

DIGGLE SCHOOL

Sam Road, Diggle, Saddleworth OL3 5PU

Headteacher: Mrs S Newton

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Email: enquiries@diggleschool.co.uk

www.diggle.oldham.sch.uk



Physical Education (PE) Policy

1 Aims and objectives

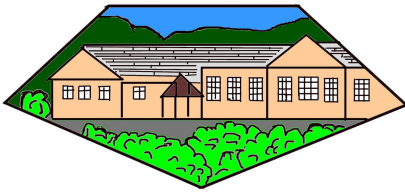
Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes as well as engaging children in physical activity for a sustained period of time, all helping to promote healthy and active lifestyles. Through physical education the children will also be encouraged to engage in competitive sports and activities and all levels.

1.2 The objectives of teaching PE in our school are:

- To enable children to develop and explore physical skills with increasing control and coordination;
- 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 show children how 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;
- To develop an understanding in children of how to succeed in a range of physical activities, and how to evaluate their own success.

2 Teaching and learning style





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2.1 We use a variety of teaching and learning styles in PE lessons. 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 or 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 they have the opportunity to use a wide range of resources.

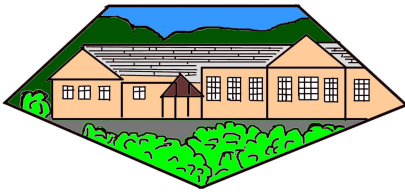
2.2 In all classes children have a wide range of physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Common tasks that are open-ended and can have a variety of results (e.g. timed events, such as an 80m sprint);
- Setting tasks of increasing difficulty, where not all children complete all tasks (e.g. the high jump);
- grouping children by ability, and setting different tasks for each group (e.g. different games);
- providing a range of challenge through the provision of different resources (e.g. different gymnastics equipment).

2.3 The Foundation Stage

We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence, control of the way they move, and care in the handling of tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and





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outdoors, using a wide range of resources to support specific skills; in particular:

- o Activities which involve movements of all the major muscle groups, i.e. the legs, shoulders and arms, and movement of the trunk from one place to another
- o Energetic play, e.g. climbing frame or riding a bike
- o More energetic bouts of activity, e.g. running and chasing games

2.4 Key Stage One

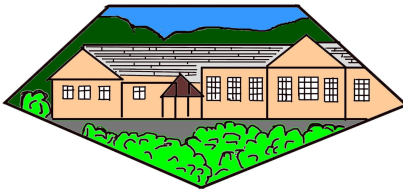
- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

2.5 Key Stage Two

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, 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 [for example, 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. Eg Orienteering and hill walking, using Commando Joe's
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

3 PE curriculum planning





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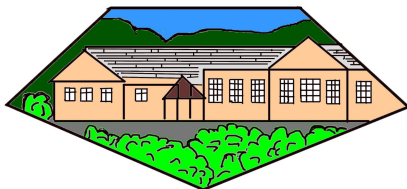


- 3.1** PE is a foundation subject in the National Curriculum. Our school uses various schemes of work as the basis for its curriculum planning in PE. We have adapted these schemes to the local circumstances of the school. As required, we teach dance, games and gymnastics at Key Stage 1. In Key Stage 2 we teach compulsory dance, games and gymnastics, plus two other activities: swimming and water safety, and athletics. In addition, we will teach outdoor and adventure activities. Swimming and water safety starts in Key Stage 2.
- 3.2** 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.
- 3.3** We use the national schemes of work as the basis for our 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 leader keeps and reviews these plans.
- 3.4** Class teachers complete a daily plan for each PE lesson. This lists the specific learning objectives and expected outcomes, and give details of how the lesson is to be taught. The class teacher keeps these individual plans, and the class teacher and subject appraisal team often discuss them on an informal basis.
- 3.5** 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.

4 Contribution of PE to teaching in other curriculum areas

4.1 English





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PE contributes to the teaching of English in our school by encouraging children to describe what they have done, and to discuss how they might improve their performance.

4.2 Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

4.3 PSED

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

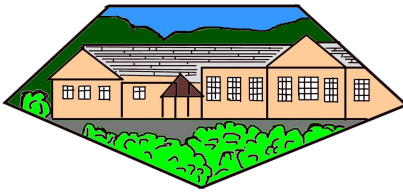
5 PE and ICT

5.1 Information and communication technology enhances the teaching of PE, where appropriate, in all key stages. In dance and gymnastics children make video recordings of their performance, and use them to develop their movements and actions. Children use a concept keyboard to record the order of movements in their sequences of work. Music composed on the computer is sometimes used for creative dance. Older children compare each other's performances from recordings, and use these to improve the quality of their own work. A digital camera can record experiences during outdoor activities.

