



Physical Education Curriculum Policy

Intent

Physical Education has a rich history at Baguley Hall Primary School and has always been celebrated. We have a number of sports teams and regularly enter a range of competitions throughout the year. Through weekly lessons, organised sports weeks, competitions entered, sports teams created and sports days children have the opportunity to experience and explore all aspects of physical education both within and out of the school day. Pupils have developed a sense of excitement and curiosity about different sports provided through enthralling workshops led by visitors. We have also held a number of assemblies from Olympic athletes and local sports clubs which have further enriched learning.

The Physical Education curriculum at Baguley Hall is carefully planned and structured to ensure it develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. We also work to ensure that Physical Education promotes an understanding in children of their bodies in action as well as involving thinking, selecting and applying skills and promoting positive attitudes towards a healthy lifestyle. This enables the children to make informed choices about physical activity throughout their lives.

In line with the national curriculum 2014, the curriculum at Baguley Hall aims to ensure that all pupils:

- Improve competence in physical activities.
- Increase fitness levels.
- Take part in competitive team games.
- Lead healthy active lifestyles.

Implementation

Foundation Stage

We encourage the physical development of our children in the nursery and reception classes as an integral part of their work. As nursery and reception form the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the 'Development Matters in the EYFS' guidance, which underpin the curriculum planning for children aged three to five years of age. Physical development is one of the seven areas of the EYFS and is used to develop a child's movement, handling of objects, understanding of their own body and health and levels of self-care. The EYFS curriculum is taught through the three characteristics of effective learning: playing and exploring, active learning and creating and thinking critically. We consistently 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. In addition, we begin to teach the children in Reception one part of the PE curriculum each term, following planning from the PE Passport App.

KS1 and KS2

Physical Education is taught in flexible blocks throughout the year on a one-year cycle, this way we can ensure children achieve depth in their skills learnt. Children are taught Physical Education in year groups. This ensures that all children receive a quality and focussed Physical Education curriculum. Teachers identify the key skills of each area and consideration has been given to ensure progression across areas throughout each year group across the school. By the end of each year, pupils are expected to know, apply and understand the skills specified in the relevant programme of study.

We teach a range of different areas within the Physical Education curriculum, these include dance, games, gymnastics, athletics, outdoor adventure activities and swimming and water safety. Within these areas, we aim to ensure the following specific objectives are consistently covered:

- To develop fitness and encourage healthy active lifestyles.
- To enable children to develop and explore physical skills with increasing control and co-ordination.
- To encourage children to work and play with others in a range of group situations.
- To develop the way children perform skills and apply rules and conventions for different activities.
- To increase children's ability to use what they have learnt to improve the quality and control of their performance.
- To teach children to recognise and describe how their bodies feel during exercise.
- To develop the children's enjoyment of physical activity through creativity and imagination.



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- To develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.

Planning is informed by and aligned with the national curriculum, in line with this we start teaching dance, gymnastics, games and athletics in KS1, adding outdoor adventurous activities and swimming and water safety in KS2. At Baguley Hall we use the 'Primary PE Passport' App across school to plan. This enables us to ensure that the key skills are taught effectively and that the teaching is consistent throughout. Within the App, we are able to use a large selection of videos as demonstrations, assess children weekly, termly and yearly, take pictures and videos of children learning skills within lessons and use these to aid in summative and formative assessments and track progress made and next steps very easily. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Outcomes of skills are regularly monitored to ensure that they reflect a sound understanding of the key skills identified.

Impact

Outcomes of skills learnt, evidence a broad and balanced Physical Education curriculum and demonstrate the children's acquisition of identified key skills. Children review learning objectives at the end of every lesson and are actively encouraged to identify their own target areas, with support from their teachers and peers. Children also verbally evaluate what they have learned comparative to their starting points at the end of every lesson through discussion with each other and their teacher.

Emphasis is placed on questioning, practicing, evaluating and improving which helps pupils gain a coherent knowledge and understanding of the Physical Education curriculum as a whole. With the focus being on; improving competence in physical activities, increased fitness levels, taking part in competitive team games and leading healthy active lifestyles.

Through this study, pupils learn to ask pertinent questions, analyse skills, evaluate and develop their Physical Education skills and understanding by both practicing and experiencing.

Teaching and Learning

The Physical Education curriculum is carefully mapped out through the areas covered in each year group. Pupils develop a secure understanding of each key area and skills in order to progress to the next stage. Insecure understanding of skills is encouraged before new learning is attempted, this eliminates any misconceptions whilst reinforcing and refreshing previous learning skills and essential vocabulary.

We use a variety of teaching and learning styles in our PE lessons at Baguley Hall. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other (and themselves), and they have the opportunity to use a wide range of resources. They also learn to apply their physical education knowledge to their understanding of leading a healthy lifestyle.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies, where teachers differentiate by modifying space, task, equipment and additional adults.

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key physical education skills are taught to enable and promote the development of children's skills. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs and in a group during whole class teaching.
- The use of skill organisers or 'sticky skills' is used in every lesson, so that children can guide their own learning as well as understand key vocabulary for each area that they study.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including videos of children's skill practise where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and evaluating.



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- Planning moderation and monitoring of outcomes of skills, to ensure that skills taught meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each skill being evidenced through the outcomes.

Equal Opportunities and Inclusion

At Baguley Hall Primary school 'Putting children first,' is our motto and we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Peace Mala and RRS is reflected in all that we do, not just in learning but in the way that we act every day. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge. All pupils are entitled to access the Physical Education curriculum at a level appropriate to their needs.

To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility and reasonable adjustments are made when needed, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential. Teaching takes account of children's own interests to ensure personal relevance to all individual learners.

April 2020

Date of Review September 2020