

# Thomlinson Junior School



**'LEARNING THROUGH EXPERIENCE AND ADVENTURE'**

# Physical Education Policy 2024/2025

## Contents

1. Statement of Intent .....	3
2. Physical Education (PE) at Thomlinson Junior School.....	4
3. Teaching and Learning .....	5
4. Inclusion .....	5
5. Legal Framework .....	6
6. Roles and Responsibilities.....	6
7. Curriculum .....	7
8. Feedback and assessment .....	8
9. Resources .....	9
10. Monitoring and Evaluation .....	9
11. Health and Safety .....	10

# **1. Statement of Intent**

## **Curriculum Intent**

Our well designed, ambitious curriculum places our pupils at its centre and we aim to deliver a curriculum that truly meets the needs of our children. All children have access to a rich, broad, exciting and balanced curriculum which enables each individual to develop emotionally, socially and intellectually.

We aim to offer a primary curriculum that not only inspires learning but develops skills, knowledge and understanding to successfully equip children for later life. At Thomlinson Junior School our school vision and values permeate all areas of school life and underpin all learning. Along with striving for high academic standards, we place great emphasis on inclusion and the nurturing of well-rounded children. Our curriculum is crammed with opportunities to promote pupils' personal development to ensure we have happy children who are ready to engage and access learning.

## **Curriculum Implementation**

At the heart of our curriculum are our core subjects of English, Maths, Science and PSHE. We also truly value our wider curriculum, covering all other National Curriculum subjects. Progression of knowledge, skills and understanding is carefully planned, reviewed and adapted to ensure that children's learning builds effectively as they move through the school. Learning across the curriculum is sequential and each subject area has a clear rationale behind its design.

We are fully committed to providing our children with a wide and rich range of learning experiences beyond the classroom. Our classroom learning is routinely enhanced by interesting and exciting experiences including field studies, visits, workshops, trips and a range of residential locally and nationally!

At Thomlinson Junior School we are proud of the reputation of our inclusive school environment. Teachers and Teaching Assistants set high expectations for every pupil, responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils. Lessons are planned to ensure that there

are no barriers to every pupil achieving. Where necessary, pupils have access to specialist equipment and different approaches. Teachers plan lessons so that all pupils can access the full curriculum.

### **Curriculum Impact**

It is important to us that our children achieve excellence not only in the core subjects, but in every curriculum subject. We have lots of ways of measuring and celebrating success across the curriculum, as well as ensuring that children know what they need to do to progress.

We ensure that we maintain a broad and balanced curriculum in the following ways:

- Experienced Subject Leaders for every subject.
- Every subject included in our School Development Plan and Monitoring Schedule - meaning that standards and attainment in every subject are always being checked and improved.
- Accountability to Governance for every subject - all subjects have a nominated governor, who leaders update regularly. It's the job of the governors to ask us challenging questions about how to make our school even better!
- Termly Pupil Progress Meetings.
- Communication with parents about all strands of the curriculum.
- To ultimately learn through experiences and adventures.

## **2. Physical Education (PE) at Thomlinson Junior School**

This policy sets out Thomlinson Junior School's aims and strategies for the successful delivery of Physical Education. This policy should be read in conjunction with other relevant school policies such as the Safeguarding, Equal Opportunities, Curriculum, Finance, Teaching & Learning, SEND and Assessment policies. The policy has been developed by the PE Leader (Mr. Powell) in consultation with the SENCO and Leadership Team. This policy is based on government recommended/statutory programmes of study.

### **3. Teaching and Learning**

Thomlinson Junior School believes that every child should have the right to a curriculum that champions excellence; supporting pupils in achieving to the very best of their abilities. We understand the impact that Physical Education, School Sport and Physical Activity (PESSPA) has in the day-to-day life of our school and children. We believe that PESSPA can provide: a way of improving the mental health of our children; increase the learning capacity of children within class after Physical Activity; range of different learning opportunities; better communication skills of pupils; and an understanding of how to work as a team. We aim to:

- Provide an exciting, rich, relevant and challenging PE curriculum for all pupils.
- Teach pupils a range of skills that not only helps them within sport, but also that they can use throughout their life (e.g. teamwork and leadership).
- Offer our pupils a range of opportunities to be able to represent the school in a variety of sports and activities.
- Ensure that our SEND children are given a fair chance to access the PE lessons.
- Allow our children to leave in year 6, being able to complete the 3 swimming targets. This is done through our links with Wigton Baths and each class having a 6-week spell at the baths each academic year.
- Use coaches to improve the links between School Sport and the local area (e.g. Wigton CC and Wigton RFC).

### **4. Inclusion**

At Thomlinson Junior School, we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEN statement and non-statemented.

Communication between the PE Co-Ordinator/Teacher (Mr. Powell), and the SENCO (Mrs. Drago) is crucial in ensuring the inclusion of all SEND children. This includes having the right resources for those children who can't access a mainstream PE lesson, and also being able to staff after-school clubs with

enough members of staff to allow the 1:1 children to join in – this then gives a greater opportunity for these children to represent the school in PESSPA events.

