



Newport CE Junior School

PE Policy

Date Policy Written and Agreed by Governors:	Date of last review:	Date of next review:
Autumn 2023		Autumn 2024

'We aspire to ensure that our inclusive, welcoming and loving church school gives children and adults the opportunity to reach their full potential, so that through God's love they can make a difference to the world around them.'

Intent:

The PE curriculum at NJS intends to ensure that all pupils:

- become successful learners who enjoy learning, make progress and achieve;

Physical Education:

- Children develop and apply fundamental movements within every lesson.
- Children are active throughout each PE lesson.
- Children are at the forefront and have direct impact on their learning within lesson and through pupil voice.
- Staff have a clear understanding of the National Curriculum, through regular CPD, the use expert external coaches and whole school curriculum maps.
- Learning is supported and enhanced through a range of curriculum sporting activities e.g. Rugby, football, tennis, gymnastics, athletics, outdoor and adventurous activities.
- Learning is differentiated to support the needs of every child.
- Swimming and water safety is taught throughout KS2 and extra opportunities are taken to continue to improve 25m swimming percentage
- Sports Premium Funding is spent effectively to develop a lasting legacy for PE & Sport at school.
- Cross-curriculum links are made explicit through the whole school focus on outdoor learning and training (Science, Mathematics, topic themed PE)

Physical Activity:

- Children are encouraged to be active throughout the school day both inside and outside of the classroom and irrelevant of weather or timetable constraints.
 - Staff understand the importance of activity for effective learning
 - Children become the innovators of their own activity and active play
- Children feel grounded and sport becomes a support for physical and mental health and wellbeing.

School Sport:

- School Sports Premium is used effectively to allow the school to be part of the Telford and Wrekin School Sports Partnership. This means that the children compete not only locally but nationally with events leading to regional representation. The partnership also offers accessible sport for low attainer and SEN/D (Fun/ Accessibly events). This allows all to participate in sport.
- Children compete in various events against their peers throughout the year (House Vs House/ Year V Year competitions).
- Children are provided with a range of sporting activities after school to encourage exposure to new and varying sports.

Wider Community:

- Sport and physical activity is inclusive to families within the local community.
- Families and local community are more active with the support of the school
- Wider school sport allows parents and local community to spectate and participate where possible.
- Ensure the WELFARE of our local community (C of E - 3 C's - Courage, Community and Compassion)

Our curriculum intention is to allow students to maximise their potential in Sports, culture and tradition, so that they have every opportunity available when they leave school- professional, personal and aspirational.

Implementation

The curriculum is regularly reviewed and revised to ensure that it engages and challenges all our children.

PE is implemented to ensure:

Physical Education:

- Subject expertise, through regular CPD & Twilight sessions (for individuals, the subject leader and whole staff) ensures that Physical Education is taught effectively.
- Teachers use various PE Planning documents to support them in their planning, including the PE hub, Val Sabin. These documents are progressive, coherent and apply fundamental movement skills which are year group appropriate.
- Formative Assessment is embedded through regular interventions in class.
- Subject vocabulary is displayed in the hall to support learning as well as begin reinforced by teachers.
- Children are given wider opportunities to build character and embed values through regular teamwork activities, competitive sports, Sports Day and Swimming Galas.
- Sports Premium Funding is used to increase physical competency of staff and children and also provides staff with resources and high-quality equipment.
- Children are provided with their full entitlement to Physical Education and teachers ensure that no interventions take place during this time.
- Regular action plans, governor reports and pupil voice continue to monitor and improve Physical Education.

Physical Activity:

- Less active children are highlighted and encouraged to live a more active lifestyle, inc. attendance to Cool Kids. After-school clubs provide a wider range of sporting activities.
- Staff implement regular activity each day through active breaks and use of Go Noodle and BBC Super Movers, building up to the implementation of Active 30:30.
- Active playtimes and child led play ensures that all children are mobile throughout the day e.g. Mindfulness, Play leaders, Spring into Summer, Activity Areas, Adult play leaders.
- A proportion of Sport Premium funding is spent to support children's wellbeing and mental health.

School Sport:

- Children given the opportunity to compete and competitive sport and represent the school by continuing to increase the percentage of children of children representing school at a sporting event in each year group.
- A wide range of after school clubs are provided for all children.

