within** the school to ensure that improvements made now, will benefit pupils joining the school in future years.

Further details can be found on our website.

P.E. and Cross-Curricular Links

We consider P.E. to have great relevance to the real world and it is the right of every child to know how to stay healthy, both physically and mentally.

P.E. links to many areas of the curriculum and physical activity can contribute significantly to the development of more general skills such as communicating, reasoning, problem-solving and evaluating.

There is a positive approach to the wider use of P.E. throughout the curriculum and links are made where appropriate, particularly in subjects such as PSHE, Relationships and Health Education, Geography, Science and Maths.

More Able and Talented Learners

The P.E. Subject Lead will promote the following key strategies for maximising progress and enabling learners to meet their full potential:

- Valuing a growth mindset that encourages learners to risk failure. Instead, viewing it as a crucial part of the learning process that avoids the pitfalls of playing it safe and success meaning only doing things that they can get completely right or find easy.
- Encouraging the provision of open-ended opportunities for learners to take more ownership of the direction or form that their learning takes.
- Praising high levels of effort, progress and attainment whilst making sure that a focus on the next steps is a valued part of the ongoing learning process.

The P.E. curriculum provides opportunities for all children to demonstrate their abilities and strengths. As a result, identified children who are talented in P.E.

and Sport are provided with additional enrichment opportunities to further develop their talents.

We recognise the talents of our children through our 'Big Blue Box of Brilliance' and we encourage parents, as well as children, to share with us children's engagement in sport and their sporting achievements that take place outside of school.

Equality, Diversity and Accessibility

The SENDCO will support identified SEND pupils, their parents and staff, to ensure information on individual children with Special Educational Needs supports their teaching and learning.

Our school meets the needs of children with Special Educational Needs and Disabilities with a curriculum that allows for appropriate differentiation. This may be by outcome, task, resources, support, interest or ability groupings as appropriate.

The expectation is that SEND pupils will progress at the same rate as non-SEND pupils due to carefully planned provision. Expectations of all pupils, including those of SEND pupils, will be high. SEND pupils will be expected to be the best that they can be.

Specialist provision through targeted programmes is provided for identified children.

Assessment

We consider that assessment is part of the whole school curriculum. It is the responsibility of all staff and should provide a supportive framework for teachers and children.

Assessment is not just about the National Curriculum, but needs to take into consideration all physical development which is an outcome of the school curriculum. Assessment in PE is only a part of the school policy on assessment as a whole.

There should be ongoing assessment for learning (AFL) or formative assessment of all children ensuring that the development of skills and attitudes are measured through everyday teaching. This will, of course, include a variety of contexts.

Teachers will need to make judgements about children's ability. There must be judgements supported by evidence which can be understood by other teachers, by parents and by the children themselves. Evidence of ability will be demonstrated by children in the course of their learning.

The P.E. Curriculum Overview sets out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of each key stage.

Teachers should ensure that when evaluating and improving performance, connections are made between acquiring, developing, selecting and applying skills, evaluating and improving performance, as well as demonstrating knowledge and understanding of physical health and mental wellbeing, fitness and performance in different roles.

To assist in formative assessment, teachers could use the following:

- QCA Core Tasks and the P.E. Assessment Objectives to involve pupils in self and peer assessment, helping them understand where they are at the beginning of a unit of work, and identify what they need to do to make progress;
- ongoing dialogue with specialist coaches etc. which informs assessment;
- watch children learn, talk to them about what they are doing and listen to them describe their learning;
- receive feedback from pupils to inform teachers of what has been successful and allow pupils to set their own future targets.

Significant achievements or weaknesses may be noted on an evaluation of the lesson and used to:

- inform future planning;
- form part of the statutory annual reporting process, and in discussions with parents;
- help children as a basis for future target setting.

Assessments are recorded using a teacher assessment grid to record attainment of each target for each skill in the year group and to track progress.