## **5. Legal Framework**

This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: PE programme of study – key stages 1 and 2'

## **6. Roles and Responsibilities**

The key roles and responsibilities specific members of staff have are:

### **Head Teacher**

- Monitoring the implementation of the PE Policy and its associated policies such as the SEND Policy.
- Ratifying (in conjunction with the Governing Body) the PE policy, and PE Leader's Action Plan.
- Approving CPD and training which is in line with the whole school's strategic plan.
- Approving the use of the Sports Premium budget, working with the PE Leader.
- Creating in conjunction with the PE Leader, a long-term vision for PE which includes resources and future staffing (external coaches).
- Monitoring the performance of the PE Leader in respect to their specific job role description for PE.
- Ensuring any government legislation is being met.

### **PE Leader**

- Raising the profile of PESSPA for all stakeholders.
- Ensuring assessment systems are in place for PE (following the whole school foundation subject assessment system).
- Maintaining overall consistency in standards of PE across the school.

- Reporting on PE and School Sport at specific times of the year to the Governing Body/Head.
- Auditing the needs of the staff in terms of training/CPD.
- Seeking out opportunities to inspire staff in developing their practice through modelling and sharing new ideas, approaches and initiatives.
- Attending training and PE based CPD.
- Using nationally recognised standards to benchmark PE.
- Creating Action Plans for PE and supporting a long-term vision which feeds into the whole school development plan.
- Monitoring the spending of the Sports Premium.
- Researching efficient ways to spend the Sports Premium, and finding what resources will work best for the school.
- Procuring physical resources that demonstrate best value.
- Reviewing the PE curriculum and developing it as needed.

### **Administration Staff**

- Creating group lists for children going out of school to represent TJS at PESSPA events.
- Sharing of PESSPA events within the school newsletter.

## **7. Curriculum**

As a school, we have chosen the Primary PE Planning scheme of work from Year 3 to Year 6. The scheme of work supports our PE teacher in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve to their full potential. The use of this scheme of work also allows supply cover to continue following a set unit of work when the PE teacher is not in school – so the pupils don't miss out on high quality teaching even when their usual teacher is out at sporting events. We are confident that the scheme of work more than adequately meets the national vision for PE. It provides immense flexibility and integrates with our own assessment procedures.

### **Key Stage 2 Outcomes**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and

competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- 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.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and Water Safety:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations.

## **8. Feedback and assessment**

- Pupil attainment is assessed using a combination of the Essentials Curriculum Assessment (which is used as a whole school) and the Primary PE Planning Assessment Guides (which can be found at the end of each unit of work). The PE teacher uses their professional judgement, based on what they have seen in during PE lessons, to judge whether each child is at WTS, EXP or GD level within that unit of work. This is then recorded on ScholarPack at the end of the academic year and the

results can be shared as necessary and builds a picture of the skill levels of the children. This can then be used to inform future planning.

- Children are encouraged to self and peer assess their skills taught from the lessons.
- Formative assessment is undertaken each lesson in PE and pupils are very much encouraged to be involved in that process. Through using the curriculum map which shows the progression of skills, both teachers and pupils can evaluate process. Feedback is always verbal, and will be given to the pupils throughout a lesson.
- Summative assessment is undertaken at the end of each unit and the end of each academic year.

## **9. Resources**

- A range of resources are available which successfully supports delivering a range of sports, games and skills on the PE curriculum.
- Resources are suitably maintained and replenished when needed, which is overseen by the PE Leader (Mr Powell).
- The PE Action Plan details foreseen future resource procurement which is shared with senior leaders before the budget setting period.

## **10. Monitoring and Evaluation**

Monitoring standards of teaching and learning within Physical Education is the primary responsibility of the PE Leader.

Monitoring will be achieved through:

- Pupil voice.
- Reflective teacher feedback.
- Learning environment monitoring.
- Dedicated PE Leader time.

Evaluation and Feedback will be achieved through:

- Dedicated PE Leader time.

- Using recognised standards documentation for end-of-year expectations.
- Using recognised national standards for benchmarking PE provision in primary schools.
- Communication with the lead contact from external coaching agencies to ensure their coaches are providing the correct curriculum and lessons to our children.

## **11. Health and Safety**

Thomlinson Junior School takes all necessary measures to ensure both staff and pupils are aware of the importance of health and safety and how to stay safe during PE lessons. Our health and safety measures come out of 'Safe Practice: in Physical Education, School Sport and Physical Activity' from AfPE.

Both staff and pupils must be wearing suitable clothing when taking part and leading PE sessions. Pupils must ensure that all long hair is tied up, jewellery is taken off during PE lessons, and for those who can't take their earrings out, they must be taped up for the duration of the lesson.

Updated: September 2024

Next review: September 2025