



Ashton West End Primary Academy

Physical Education Policy

Mission Statement:

‘Today I am proud of my school,
tomorrow my school will be proud of me.’

The aim of this policy is to guide teachers and support staff in providing the best possible learning experiences for our children. At Ashton West End Primary Academy we undertake to:

- Raise levels of attainment for all pupils, enabling them to achieve their personal best.
- Develop confident, disciplined and enquiring learners, able to make informed choices.
- Foster a love of learning.
- Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others.
- Facilitate considerate and positive relationships between all members of the academy community.
- Ensure equal opportunities in relation to gender, race, class, special needs and belief.
- Value and respect all cultures.
- Provide a safe and happy work place.
- Promote a thoughtful attitude towards the immediate and wider environment.

Our mission sets out our commitment to ‘aiming high’. Improvements in the quality of teaching and learning are brought about through a process, which involves:

- reflection by individual professionals
- acting on planning feedback and guidance
- use of assessment data
- the target setting process
- sharing in-house expertise through
 - joint/team planning
 - discussion with colleagues, subject coordinators and SLT
 - Staff training at school
 - Team teaching lessons
 - Peer observation and lesson studies
- implementation of recommendations arising from classroom observation
- CPD courses

This policy will be reviewed regularly to enable us to take account of new initiatives, curriculum changes, technological developments and any changes to our pupil cohort profile.

(Next view date: October 2025)

Aims and Objectives:

The National curriculum aims for Physical Education are:

- 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.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or 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 [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

Teaching and Learning:

A range of teaching styles will be employed by the teachers depending upon the age and ability of the children, the nature of the work, and the learning objectives specified. We provide activities that are compatible with children's level of physical development and capability, whilst extending and developing individual competencies. The teachers will also watch for continuity and progression of skills and the pace of progress through the planned work.

Foundation Stage and Key Stage 1

During the Foundation Stage and Key Stage 1, children build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to work and play with other children, in pairs and in small groups. They are taught new skills, which they practice, refine and use. By watching, listening and experimenting, they develop their skills in movement, coordination, and enjoy expressing and testing themselves in a variety of situations. Children will have the opportunity to evaluate and improve performances throughout the different areas of PE. The Sports Coach will deliver a sequence of progressive lessons to each class in KS1 alongside the class teachers.

Key Stage Two

During Key Stage 2 children will enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movements.

They will communicate, collaborate and compete with one another. They will gain an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success. Years 4 and 5 children will attend the local swimming pool to take part in swimming activities and learn about water safety. The Sports Coach deliver a sequence of progressive lessons to each class in KS2 alongside the class teachers. The children in KS2 have the opportunity to take part in after school clubs delivered by the Sports Coach on Monday, Tuesday and Wednesday and Thursday.

Progression within lessons is achieved through...

- Practicing the new skill/idea

- Applying the skill
- Improving and developing
- Performing and evaluating

Each unit of lessons is a development process of...

- Exploring/practicing
- Creating, remembering/retaining
- Rehearsing and improving
- Performing and evaluating.

Each lesson format will include: -

- Clear objectives
- Warm up
- Practice/explore
- Apply
- Refine
- Perform
- Cool down
- Review

Curriculum Planning:

We recognise that **Physical Education and Sport** is important at Ashton West End Primary Academy. The school uses the National Curriculum Aims and Objectives for **Physical Education** as the basis for its curriculum planning. Our long-term school overview shows the coverage of the PE units for each year group. Using the national curriculum, subject leaders have created schemes of work to ensure coverage and to support teachers when creating medium term plans.

The curriculum has been organised to ensure that the children in Key Stage One and Key Stage Two have access to:

- Games (including striking/fielding, net/wall and invasion skills)
- Gymnastics
- Dance
- Athletic activities
- Outdoor and adventure activities (residential at an outdoor education centre–KS2)
- Swimming- (Year 5 During the Autumn Term & Year 4 During Spring and Summer Term)

EYFS:

This policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

We teach Physical Education in reception classes as an integral part of the topic work covered during the year using the EYFS curriculum. We believe that a young person's development is inseparable from all other aspects of development because they learn from being active and interactive.

Effective learning involves:

- Giving children plenty of time to explore experiment and refine movements and actions.
- Providing a safe, well planned and resourced environment.

- Supporting other areas of learning through physical
- Play-Using and learning through all their senses.
- Building on children's developing skills to promote confidence and independence.

Contribution to the other curriculum areas:

English

Links between PE and English include: writing sequences, following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama.

Maths

Links between PE and Mathematics include: measurement, shape and space, sequences, number, angles, position and movement, rotation and time.

PSHE and Citizenship

PSHE and PE links include following rules, living healthily, co-operating with others and understanding fairness and equality.

Healthy Eating

The school recognises that physical activity is just one element of healthy lifestyles and actively promotes healthy eating to help combat child obesity. These messages are shared in clubs, lessons and through cookery sessions with all age groups.

Inclusion:

At Ashton West End Primary Academy teachers set high expectations for all pupils. Teachers use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. At Ashton West End Primary Academy, all children are involved in **Physical Education** lessons, whatever their ability, experiences and individual needs. This is in line with the school's curriculum policy of providing a broad and balanced education to all children. Through a range of teaching and learning approaches, we enable all children to access the **Physical Education** curriculum. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see the SEND policy. Where learning takes place outside of the classroom, we will carry out risk assessments to ensure that the activities are safe and appropriate for all pupils.

Legislation and guidance:

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

Assessment for learning:

In Physical Education, children are assessed throughout each lesson against the Progression of Skills and this is recorded on weekly planning. Teachers then use their weekly assessments to complete the online tracking on Insight.

Resources:

Teachers currently have access to lesson plans and resources on 'Amaven'. This is a resource that we have bought into and all teachers have a log in to access the lesson plans, videos and other resources necessary to teach Physical Education. Teachers can also work alongside the Sports Coach to plan and deliver Physical Education lessons. On the school system in 'staff' under 'PE', there are also lesson plans for each year group, for each sport that teachers can also use.

Indoors at Ashton West End Primary Academy, we have a large hall containing modern facilities and equipment. Outdoors, we benefit from a large field suitable for all kinds of games and activities, plus 2 hard play areas with markings and fixed games equipment (basketball nets, cricket wickets, target games, climbing equipment etc.) We now have an all-weather pitch that is situated on the playing field that is accessible by all staff. The public swimming baths in Ashton are also used in KS2. An LEA approved gymnastic equipment firm inspects our large PE equipment annually. Any equipment recommended for repair or replacement is taken out of action instantly.

A wide range of small equipment is kept in our central PE store to support the delivery of the N.C. programme of study, as well as CDs, cassettes, poems, videos etc. Any concerns about the safety of our equipment should be reported to the subject leader.

Roles and responsibilities:

The governing board: The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements

- It participates actively in decision-making about the breadth and balance of the curriculum

The Principal:

The principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

The subject leader:

As the Physical Education subject leader I monitor half termly planning ensuring children are developing their skills and ensure that assessment is up to date on Insight. We will provide opportunities for teachers to team teach alongside the Sports Coach to up skill and for teacher's professional development.

Monitoring and review:

The subject leader will monitor teachers long term plans to ensure that all of the Physical Education objectives are being covered. Lesson observations will allow the subject leader to assess the coverage of objectives and the standard of work being produced. Lesson drop ins will be undertaken to ensure high-quality delivery and to ensure that the planning is being implemented in the lessons.