



Physical Education Policy 2023-2024

Physical Education Subject Leader: Mr B Johnston

‘Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity.’

- John F. Kennedy

Curriculum Intent Statement

At Owston Park Primary Academy, we provide a bespoke, knowledge-rich curriculum with the purpose of increasing the quantity and quality of what our children know, enabling them to develop a wealth of knowledge and cultural capital to draw upon and build upon throughout their lives. We believe that children need to see how what they are learning is connected to a body of greater knowledge and that knowledge across those bodies is interchangeable.

Children need to understand about concepts, and how these concepts inter-relate. Curriculum literacy requires understanding of the meaning, use and justification of curriculum concepts through respecting individual subject traditions. We have created a curriculum based on distributed practise and regular testing which provides coherence and helps knowledge to move into long-term memory, to become declarative and procedural. Through its structure, defined by details not by titles, children are supported to navigate their way through a meaningful, inter-related curriculum rather than one which is random, based on tenuous skills progressions. Our curriculum is about addressing social injustice so that our children leave us with a love of locality, happiness, dignity and strong emotional literacy. They will leave us with the keys to unlock the powers of the powerful. The national curriculum ‘provides children with an introduction to essential knowledge that they need to be educated citizens.’ It introduces pupils to the best that has been thought, said and done and helps engender and appreciation of human creativity and achievement. At Owston Park we are keen also to emphasise to children the way in which ‘the best that has been thought and said and done’ impacts upon their own life, today, living in North Doncaster. We have a clear idea of what knowledge, words and concepts we want children to learn in each subject. Crucially we also know where the ‘horizontal’ and ‘vertical’ links are. Vertical links are those links WITHIN a subject year to year (the concept of ‘empire’ for example, or ‘warfare’ or ‘colonisation’). Horizontal links are those links ACROSS subjects within a year group (such as









linking the study of Romans with a study of Christianity, the concept of settlements, the design of villages, the concept of leadership, Roman artwork etc). The impact of our curriculum will be seen not only in measurable attainment and progress, but in that Owston Park Primary Academy’s students are confident, enthusiastic and curious young people, who are equipped with the knowledge and skills they need to live a purposeful and fulfilling life.

The Rose Learning Trust



TRANSFORMING FUTURES COLLABORATIVELY

Curriculum themes

<p style="text-align: center;">Knowledge Rich</p>  <p>The basis of our curriculum is powerful knowledge – by teaching ‘the best that has been thought, said and done’, we open up our children’s minds, ignite their curiosity and engender an appreciation of human creativity and achievement.</p> <p>Key knowledge for each subject has been carefully considered by subject leaders alongside class teachers, and is codified in our bespoke Knowledge Organisers.</p>	<p style="text-align: center;">Evidence based</p>  <p>Our cumulative approach is rooted in neuroscience and educational research. We use regular retrieval practise to help to commit key knowledge to children’s long term memory. ‘Memory is the residue of thought’ – the more we think about something, the more likely we are to remember it.</p> <p>Our assessment reflects this, measuring the knowledge which children retain, so we can be confident that they’ve truly learnt it.</p>	<p style="text-align: center;">Cumulative and coherently sequenced</p>  <p>Children learn explicitly planned interconnected webs of carefully sequenced and discretely taught conceptual knowledge, which are revisited in subsequent contexts enabling children to build up networks of connected information as schema.</p> <p>Discretely teaching conceptual knowledge means it becomes easier for children to add new information to existing schema, as new knowledge ‘sticks’ to prior knowledge.</p>	<p style="text-align: center;">Depth for all</p>  <p>All children receive quality first teaching. Content is not differentiated, so no knowledge is out of bounds for any child, because every student has an entitlement to access powerful knowledge which opens the door to a world beyond our own individual experiences.</p> <p>New information is introduced in small steps, with lots of modelling and scaffolding, enabling children to build confidence. The culture at Owston Park celebrates mistakes and uses them as a teaching point.</p>
<p style="text-align: center;">Vocabulary Rich</p>  <p>Vocabulary is explicitly planned for and taught within each unit. Vocabulary is the key to unlocking and understanding the knowledge.</p> <p>Discussion and structured learning conversations are a key feature of wider curriculum lessons.</p>	<p style="text-align: center;">Enrichment</p>  <p>Our topics provide the opportunity to bridge our children’s cultural capital deficit through enrichment – educational visits, visitors into school and topic launches.</p> <p>The substance of the knowledge taught inspires awe and wonder.</p>	<p style="text-align: center;">Community and Identity</p>  <p>Our curriculum is built on meaningful local links to encourage our children to celebrate our rich heritage.</p> <p>Parents are invited in at least once per term for topic landings to celebrate children’s learning.</p>	<p style="text-align: center;">Core skills developed</p>  <p>Topics are underpinned by a key text which draws upon and builds schema to help contextualise the key knowledge which children have learnt.</p> <p>Opportunities for extended writing are built into the curriculum. There are high expectations of core skills across the curriculum.</p>