Wider Community:

- Parents and families are encouraged to be involved in Physical Education, physical activity and school sport through sports days and Spring into Summer movements (Weekend Park run).
- Bike/Walk to Work/School scheme in place to encourage all.
- Provide opportunities for parents and local community to spectate in competitive events through the Sport Partnership (Letters/ Half termly Newsletter of events)

Impact

Physical Education:

- Regular verbal feedback is given within lessons to praise and ensure children are apply the correct technique.
- Children become stewards of their own learning and support peers to continue to improve and excel. Class teacher ensure this through T&L.
- Understand the impact of Physical activity on their own body (linked to Science topics where necessary).
- Children develop a wider range of subject specific vocabulary (linked to English Action Plan 2019/20).
- Through the Physical Education Action Plan and Governors' Reports, pupil voice and Sports Partnership group meetings, regular reviews can be made to explore the impact of any improvement initiatives.
- Measurable impact of swimming through high (90% or above) swimming percentage over 25m and an increased competitive nature at sport competitions.
- NJS continues to achieve at least "Gold" for the School Sports Award.

Physical Activity:

- Children become more active and continue to do so into adulthood.
- Children continue to lead active lifestyles and release the importance of activity to support learning.
- Children become more active during playtimes and are given opportunities take on leadership roles to encourage the next active generation.
- Children become proud of sporting achievements and want to be more active for the betterment of themselves.

- Children feel comforted, a sense of wellbeing and supported with any mental health issues.

School Sport:

- Children develop pride for our school and continue to compete in sport competitively and at a more elite level in later life.
- Children explore and are engaged by a wider range of sport leading them to be more active and become champions of sport.

Wider Community:

- Families and parents attend more sporting events and participate with children.
- Families participate in wider sport and become more active and healthier for the benefit of themselves and the children in their care.

The Curriculum:

At Newport Junior School we believe that the curriculum encompasses every experience the children encounter during their time at school.

We have developed a curriculum that inclusively ensures that all pupils have access to each of the National Curriculum subject areas as well as a range of other learning opportunities in order to reach their full potential.

We aim to promote an understanding of diversity in a variety of ways including through our key values of compassion, courage and community.

The curriculum evolves and is responsive to events around us; we want children to leave us able to make a difference.

Progression Planner:

ASPECT	End of Year 3 Expectations Average age 8 years 6 months	End of Year 4 Expectations Average age 9 years 6 months	End of Year 5 Expectations Average age 10 years 6 months	End of Year 6 Expectations Average age 11 years 6 months
Team games	Create their own games, adapting rules and displaying knowledge of warm up and cool downs.	Follow rules to play more challenging games. Such as rounders, hockey, non-stop cricket and team tag.	Explain, evaluate and develop ideas and plans for a game that includes a scoring system.	Use and adapt tactics, choosing the most effective one for different situations.
Sending and striking	Keep control of ball-based equipment (eg, a hockey stick) Working effectively as part of a team.	Throw, catch, strike and field a ball with control and accuracy.	Use different techniques and skills to pass, dribble, travel and shoot in ball games.	Select and perform combinations of sending and striking skills with confidence, accuracy and consistency.
Strategy	Choose tactics/a suitable strategy to cause problems for the opposition.	Work effectively, as part of a team, choosing an appropriate strategy or tactic to cause problems for the opposition.	Mark an opponent, player or players, preventing them for gaining possession.	Apply tactical knowledge effectively in attacking and defending situations.
Dance	Compare, develop and adapt movement and motifs to create movement patterns.	Improvise and move with precision, control and fluency in response to a range of stimuli.	Vary dynamics of a movement or dance, developing actions in time to music, with a partner or as part of a group.	Move in time to music, creating movements that express the meaning and mood of the piece.
Athletics	Demonstrate a range of throwing techniques using accuracy and power and perform a range of jumps, sometimes with run ups.	Run with pace over longer distances and for more extended periods, identifying the difference between this and sprinting.	Explain how power and stamina is developed and how this improves performance.	Demonstrate a high level of control, speed, strength and stamina when running, jumping and throwing and suggest ways to improve their performance.
Gymnastics	Vary height and speed in a sequence of gymnastic movements.	Combine movements, actions and balances, individually or collaboratively, to create a fluid routine.	Create and perform more complex sequences, including change of direction, travelling, speed and height, showing good stability and core strength.	Combine and perform gymnastic actions, using the whole body, adapting movements and balances to a routine so that they fit into a sequence.
Outdoor/A dventurous	Work effectively as part of a team to safely navigate to familiar places, solving problems and evaluating their performance.	Respond positively to increased challenges and other team members, showing ability to listen to feedback.	Plan routes and orientate maps, responding positively to increasing challenges, listening to feedback and evaluating their role.	Lead groups in problem solving, analysing their own effectiveness as a team leader.
Performance	Create/perform a sequence of movements showing good balance/body tone. Recognise their strengths in PE, identifying areas for improvement.	Create/perform fluently a sequence of movements, showing good balance/body tone and practise to improve. Use constructive feedback to make improvements to their performances.	Perform individually or with a partner/as a group with increasing confidence and accuracy, using the whole body across different levels/spaces, to a range of audiences. Compare performances with previous ones.	Perform sequences, on multiple levels to an audience with control and grace, using available space expressively. Explain how they need to improve their own performance in order to achieve their personal best.
Swimming (Depends upon ability not cohort)	Push and glide with arms extended front and back (Swimming charter level 3).	Travel 10 metres unaided with their feet off the floor (Swimming charter level 4).	Swim 10 metres unaided, optional stroke. (Swimming charter level 5).	Swim between 25 metres and 50 metres unaided, performing more than one stroke. Use breathing and survival techniques (Swimming charter level 6).

