



Edward Feild Primary School PHYSICAL EDUCATION in a Nutshell



RESEARCH	'A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.' Research Review series: PE
VISION	Our school aims to inspire all children to develop a love of physical activity and sport. Through good physical education, whole school values and a whole child approach, we aim to nurture confident, resilient children who will strive for their personal best. We listen to our children wants and needs and provide them with a range of active experiences and clubs. We want to aid our children in obtaining the values and skills to celebrate and respect the success of others, as well as modestly celebrating their own successes. We aim to ensure that our delivery of physical education allows all children to have the skills and mindset to leave primary school with the capabilities to be successful in their sporting challenges and active lifestyles at secondary school and beyond. We strive to educate both our children and families to develop a greater understanding on how to live healthy lifestyles and make healthy choices. We are dedicated to ensuring healthy minds, as well as bodies and will continue to support our children's well-being. We have strong links with local clubs and partnerships within our community to ensure the children and families receive the support and knowledge they need.
IMPLEMENTATION	<p>To ensure these objectives are met, children are provided with 2 hours of Physical Education per week to support their holistic development and to build a positive relationship with physical health, as well as to support their development of basic skills needed to access specific sports.</p> <p>The curriculum planning in PE follows the Get Set 4 PE scheme of work and 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 works this out in conjunction with teaching colleagues and pupils in each year group, incorporating the progression of skills. Together we create a broad and balanced curriculum that is exciting for our children to learn through. Our medium-term plans give details of each unit of work for each term. These schemes of work provide an overview of the unit, links to other areas of the National Curriculum and</p>

assessment criteria for that unit. The short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area.

PE lessons are planned using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. In Early Years, the physical development of children is encouraged and is related to the objectives set out in the Early Learning Goals. Get Set 4 PE is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school.

EYFS-We encourage the physical development of our children in Reception as an integral part of their work in the Early Years curriculum, relating the physical development of the children to the objectives set out in the Early Learning Goals. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We 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.

Health and Safety-We recognise that participation in PE and Physical Activities contains an element of risk. Staff are responsible for ensuring that they are familiar with safe practice to reduce the element of risk to the absolute minimum within their control. Staff are aware of pupils who have special needs with regards to physical activity and make special provision for needs where appropriate e.g. physical disability, asthma. Staff know about the safe practices involved in moving and using apparatus. Pupils wear appropriate clothing, remove jewellery and tie back long hair. If the removal of jewellery or studs is not possible, they should be securely taped, and the teacher is confident this strategy is effective. Our School provides an appropriate PE kit for all children and keeps spare sets in school.

- Pupils may be asked to remove shoes when participating in indoor activities such as gymnastics, dance and yoga.
- Correct use of equipment is taught along with any potential hazards, including completing a risk assessment for each area/ space that PE and school sport takes place in.
- Equipment and apparatus are stored safely at the end of each lesson.
- Pupils are taught to consider their own safety and that of others at all times.

	<p>Teaching staff are appropriately dressed to teach PE. We undertake an annual Risk Assessment of the school premises and areas where PE is taught and equipment including PE equipment (PE Lead) as necessary. Risk Assessments are in place for all school sporting trips.</p> <p>Physical Education teaching is equally shared by teachers and specialist teaching staff each week. During lessons, teachers constantly assess children’s progress and adapt their lessons to suit these observations. Both outdoor and hall spaces will be utilised by teachers, with a wide range of available resources used to support lessons.</p> <p>High quality modelling and instant feedback are paramount in supporting children’s progress and development, alongside ensuring that they are engaged in activities that foster a genuine enjoyment of physical activity and sport. Children are given opportunities to develop their understanding of competition, teamwork and sportsmanship and embody our school values, including Teamwork, Perseverance, Health and Creativity.</p> <p>Additionally, children are exposed to structured competition during and outside of PE lessons. Our teachers assess the children’s work in PE, both by making informal judgements, as they observe them during lessons, and through assessing against the specific objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Teachers are supported with resources to know how to prepare children for their next phase of education. These resources include the Get Set 4 PE progression of skills document, progression ladders and knowledge organisers.</p> <p>The PE subject leader supports colleagues in their teaching, providing a strategic lead and direction; evaluates the strengths and areas for development in the subject through staff and pupil voice questionnaires and reviews evidence of the children’s work and observes PE lessons. The quality of teaching and learning in PE is monitored and evaluated by the subject leader and is overseen by AHT.</p>
<p>LEARNING ENVIRONMENT & RESOURCES</p>	<p>As a school, we believe that it is vital to support teachers in building their confidence and skillset so that they feel educated to deliver high quality PE lessons, giving children a better opportunity to build a good knowledge of basic skills and a positive relationship with physical health.</p>

