



BROOK FIELD PRIMARY SCHOOL

Physical Education Policy Statement

INTRODUCTION

At Brook Field we offer a holistic PE curriculum that engages all senses. Our unique and creative PE curriculum provides a wide range of multi-sensory experiences and physical activities, which engage, motivate and inspire deep learning, and inspiration for life-long learning and healthy living.

At the core of our PE curriculum provision is a commitment to the National Curriculum Orders for Physical Education 2014 and the progression of key skills, relevant vocabulary and understanding of the health benefits of PE, ensuring our children receive a progressively challenging and engaging education that is personalised for Brook Field Primary School. We strive to enable every child to have at least 60 minutes of moderate or vigorous intensity physical activity a day across the week.

"Physical Education is about pupils learning about themselves: their capabilities, their potential and their limitations. It is the foundation of all sports participation. But it goes beyond the individual and understanding themselves - it's learning how to work with and respect others." Lucy Pearson, former England Cricketer and current Headteacher.

AIMS

At Brook Field Primary School, we give Physical Education a high profile. We recognise and want our children to have, through the areas covered in Physical Education, as many opportunities as possible to experience a sense of achievement, develop physical competence and life skills, such as teamwork and collaboration and to ultimately enjoy the long-term benefit of having a positive attitude to leading healthy, active lives.

We aim to develop the following areas:

- An outstanding Physical Education curriculum has the capacity to extend a child's physical, emotional, intellectual, spiritual, moral, social, cultural and personal development and understanding of British values in order to improve their self-esteem to enable them to reach their full potential.
- Teach 2 hours of high-quality PE per week and encourage a further 3 hours per week of sporting participation, including opportunities provided by external providers in the community (the "Five-hour offer") and ensuring that through the teaching of the requirements of the National Curriculum 2014 for Physical Education, 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.

Aim: We want all children to have the motivation, confidence, skills and knowledge and understanding to have achieved these requirements when they leave Brook Field.

- To help achieve the requirements of the National Curriculum Orders for Physical Education 2014 and to enable children to become physically educated, we aim to develop the following areas and provide opportunities for all children in Physical Education and address these five main categories for development:
 - developing physical and cognitive competence and confidence in the skills of planning, performing and evaluating movement
 - promoting physical activity and a healthy lifestyle
 - developing positive attitudes
 - ensuring safe practice

- developing problem solving skills and interpersonal skills which will have a much wider application.

Aim: We want all children to have the motivation, confidence, skills and knowledge and understanding to lead a healthy and active lifestyle, have a positive attitude and be problem solvers with good team and interpersonal skills when they leave Brook Field.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL AND BRITISH VALUES

Spiritual, Moral, Social and Cultural development is an inclusive element of our PE and School Sport curriculum with every opportunity taken within our sessions to develop our children's skills within these areas further.

In PE, we achieve this through the wide range of activities outlined below:

Opportunities for Spiritual development occur mainly through the use of imagination and creativity through dance and gymnastics and a willingness to reflect on their experiences in PE lessons, playtime games and through participation in a variety of sporting competitions.

Moral development is also a focus within our PE and School Sports provision through the teaching and reinforcement of the concept of 'fair play in competition' throughout all PE lessons, playtime games and in our participation in national, local, inter- and intra- school competitions, matches and events, such as our own Sports Day. The principles and practices of following rules, recognising and applying the differences between right and wrong in a sporting context and understanding the consequences of their behaviours and actions, while celebrating and rewarding success and accepting defeat form an integral part of the PE core-curriculum and involvement in School Sport opportunities.

Our teaching of the PE curriculum ensures that the children are made aware of the important way that they can develop socially by way of participating in activities that promote cooperation with others, teamwork (and our other school values; for example, respect and responsibility) and the inclusion of all regardless of religious, ethnic and socio-economic backgrounds. Pupils will be encouraged to volunteer at playtimes, in the PE curriculum and sporting clubs and fixtures. They will be given strategies to resolve conflicts effectively and these will also be modelled and reinforced by the Sports Coaches at lunch and playtimes.

Cultural development also has a strong emphasis in our PE and School Sport provision by developing an understanding and appreciation of the wide range of cultural influences that have shaped our sporting heritage and the things we share in common across different communities. Through regular and increased involvement in different inter- and intra- school sports' fixtures and events, Brook Field will cultivate a willingness to participate in and respond positively to sporting opportunities and an ability to understand, accept and respect diversity.

Please also refer to the SMSC section on our website.