Monitoring and Evaluation

The monitoring of PE teaching and learning in our school will take place through the:

- monitoring of short term planning by the P.E. Lead;
- observations and Learning Walks by the P.E. Lead and SLT where appropriate;
- discussion during curriculum development staff meetings in order to further develop provision and practice, respond to queries, check progress, review resources etc.;

- informal discussions between staff and the P.E. Lead;
- the completion of any whole school P.E. project where learning evidence is gathered, across the whole range of ages in the school;
- scrutiny of Black Books, displays and any other evidence of achievement, by the P.E. Lead and SLT;
- pupil interviews conducted by the P.E. Lead;
- checking of children's standards of work against agreed criteria e.g. teacher assessment.

Teacher assessments are moderated by Senior Leaders to ensure parity. Assessment data is robustly and rigorously analysed by the P.E. Lead, and outcomes shared with the SLT and staff.

Pupils will have their development and performance monitored through a range of assessment techniques to ensure that they make progress to their full potential.

The P.E. Lead works alongside teachers to provide tailored support to discuss, plan and implement a range of assessment and moderation strategies.

Continuing Professional Development

The P.E. Leads continue to attend Local Authority Subject Leader Network Meetings as well as Go Well Network Meetings in order to ensure that the P.E. Leads and wider staff are aware of the latest information and curriculum developments in P.E.

Our school accesses training and support from Go Well through external courses and internal bespoke support. In-school coaching provided by Go Well also provides one to one training for staff.

Staff are also provided with regular, planned, internal and external CPD opportunities where relevant and as appropriate.

Opportunities for the development of all staff are provided to enhance the quality of PE within the school. The needs of the staff will be identified through the monitoring and evaluation of the subject which is undertaken by the designated P.E. Leads and should be done in conjunction with the whole School Improvement Plan. The P.E. Leads ensure that all staff are aware of the development opportunities available from Go Well and other partners. The P.E. Leads will ensure that any development opportunities undertaken by staff are disseminated throughout the school, where necessary, to further enhance the quality of PE.

Our Governing Body

The Governing Body will provide support and challenge and are kept up to date with developments in P.E. through meetings with the P.E. Leads, through the Head Teacher's Report to Governors, subsequent discussions during Full Governing Body Meetings and Curriculum and Standards Committee Meetings.

The Governing Body will be provided with regular updates regarding the implementation and monitoring of this policy.

The Curriculum and Standards Committee will ratify and review the policy.

Conclusion

At Timothy Hackworth Primary School, a whole range of experiences and opportunities will be provided for all pupils in and across a broad and balanced curriculum which reflects school, local, national and global perspectives.

The curriculum offer is routinely reviewed to monitor its Intent, Implementation and Impact.

All children have the right to a high quality education; our Physical Education Policy is designed to ensure that all pupils have access to this right.

**TEACHERS WORKING WITH COACHES in CURRICULUM
TIME in support of the SPORT PREMIUM**

Good Practice Guidance

1	Welcome coaches to your school as fellow professionals here to support you
2	Ensure all staff (including office staff) know that a coach will be in school and greet and support them appropriately
3	Give the coach any appropriate background information about children in your class – health issues, behaviour management, disabilities etc
4	Ensure you discuss and clarify with the coach what your aims are for the sessions
5	Ensure what you ask the coach to deliver will support National Curriculum Physical Education in line with the specific year group. It should not just be practice for competitions/festivals or PPA cover– ask them to help you deliver core tasks if that is your schools’ policy
6	Ensure you give the coach a consistent and appropriate space to work in each week
7	Assist the coach in accessing equipment and in setting it out and putting away especially gymnastics mats
8	Ensure you are present and actively involved in all sessions to get the full benefit of the block of support
9	Come appropriately dressed for the sessions in PE kit so that you take a full and active part
10	Plan the sessions together or be familiar with the coaches planning before the sessions start
11	Join with the coach in team teaching during the sessions
12	Contribute your own ideas to the sessions
13	Practise the skills taught in other lessons to embed the knowledge
14	Support the coach in any areas where they are not as experienced as you eg. Cross-curricular links, questioning, social skills
15	Give the coach ongoing feedback on their support so they can adjust their sessions if need be
16	Complete all the monitoring and evaluation forms for the coaching sessions
17	Discuss with the coach the progress that children have made both as a class and individually
18	Share your experiences with other colleagues in school