P.E Intent, Implementation and Impact

Intent	Implementation	Impact
<ul style="list-style-type: none"> ☐ Children are physically active for sustained periods of time and lead healthy, active lives. 	<ul style="list-style-type: none"> • Children have 2 hours of P.E each week. • Increased activity at play times and lunch times is encouraged through children having access to a wide range of P.E equipment on the playground. • There is a wide range of extra-curricular clubs offered such as dance, multisports, football, cricket, cheerleading, tag rugby etc. which children are encouraged to engage with. • Specific fitness equipment has been purchased to encourage children to understand the benefits of a healthy active lifestyle. 	<ul style="list-style-type: none"> ☐ Children will enjoy learning about P.E. ☐ Children will achieve age related expectations in P.E. ☐ Children will retain knowledge about relevant information.
<ul style="list-style-type: none"> ☐ Children engage in competitive sports to create resilience, teamwork and social skills. 	<ul style="list-style-type: none"> ☐ British Values are weaved into our P.E curriculum through the promotion of mutual respect and tolerance. ☐ Competitive elements are built into P.E lessons, on both a weekly and half-termly basis. ☐ Sports Person of the Week award promotes the school values and sportsmanship. ☐ Children take part in the National School Games Programme which has a pathway of local, regional and national competitions. ☐ Children take part in competitive sports within a local cluster of schools. 	<ul style="list-style-type: none"> ☐ Children develop resilience, teamwork and social skills. ☐ Children will have a good understanding of the world beyond their local environment, incl. secondary schools in the local area to contribute towards successful transition. ☐ Children will feel part of a community, and will meet members of their community outside of their usual groups.
<ul style="list-style-type: none"> ☐ Children develop competence to excel in a broad range of physical activities 	<ul style="list-style-type: none"> ☐ P.E lessons are knowledge rich, and our bespoke curriculum has been carefully designed to provide opportunities for children to revisit and build upon their prior learning, through concepts – these concepts enable children to draw vertical links (learning linking to learning in a prior year group) and horizontal links (learning from other topics or other subjects within their year group). ☐ The curriculum is tailored to the needs and interests of our community, and this is supplemented by a range of experiences which children may not usually experience in this catchment area, e.g. tri-golf, archery, hockey. ☐ Children in Year 5 participate in swimming lessons at the local swimming baths. 	<ul style="list-style-type: none"> ☐ Children will retain knowledge about relevant information. ☐ Children will be able to draw on prior learning to draw comparisons between historical periods. ☐ Children will have a rich vocabulary that they can apply

THE FOUNDATION STAGE

P.E. is a vital part of a child's early development, and our EYFS curriculum promotes children to live healthy and active lives. Fine and gross motor skills are developed on a daily basis through continuous provision such as through Dough Disco. Children take part in games, both indoors and outdoors, to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.

TIME ALLOCATION

All children receive the advisory two hours of P.E per week, delivered by our Primary P.E Specialist. This is enhanced by children attending extra-curricular activities, competitions and swimming in Year 5.

PLANNING AND ASSESSMENT

The planning process for P.E at Owston Park Primary begins with the national curriculum and is supplemented with the Real P.E and Real Gym schemes of work. Planning is progressive and builds upon prior learning. We have adapted the scheme to the circumstances of the school. As required, we teach dance, games and gymnastics at Key Stage 1. In Key Stage 2, we teach compulsory dance, games and gymnastics, swimming and water safety, outdoor adventurous activities and athletics. Swimming and water safety takes place in years 5 all year. The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader devises this plan in conjunction with teaching colleagues in each year group. We use the Real PE scheme of work as the basis for our short and medium-term plans. This gives details of each unit of work for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The subject leaders keep and review these plans. The PE specialist completes a daily plan for each PE lesson. This lists the specific learning objectives and expected outcomes, and gives details of how the lesson is to be taught. The PE specialist keeps these individual plans, and subject leader and class teachers try to discuss them on an informal basis. We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school. Parents and carers will be informed which PE activities are led by approved instructors and not directly by a member of teaching staff

Our assessment system in P.E is based on the extent to which children have met the learning criteria on a termly basis. We teach PE to all children, whatever their ability or individual needs. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard 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 separate policies: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; English as an Additional Language (EAL).