6 Active Schools

6.1 Research has found that active children achieve in every possible way and that when children move regularly in school, behaviour, attendance,





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and academic performance often improve. We believe in this philosophy and will be implementing some key changes in to the delivery of physical activity throughout the school day. The use of GoNoodle and the daily mile provides children with a burst of physical activity within lessons.

6.2 Encourage and promote enjoyment in physical activity.

6.3 The Daily Mile

Children will all be given chance on a daily basis to take part in the daily mile. The children can choose any method they like to walk the distance, more able children will be encouraged to improve on their time/distance over time. Other children will be encouraged to take enjoyment in completing the activity and also look for how they can see benefits/improvements over time- promote self esteem.

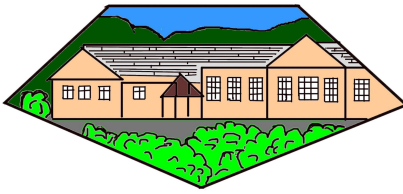
6.4 Brief bursts of activity

Children will be encouraged in a range of lessons to take a break from learning when needed and will take part in a short burst of physical activity, designed to then contribute to improved cognitive functioning and academic engagement. We have used GoNoodle to implement this within the classrooms.

7 PE and inclusion

7.1 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 Non-Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL).





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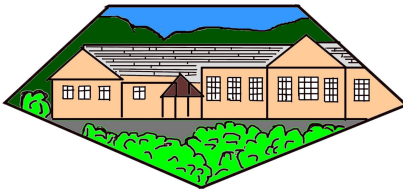


- 7.2** When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – equipment, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child’s attainment and progress against expected levels. This helps ensure that our teaching is matched to the child’s needs.
- 7.3** Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE.
- 7.4** We enable all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school (a sports event at another school, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

8 Assessment

- 8.1** Teachers assess children’s work in PE by making assessments as they observe them working during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways to improve. Teachers record the progress made by children against the learning objectives for their lessons on the PE Primary Passport App. At the end of a unit of work, teachers make a judgement against the National Curriculum levels of attainment. Teachers record this information and use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the school’s annual report to parents. The teacher passes this information on to the next teacher at the end of each year.
- 8.2** The PE subject leader keeps photographic on the Primary PE Passport App which is used by all members of staff to upload evidence of the PE





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which has taken place in their class. and we meet regularly to review to impact of PE on the children and to discuss any areas of CPD which the teachers would like to access.

9 Resources

9.1 There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field for games and athletics activities, and the local swimming pool for swimming lessons.

9.2 We are affiliated with City in the Community who help deliver CPD

9.3 Our resourcing levels are good and we have a wide range of resources and equipment needed to teach the children of all ages a range of sports and activities.

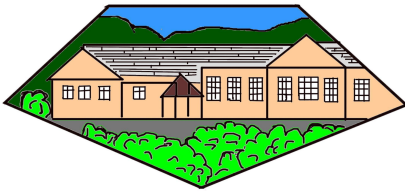
10 Health and safety

10.1 It is the general teaching requirement for health and safety that applies to this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to come to school in appropriate PE kit on the days which they have PE. 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.

11 Extra-curricular activities

11.1 The school provides a vast range of PE-related activities for children at the end of the school day. These encourage children to further develop





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their skills in a range of the activity areas as well as promoting an active and healthy lifestyle.. The school sends details of the current club activities to parents at the beginning of each term. The school also sometimes plays fixtures within school and against other local schools. This introduces a competitive element to team games, and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and cooperation amongst our children.

12 Monitoring and review

12.1 The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the subject appraisal team. The work of the subject appraisal team also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for PE in the school. The subject appraisal team gives the headteacher and Governors an annual summary report in which they evaluate the strengths and weaknesses in the subject, and indicates areas for further improvement. The subject appraisal team has specially-allocated, regular management time in order to review evidence of the children's work and to undertake lesson observations of PE teaching across the school.

12.2 This policy will be reviewed as part of the Subject Appraisal Cycle.

Signed: L.Hazlehurst

Date for review: July 2024