Statement on developing skills in P.E

Equal opportunities and inclusion are at the forefront of Newport Juniors teaching aims. Therefore, activities are made accessible to all children through differentiation of planning. It is in the schools ethos that all Newport Junior staff ensure that every child receives an equal opportunity within P.E. regardless of race, gender, ability, PP or SEND.

Newport Junior School is working hard to providing all pupils with at least 2 hours of quality P.E. in school sport, through the curriculum, an Active 30 + 30 minutes and extra-curricular opportunities.

Knowledge, skills and understanding of different sports and activities are promoted at N.J.S. as a progression of participation. Teachers planning follows the National Curriculum and Telford and Wrekin School Sports Partnership and the Schools Youth Games targeted sports. Teachers try to make lessons as enjoyable as possible with a balance of paired and group activities in collaborative and competitive situations. Thus enabling teachers to reach out to

the strengths and needs of every pupil. Teachers also promote the development of pupil's ability to work independently, impart knowledge and respond appropriately and sympathetically to others, irrespective of age, ability, gender, cultural or ethnic background. Activities offered and teaching approaches implemented, aim to provide pupils with the opportunity to develop their creative and expressive ability: this is achieved through task, improvisation and problem solving. Within lessons and whole school mindfulness ethos, children are encouraged to appreciate a healthy mind, lifestyle and body and begin to understand the factors that affect health and fitness.

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination,
- Play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending,
- Develop flexibility, strength, technique, control and balance (e.g. through athletics and gymnastics),
- Perform dances using a range of movement patterns,
- Take part in outdoor and adventurous activity challenges both individually and within a team,
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Special Educational Needs, Disabilities and Inclusion.

At Newport Junior School we believe in a broad and balanced curriculum that allows all children, no matter of ability or need, to access an innovative and imaginative reading curriculum and allow the children to meet their full potential. We do this by setting suitably challenging learning tasks, identifying teaching styles and making adaptations to the curriculum which allows the children to fully participate in all activities regardless of need.

Where children are to participate in activities outside of the classroom, for example a visit to the library, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils. This is in line with the Equalities Act and school policy.

Inclusion is seen to involve the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation. We aim to set suitable learning challenges, respond to pupils' diverse needs and overcome potential barriers to learning for individuals and groups of pupils. Every member of staff shares the responsibility to remove barriers to learning for all pupils, including those with a disability. As a result, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils.

Interventions maybe carried out during reading lessons which incorporate the key learning facts from the session as well as giving the opportunity to work on the identified target. This will be noted on children's individual provision map in line with the schools SEN policy. We teach each lesson with reference to the needs identified on the individual provision maps.

Assessment:

Most assessment is formative and is used to support teaching and learning to inform future planning. Each class teacher assess' each pupil against each of the age related key skills. This assessment ongoing and is completed alongside the PE lessons being taught. Children complete their own skills document, answering key questions of the particular sports taught, signalling their own understanding. Teachers use observations, marking, notes to teacher, peer and self-assessment and daily interactions with children to inform next steps in learning and cross reference with their understanding of key skills and questioning.

The children are involved in the assessment of their own work and their peers. They can identify gaps and next steps for learning. Teachers use end of year standards to make their on-going teacher assessment judgments.

Monitoring:

Over the course of an academic year, middle leaders will monitor in line with the school Monitoring Policy, including pupil voice, book looks and analysis of data.

Monitoring takes place 2-3 times per year through observation of teaching and learning, talking to children about their learning (pupil voice), scrutinising teachers planning and learning walks. The skills grid will also be monitored to check for the coverage of skills taught, topics covered and breakdown the attainment of groups of children.

School Games Mark

The School Games Mark is a government led awards scheme to reward schools for their commitment to the development of competition across their school and into the community. Newport Junior School currently hold the Platinum award and in the new academic year, the school will re-apply to maintain this level.

Resources:

Equipment is monitored termly by the P.E. Coordinator or the School's Apprentice. Any lost, damaged or required equipment must be reported to the P.E. Coordinator or the School's Apprentice. Replacement equipment requires a consultation with the Head-teacher to gain approval. All equipment is kept in the indoor P.E. store and is only to be taken and replaced by adults.