The PE specialist assesses children's work in PE by making judgements as they observe them working during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways in which to improve. The PE specialist records the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teacher's/PE specialist make a judgement on whether each child is on target, above or below and complete their individual online assessment. PE specialist records this information and use it to plan the future work of each child. These records also enable the PE specialist/teacher to make an annual assessment of progress for each child, as part of the school's annual report to parents and carers. The teacher passes this information on to the next teacher and the PE coordinators at the end of each year. The PE subject leader keeps photographic and video evidence of children's work (in a P.E portfolio). This demonstrates what the expected level of achievement is in each area of PE activity in each year of the school. This is also published on school P.E notice boards in the P.E sports hall and around school. PE Co-ordinators meet regularly to review individual evidence of children's work against the national exemplification material. This is also evidenced and shown on our school website, Facebook and school twitter.

FEEDBACK

- Feedback should always be focussed on the Learning Objective.
- Children are given opportunities to self-assess their learning against the Learning Challenge where possible, using the metacognition colours familiar to them.
- Feedback should perform 3 purposes; ensure children understand what they have done well; ensure children are clear about how to improve; ensure children make visible signs of improvement.
- Marking should always 'close the gap' and give an improvement suggestion; of which there are 4 types
 - o a challenge prompt
 - o a reminder prompt;
 - o a scaffold prompt e.g. a questions or unfinished questions, steps to complete tasks
 - o an example prompt
- Children to have opportunities to self and peer assess their work, when appropriate.

HEALTH AND SAFETY

It is the general teaching requirement for health and safety that applies to this subject taken from 'Safe Practice in Physical Education and Sport' we encourage the children to consider their own safety and the safety of others at all times. We expect them to wear agreed clothing for each activity area. 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 potentially dangerous jewellery is to be worn for any physical activity including earrings. PE Specialist/teachers are expected to check all apparatus and the area P.E. is taking place for any potential health and safety issues and adapt their lessons/ or make the children aware before starting. Children without kit at the beginning of each year parents will be informed of P.E kit requirements and they will have the opportunity to discuss any serious reservations with the Head. A child who has forgotten their kit should first be reminded by the teacher. If this occurs consecutively three times a letter will be sent home from the head teacher. The school has spare kit to provide and support to the children if they are needed.

For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes the teaching assistant should accompany the children to apply first aid. For serious accidents (head injuries, serious cuts or suspected fractures) the teacher should stay with the child and send the teaching assistant or two responsible children to inform the school office. After the incident the teacher must complete an accident report form which is available in the office

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary. The school has a risk assessment

based on the Safe Practice in Physical Education and Sport. Members of staff will be given a copy annually when the document is reviewed. There is a risk assessment produced for our facilities, both indoor and outdoor learning in P.E.

MONITORING AND SUBJECT LEADERSHIP RESPONSIBILITIES

The subject leader's role is to empower colleagues to teach wider curriculum lessons to a high standard and support wider curriculum subject leaders in the following ways. Their role includes leading, managing, monitoring, motivating, training and guiding colleagues.

- Knowing the curriculum requirements of their subject throughout school, and using their knowledge of their subject to create road maps of the learning journey and assist teachers in developing knowledge organisers, ensuring that the content maintains fidelity with the national curriculum.
- Subject leaders monitor medium term plans and work alongside class teachers to ensure that pupils receive full coverage of the National Curriculum.
- Showcasing and raising the profile of their subject throughout school, e.g. through thematic days, displays etc.
- Monitoring their subject through book scrutinies, lesson observations, data analysis and pupil interviews to ensure comprehensive monitoring of wider curriculum subjects and to inform them of the quality of the wider curriculum provision across the school.

- Keeping up to date on current issues; disseminating relevant information and providing training for staff members (either directly or through other professionals).
- Identifying and acting on subject specific development needs of staff members with support from SLT - books are scrutinised by SLT throughout the term with a compliance check completed half termly and feedback is provided.
- Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards.
- Providing necessary equipment and maintaining it to a high standard, managing the subject budget effectively.

WIDER CURRICULUM NON-NEGOTIABLES

- Topic launches to be an exciting, awe-inspiring event to engage and excite children. The classroom environment should reflect the topic, and classroom entrances should advertise the topic being taught. Key vocabulary should be displayed within the classroom, as should resources which support key knowledge e.g. timelines, diagrams.
- Learning objectives and titles to be present in children's books. The title should contain a context. The learning challenge should be highlighted in the corresponding colour according to the metacognitive level achieved.
- Vocabulary should be explicitly taught within the lesson.
- Presentation expectations in wider curriculum lessons to mirror expectations in core subjects.