PLANNING & TEACHING

Brook Field's PE Curriculum continues to make use of resources, ideas and objectives from The National Curriculum 2014, the Rawmarsh Schemes of Work, PE Primary website, material from the Norwich Union Athletics Shine Awards, TOPS cards and planning from the Soccer and Sporting Excellence Sports Coaches to inform planning and enable appropriate differentiated activities to ensure continuity and progression throughout all areas of PE. Many of these resources also enable access to video resources as a useful tool in demonstrating and evaluating skills and activities to the children and enhancing their performance.

The revised Bloom's taxonomy is used to assess the children through careful questioning and observations, in line with other subjects, and in order for them to achieve their maximum potential.

Careful planning ensures that children experience working in a variety of modes; individual, paired, group, team and class. Practice is intensive and demanding enough to effect recognisable improvement in performance.

Teachers will plan each session from the resources above and will look to include cross-curricular links where appropriate. For example, the Dance units often have a specific link to the year group's current topic: Bollywood Dancing in Year 5 to link to the topic on Asia and Year 3's Battle Scene Dance between the Celts and

Romans. Some invasion games will link to our History topics and fitness sessions link to Science and/or PSHE topics on healthy and balanced diets and bone and organ structure and function.

Soccer and Sporting Excellence also provide planning for the units that they support the teaching staff and these lessons will be planned alongside the class teacher, especially in terms of team teaching, upskilling staff and providing the suitable level of challenge and Adaptive Teaching and scaffolded support for all learners. This Adaptive Teaching, scaffolded and intervention support will primarily focus on groups and individual lower achievers as well as the more able.

INCLUSION OF CHILDREN WITH SEND AND THOSE IDENTIFIED AS MORE ABLE

All children are encouraged to work to the best of their ability. Quality First Teaching and planning ensures Adaptive Teaching, success and progression for all children. When planning and selecting materials, tasks and resources and teaching styles, all teaching staff take into account the needs of all pupils in terms of abilities and stages of development. Careful questioning (using revised Bloom's), observation and formative assessment is used as forms of assessing children in PE to ensure they achieve their maximum potential.

Pupils with special or additional educational needs are entitled to the same access to physical education as their peers. In planning lessons, teachers identify challenges for all pupils, modifying and adapting the task and/or equipment to include the least able child and to stretch the more able. Teachers liaise with the ANCO and, where applicable, the school's Sports Coach, who gives support or advice and works with either individuals or groups of children under the direction of the class teacher.

More able children will be stretched within PE sessions through different activities; the use of different resources; and challenging questioning to develop their Physical Education understanding and vocabulary even further. More able pupils are defined as those that consistently demonstrate higher standards than the majority of pupils in the same year group in one or more of the following areas:

- acquisition, selection and application of skills
- evaluation and improvement of performance
- knowledge and understanding of fitness and health

See NACE "Identifying more able learners; characteristics by subject – Physical education" and Brook Field's "Supporting and Challenging Your More Able in Physical Education" documents.

For more information, please refer to the Teaching & Learning, SEND and Inclusion, also the More Able Policies.

TEACHING

During Key Stage 1, children develop fundamental movement skills, becoming increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Provision is also made through the SPARK! programme for those children who are identified as needing further support in the development of their motor skills and co-ordination.

Our pupils are taught the required knowledge, skills and understanding through:

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

During Key Stage 2, children 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 enjoy communicating, collaborating and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Our pupils are taught the required knowledge, skills and understanding through:

- using running, jumping, throwing and catching in isolation and in combination
- playing competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and applying basic principles suitable for attacking and defending

- developing flexibility, strength, technique, control and balance [for example, through athletics, dance and gymnastics]
- performing dances using a range of movement patterns
- taking part in outdoor and adventurous activity challenges both individually and within a team
- comparing their performances with previous ones and demonstrating improvement to achieve their personal best.

MULTISENSORY & CROSS-CURRICULAR TEACHING

OUTDOOR AND ADVENTUROUS ACTIVITIES

Brook Field Primary School promotes and encourages residential visit opportunities when possible and viable. Currently, children are offered this opportunity in Years 4 and 6.

Year 4 currently attend Braeside Education and Conference Centre in Devizes for a range of outdoor and adventurous activities, such as: team building and problem solving, kayaking/canoeing, orienteering, low level ropes, Lifeline course and pond dipping.

Year 6 visit Barton Hall PGL Centre, Torquay, Devon, where they also participate in a range of outdoor and adventurous challenges including: team building and problem solving, climbing, canoeing and mountain biking. These activities also encourage self-esteem and a personal sense of achievement, particularly important in the build-up to the transition to secondary education.