The hall, playgrounds and field are used for P.E. lessons with the class teacher deciding whether the weather is suitable to hold a lesson.

New resources may be sourced through permission of the Headteacher/ Deputy Headteacher.
Resources can be shared through half termly planners' meetings.

Health and Safety:

The school is committed to ensuring that all pupils are safe within the school environment.

Please refer to the school's policy for Health and Safety for further information.

When working with equipment in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- About hazards, risks and risk assessment,
- To recognize hazards, assess consequent risks and take steps to control the risks to themselves and others,
- To use information to assess the immediate and cumulative risks,
- To manage their environment to ensure the health and safety of themselves and others - reference made to Safe Practice in Physical Education and School Sport (Association for Physical Education 2012) when and where appropriate,
- To explain the steps they take to control risks. (NC 1999. P40)

Details of appropriate kit can be found on the school's website - uniform. Children should have suitable footwear for P.E. Jewellery should be removed and long hair tied back. Teachers are expected to set a good example and change clothing and footwear when teaching PE. The school's health and safety policy should have been read and is followed by all staff at all times.

All wall bars, mats, ropes and other sports equipment situated in the school hall have an safety check completed by SportsFix, sent by Telford and Wrekin, annually.

Best Practice in Changing for PE

We consider arrangements for safe changing of children for physical education (PE). We will be guided by the NSPCC guidance Best Practice for PE Changing Rooms. This consideration will come under our duty and remit of health & safety and in the context of children's welfare. We follow the guidance and do what we need to do in relation to organising changing facilities for children; staff supervision; changing areas for children with additional needs; changing considerations for drama productions and using off-site changing rooms. NSPCC factsheet

Roles and Responsibilities:

Head Teacher and Governing Body

- support the use of appropriate teaching strategies by allocating resources effectively;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching.

PE Subject Lead

- ensures the effective implementation of the National Curriculum for PE;
- completes the School Sports Premium and subject action plan which addresses key areas for development based on analysis of data and key messages from monitoring and also includes

the financial expenditure and projections for the Sports funding.

- supports colleagues in the teaching of PE and identifying any training needs;
- maintains and shares the School Sports Partnerships agreements and reciprocate this to relevant teachers;
- maintains the availability of high-quality resources;
- maintains an overview of current trends and developments within the subject;
- ensures, together with the SLT, a rigorous and effective programme of monitoring and evaluation including planning reviews; lesson observations, learning walks and pupil voice interviews;
- gives feedback following monitoring and evaluation to individuals and teams as necessary to ensure teaching and learning improves/develops;

Class Teachers

- ensure the effective implementation of the National Curriculum for PE;
- follow this agreed policy and related policies.
- teach high quality PE lessons.
- Demonstrate a love of PE.

Cultural Capital and SMSC

We provide Cultural Capital for our children through our handwriting curriculum in these ways:

- through participation in sporting events
- through additional sporting events engaging the wider community such as sessions at the bowling club and Our Grand Day Out
- through Sports Week, including Sports Days
- through after school sporting clubs
- through residential trips

- through learning about fitness as a lifelong necessity for a healthy lifestyle
- through acknowledging the link between exercise and our mental health

Parent Partnership:

Annual Sports Days, Annual Swimming Galas, Year 3, 4 and 5 residentials and a rigorous calendar of fixtures and tournaments throughout the year, supported by the Telford and Wrekin School Sports Partnership and the Youth Games are all indicative of our commitment to providing a broad and inclusive programme of physical education.

Sports Day are held once a year, per year group enables the children to develop their enjoyment and understanding of competition and sportsmanship, swimming galas per year group, at Newport town pool, also contribute towards this.

During their time at Newport Junior School, children are offered a detailed and varied programme of fixtures through Telford and Wrekin School Sports Partnership and the Youth Games. These games/matches develop children's understanding of specific sports at a competitive level and allow them to apply skills learnt in PE lessons. Furthermore, they are encouraged to learn how to be a respectful participant including fair play, communication and celebration of achievements by both teams and a positive attitude. Participation is optional and a variety of children are chosen to ensure opportunity for all. Though this, children are able to play in ages ranges above, but never below e.g. a year 3 child could be in a year 6 team, but never the other way around.

Finally, in Year 3 children complete a 1 night (2 day) residential, Year 4 children complete a 2 night (3 day) residential and Year 5 complete a 4 night (5 day) residential. These all enable the children to develop their confidence, teamwork and communication skills and apply their sporting skills in a challenging and supportive outdoor environment.

B. Moody
Autumn 2023

Hall equipment – Practice and procedures:

Training given by: _____ Date: _____

Observed by: _____

[illegible]