Teachers have access to yearly Professional Development sessions with a specialist PE teacher from our local secondary school. Teachers can choose their own area for development and are then given support over a series of their own PE lessons.

As well as providing all children with high quality Physical Education lessons, it is important to ensure a passion for physical activity and health is continually developed at other times and through other areas of the curriculum, including:

- Part of Sports Premium budget goes to the NOSSP (North Oxfordshire Sports Partnership) who support schools and individual teachers to develop and deliver high quality PE and school sport, deploy a team of specialist PE Mentors and Sports Coaches to support both curricular and extra-curricular provision, organise and deliver over 250 school sports competitions and festivals each year, train, mentor and deploy young leaders as coaches, officials and team managers, and forge effective pathways for young people into community sport.
- Offering maximum opportunity to all children to enjoy clubs and initiatives outside of school hours. Clubs are run by teachers or professional sports coaches.
- Attending and hosting multi-skills festivals with other local primary schools.
- Competing at many competitions in Oxfordshire.
- Hosting an annual Sports Day, encouraging children's enjoyment of physical activity and holistic development, as well as parental engagement.
- Providing swimming lessons for all children from Year 1-6 with qualified swimming coaches.
- Supporting children during PSHE lessons and Values assemblies to learn about the benefits of exercise and healthy eating and how to make informed choices about their health.
- C4L club – A successful Change-4-Life club run 2 lunchtimes per week for those less active, non-sporty or who struggle to fit in at break times. The children eat their lunch together and discuss healthy eating and look at sugar, salt and fat contents of what they have. Active games are played with often based on the children's choice. This has been a major success over the last few years changing children's concepts of health, exercise and sport.
- A fitness track (funded by the Friends) has been installed on the field- KS2 children get regular opportunities to use this during the week, all year round.

	<ul style="list-style-type: none"> • Community clubs – We have forged strong links with many local sports clubs and assist with children joining and enjoying an active lifestyle out of school. • Lunchtime supervisor training – To initiate games for any non-active children. (+ repeat children selected for C4L Club) <p>Year 5/6 Young Leader training – Children given a whole morning's training on how to be a good young leader – in the afternoon put those skills into practice by running a festival for Years 1 and 2. Also then support the KS1 Sports day and put on a festival for all KS1 children in Kidlington.</p>
<p style="text-align: center;">SCHOOL ACHIEVEMENTS 2022</p>	<p>Through our commitment to Physical Education, we have achieved many awards including:</p> <ul style="list-style-type: none"> • The School Games Platinum Mark, rewarding us for the development of competition, school sport and physical education across our school and into the community. • Every child has been given the opportunity to represent the school at a sporting event for the last 2 years, beginning in 2018-19. • Due to the pandemic some inter school competitions have been postponed or cancelled. However, so far this year over 85% of KS2 children have taken part in an inter school competition and more events are planned for the summer term. • Children continue to be below national and local averages for obesity.
<p style="text-align: center;">IMPACT</p>	<ul style="list-style-type: none"> • Our PE curriculum takes all our children beyond their own experiences by engaging them in regular physical activity – kick-starting healthy active lifestyles • The profile of PE and Sport is being raised across the school as a tool for whole school improvement • Increased confidence, knowledge and skills of all staff in teaching PE and Sport - Access to mentoring from a PE specialist and a use of a high-quality scheme means that teachers are well supported and are able to develop their subject and pedagogical knowledge. External support is well aligned with the PE curriculum vision. • Increased participation in competitive sport - all children develop their skills and knowledge and are given opportunities to apply these skills in inter/intra school competition.