Other year groups across the school often have educational visits to outdoor centres and activities eg Lydiard Park. PE sessions across both Key Stages (and cross-curricular lessons such as Maths, History and Science) involve using the school's Woodland Walk and Orienteering. Brook Field has a "Forest School" for our year one children during the school day to boost self-esteem, confidence and learn and develop team work skills as they take part in outdoor and adventurous activities that they might not usually have the opportunity to access.

Brook Field has an outdoor gym and an all-weather track around the field. These activities are led by the House Captains and Vice-Captains during lunchtimes. It is also used for PE lessons. Staff across the school are encouraged to use our extensive grounds for many learning opportunities in all curriculum areas.

SWIMMING AND WATER SAFETY

As stated in the National Curriculum 2014 document for Physical Education, "all schools must provide swimming instruction either in key stage 1 or key stage 2." All children in Year 3 have the opportunity to participate in Swimming and Water Safety lessons.

Brook Field pupils will be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)
- perform safe self-rescue in different water-based situations.

Brook Field School continues to monitor how many pupils cannot swim 25m each year to review whether children in Years 5 – 6 will require further opportunities to try and gain their 25m Swimming Certificate.

Brook Field develops the use of Computing skills in PE through using Video/digital cameras (Coach's Eye app) and appropriate websites for recording, evaluating and assessing performance. This involves teacher and peer assessment and showing DVDs/websites highlighting professional sports people and good practice.

Brook Field encourages all members of the school community to select and engage in regular physical activity. For example, a daily "Wake and Shake" routine led by two members of staff and several children from across Key Stage 2. Each year group also has the opportunity to use the all-weather track once per week.

Brook Field ensures all members of the school community understand the effects of exercise on the body and provides children with the opportunities to explore the links between PE, Health Related Education, PSHE, Science and other relevant areas of the National Curriculum that promote good health and positive attitudes to fitness and health.

Brook Field offers free school clubs which all children are welcome to join – we monitor different groups of children to assess participation levels and aim to encourage those who do not currently belong to a club to join one.

Brook Field uses Anomaly: Primary Network TV (“Brook Field TV”) to promote physical activity and a healthy lifestyle. This involves videos that show: cooking skills and healthy diet, anti-bullying, mental health and information on sporting activities such as how to get involved in different sports, skills to practice and dance routines or warm up exercises similar to Brook Field’s own “Wake and Shake” activities

ORGANISATION

We strive to contribute towards every child having at least 60 minutes of physical activity a day across the week.

Each class will have two PE slots per week lasting approximately one hour where possible.

Every class will take part in a daily “Wake and Shake” routine at the start of the school day and lasting five minutes. Each Year Group will also have the opportunity to use the all-weather track once every week.

Each playtime will have timetabled sporting and physical activities to engage as many children as possible. The Sports Coach will lead sessions every lunchtime from Monday – Wednesday for 30 minutes per Key Stage to teach them skills, lead a game of the week and involve them in physical activity. The House Captains and/or their deputies will lead a lunchtime session using the outdoor gym equipment and fitness circuits for their House Team once per week.

A range of sporting after-school clubs will be offered to both Key Stages either run by members of staff, Soccer and Sporting Excellence or other external providers.

RESOURCES

Each class has a scheme of work and access to the Norwich Union Athletics shine awards via the Intranet. Additional teachers’ resources, books and master copies of the TOPs cards are stored in the PE Subject Leader’s Classroom cupboard or in the PE Co-ordinator’s files on the school computer drives.

A small amount of PE equipment and apparatus is stored in both halls. All other equipment and resources are kept in the locked PE shed (see PE coordinator for a resources list). The key is available from the office, PE Co-ordinator, Sports Coach and Caretaker. Equipment from the PE shed is only used for PE lessons and is not for playtime use.

Separate resources and equipment are made available for playtimes and stored in separate sheds on both playgrounds. Please inform the PE Co-ordinator if any resources are lost or broken.

HEALTH AND SAFETY

Safe practice in physical education is an integral feature of all aspects and in all phases of education. Teachers, have a duty of care for those in their charge to ensure that planning and implementation take full account of safety requirements. Young people learn about the principles of safety as applied to themselves and to the care and well-being of others. For safety regarding environment and equipment, clothing, personal effects and protection, see “Safe Practice in Physical Education and School Sport” AfPE kept by the PE Co-ordinator.

