



Golden Valley Primary School Guidelines for PE

Intent

In line with the 2014 National Curriculum for PE and the School Sport and Activity Action Plan (July 2019), our aim is to provide a high-quality PE education and to develop every child's physical skills, attitudes, health and fitness. This will enable them to reach their full potential in a safe, encouraging environment.

The PE curriculum is designed to ensure that children are able to develop their physical skills through a broad range of different sports and activities. Children are also encouraged to grow their leadership and teamwork skills. We will enable all children to improve and achieve in line with their age and potential.

The school's holistic approach to PE means that daily activity and exercise is incorporated into everyday school life and children will develop a lifelong positive attitude to physical activity and its impact on wellbeing.

Our intent is that...

- Children will enjoy physical activity and be inspired to lead healthy and active lifestyles.
- Children will be taught the values of teamwork, determination, fairness, respect and self-belief through competitive sport and other physical activities.

Role of the Subject Leaders

The PE Subject Leader and Senior Leadership Team (SLT) will assess and address staff training needs as part of the School Development Plan. The PE Leaders will attend subject specific meetings (NSSPEA) and will cascade this training and information to teachers through staff meetings and the internal messaging service (Grapevine.) Individual teachers should continually develop their own skills and knowledge, identify their own needs through an annual PE audit and attend CPD recommended by the PE Leader.

The subject leaders will oversee the planning of lessons and organisation of the PE timetable to ensure a varied and progressive curriculum. In addition, the subject leaders will oversee the ordering of new equipment and replenishing of core items, including playground equipment. The subject leader will also ensure high standards across the PE curriculum through effective monitoring, both of lessons and teacher assessments with modelling of lessons as required.

The subject leaders ensure a range of opportunities for competitive sport through the organisation of level 1, 2 and 3 activities, with the NSSPEA. As part of delivering a broad, exciting and varied curriculum, an annual Sports Week is organised by the subject leaders providing each year group with a range of different activities, in addition to those learnt in PE lessons. This includes Sports Day events for Key Stage 1 and 2.

The subject leader will train and support selected Year 5 and 6 pupils to become playground leaders who support Key Stage 1 children at playtimes. A small group of Year 6 pupils are also nominated by the PE subject leaders to become the 'Sports Organising Crew' and are given responsibilities to support PE across the school.



Golden Valley Primary School Guidelines for PE

Subject leaders are responsible for liaising with SLT to plan, organise and implement Sports Premium spending, to ensure opportunities are maximised for all pupils using this funding. (See separate document.) A report is produced annually to outline the Impact of this spending.

Implementation

Teaching and Learning

At Golden Valley, children have 2 hours of timetabled PE each week, in line with Government Guidelines. This is a combination of the many disciplines of PE including dance, gymnastics and other sports. For children in Upper KS2 some of their PE is delivered by a specialist PE coach. In addition, daily physical activity is delivered across the school in a variety of ways to enhance children's physical fitness and wellbeing.

The PE subject leaders work together to co-ordinate and support the development of PE throughout the school. It remains the responsibility of each teacher to deliver appropriate PE activities and to monitor and record pupil progress in PE.

At Golden Valley, children attend swimming lessons at Backwell Swimming Pool in Year 4. Each class participates in daily lessons over a two week period. Lessons are taught by specialist swimming instructors who assess the children at the start and end of the swimming course. They also complete a Water Safety lesson as part of this learning. Extra swimming lessons will be provided for Year Five and Six children who have not yet met the required standard of swimming 25m unaided.

Many of our children will access further extra-curricular activities to enhance the work that goes on in curriculum time. We work with a range of outside professionals to ensure our children have access to further opportunities for quality Physical Education provision. For example, we have tennis, boys and girls football, cross country, multi-skills and athletics clubs.

Planning and Resources

Planning

The PE curriculum is mapped to ensure alignment with the national curriculum content and programmes of study. The PE subject leaders provide the taught units within the academic year to ensure full coverage of the curriculum and to support teachers, who will adapt the plans to meet their children's needs.

There is a rolling programme of PE within a two year cycle, so that children learn six sports per year incorporating net and wall, invasion games and striking and fielding.

Resources

High quality PE resources to support the teaching of all PE from EYFS to Year Six, are used consistently and maintained by the subject leader. These are kept in central stores and are easily accessible to all staff. As well as these, the EYFS classes have a range of resources for easy access to children.



Golden Valley Primary School Guidelines for PE

A range of playground equipment is provided for each year group and is stored in classrooms for easy access at playtimes.

Equal Opportunities and Inclusion

Golden Valley Primary School will ensure that all children are provided with equitable learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. We work hard to generate an inclusive environment where pupils and staff show respect for one another. All pupils have equal access to PE and all staff members follow the equal opportunities policy. Resources for children with SEND and children who are working above Age Related Expectations (ARE) are made available to support and challenge appropriately. Opportunities are also provided for selected children to attend inclusive Level 2 events across North Somerset.

All children have the right to access the PE curriculum and teachers adapt their teaching and learning tasks and activities to ensure appropriate level of challenge is provided for all pupils. Supporting adults are also deployed effectively to ensure focused support where this is necessary. Teachers use a range of inclusion strategies, including differentiated equipment, space and extra time, as well as direct, differentiated questioning, visual demonstrations and the activation of prior knowledge and contextual learning.

Parents and Carers

Parental/carers involvement is highly encouraged and valued, particularly where they have specific expertise. Parents will be regularly encouraged to support children to take part in NSSPEA's physical activity challenges (Feel Fab Feb, Weekly Challenges) and are informed of sporting achievements via blogs and website information. Alongside this, parents are urged to support their children in developing a healthy lifestyle through regular messages in Newsletters, whole school events such as Sports Week and national events such as Walk to School Week and The Daily Mile.

Impact

Our approach to the PE curriculum results in a fun, engaging, and high-quality education that provides children with the foundations for a healthy lifestyle. Pupils share and evaluate their own skills as well as that of their peers. This enables children to achieve their potential and ensures that all pupils make good progress because they understand their next steps for learning.

Children will leave Golden Valley with a positive approach to physical activity, seeing its significance in their own lives and recognising the links between physical activity and wellbeing. They will be equipped to pursue their sporting interests further in the next stage of their lives.

The progression of skills and vocabulary is evidenced in the whole-school planning document. The subject leaders carefully track the coverage of the curriculum and teachers and coaches use forms of assessment to understand the impact of their teaching.

The school achieves well in a number of sporting activities and has achieved a School Games Gold Award for the past two years in recognition of its PE provision and children's access to competitive sports, which the school has maintained.



Golden Valley Primary School Guidelines for PE

Formative Assessment

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study as set out in the National Curriculum.

Assessment of PE is an ongoing process. As each lesson progresses, the teacher carefully observes and assesses, intervening as necessary, to ensure that each child makes the full progress of which they are capable. Lessons are planned to ensure that they are fully inclusive and take account of children's differing needs and physical ability.

Summative Assessment

Teachers complete termly PE assessment sheets specific to the unit taught. The PE subject leaders monitor assessments across the school, providing advice and support for teachers as appropriate. These are then used to inform future planning and to enable accurate records to be kept. Evidence of children's learning may be in the form of photographs or videos, which can be shared on the website.

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