In summary:

All clothing worn for PE gives regard to safety and hygiene. Children are encouraged to wear non-branded T-shirts in the appropriate House Point Team colour;

Girls and boys either change within discrete areas of the classroom or change in different rooms where possible and particularly in Years 4, 5 and 6. Special arrangements are made for individuals based on religious or medical grounds;

Since the COVID-19 pandemic, children are able to come into school already dressed appropriately for PE on their timetabled PE days.

Brook Field School follows the Pool safety operation procedures (NOP & EAP) etc for the swimming lessons in Year 3.

ASSESSMENT & MONITORING

Teachers ensure assessment and record keeping takes place to monitor children's progress using a clear set of objectives and intended learning outcomes. The Sports Coaches from Soccer and Sporting Excellence also assist the class teacher in assessing and maintaining these records.

Summative Assessment is completed at the end of each unit of work on an Excel Document. By the end of each academic year, a detailed assessment of each child will have taken place to give an overall picture of an individual's progress and attainment through the year and enable a more accurate report to be given to parents and for the monitoring of PE across all year groups. Teachers report to parents on their children's performance and attitude. A written statement on the child's report form in the General Comments section reflecting the general requirements and statements in the National Curriculum 2014, will give an assessment of the child's progress made throughout the year. This document is then passed up to the next year group.

Formative assessment will take place using revised Blooms' questioning, video and photographic evidence where appropriate, questioning and feedback based on the WALT/success criteria for each lesson and peer review and feedback on each other's performance.

PE planning and the summative assessments are monitored following the Subject Leader Monitoring Cog in the School's Compendium and in the yearly Monitoring Day in Term 6.

IDENTIFICATION CRITERIA FOR MORE ABLE CHILDREN

More able learners in Physical Education may display a selection of the following characteristics:

- Use the body with confidence in differentiated, expressive and imaginative ways
- Good sense of shape, space direction and timing
- Movement is fluent and can be elegant
- High degree of control of their body; good control of gross and fine body movements and can handle objects skilfully
- High degree of motivation and commitment to practice and performance
- Use technical terms effectively, accurately and fluently
- Able to analyse and evaluate their own and others' work, using results for self-improvement
- High level of understanding of principles of health-related exercise and their application in a variety of activities
- Particularly high levels of fitness for their age
- Specific strengths in particular areas, eg games or dance
- Able to perform advanced skills and techniques and transfer skills between activities
- Good decision makers; able to take the initiative; demonstrate autonomy, leadership and independence of thought
- Able to reflect on processes and outcomes to improve performance
- Take risks with ideas and approaches
- Show perseverance and commitment
- Involvement with a range of related extracurricular activities
- Understand the need for effective coaching

For more information on assessment please refer to the Assessment Policy.

PHYSICAL EDUCATION CO-ORDINATOR

The role of the P.E. Co-ordinator is to:

- Monitor the PE and School Sport carried out across year groups by scrutiny of work, planning, assessment and pupil voice. This includes monitoring of the frequency of PE teaching across the year.
- Support colleagues in teaching the subject through sharing good practice and delivering staff meetings to ensure consistency of approaches and expectations.
- Renew, update and supplement resources needed to deliver the curriculum successfully.
- Involve Governors in the development and monitoring of the subject.

- Attend appropriate CPD and cluster meetings to ensure up to date and relevant professional development in this subject. Keep up to date with developments in education and disseminates to colleagues through liaison with Sports Development units and Fortius PE (previously Swindon Schools' Sports Partnership), Premier Education Group, feeder secondary schools, West Swindon Primary Schools and other relevant external sporting organisations

APPENDIX 1

Curriculum Map for Physical Education (see next page)

Brook Field PE Curriculum Map 2022 – 2023

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	Gymnastics	Games	Football	Netball	Dance	Poka Tok & Basketball
			Gymnastics	Dance	Tag Rugby	Gymnastics
Term 2	Ball Skills	Dance	Fitness	Hockey	Dance	Salsa
			Gymnastics	Tag Rugby	Invasion Games	Tag Rugby
Term 3	Balance & Coordination	Gymnastics	Orienteering	Gymnastics	Dance	Gym
			Dance (Swimming)	“Warrior Training”	Invasion Games	Hockey
Term 4	Netball & Games	Cricket	Tennis	Football	Dance	Running (History Link)
			Dance (Swimming)	Tennis	Netball	
Term 5	Movement & Composition	Orienteering	Athletics	Gymnastics	Cricket	Athletics
			Striking & Fielding	Athletics	Athletics	
Term 6	Games & Sports Day	Aviva Athletics	Athletics	Athletics	Rounders	Orienteering
			Striking & Fielding	Rounders	Athletics	PGL