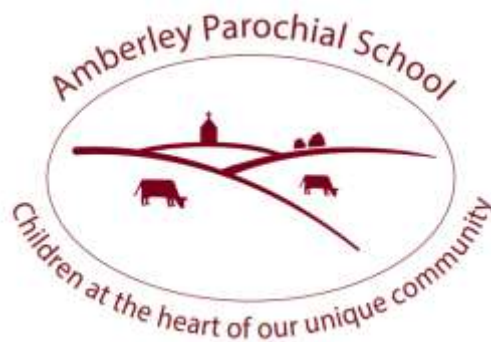


PE Policy



*Becoming
reflective, independent and aspirational learners for life*

Review date: Autumn Term 2020 by the Standards Committee

Confirmation of ratification by Governing Body: Autumn Term 2019

Governor: Dr Holmes

Headteacher: S.Cale

PE Policy

Introduction

This policy is written in conjunction with the Amberley Curriculum policy which states our Intent, Implementation and Impact for our Amberley Immersion Curriculum.

As a church school we identify Christian Values that underpin the whole school and the wider community. These values inform our school's vision, aims and ethos. The values that relate particularly to this policy are Perseverance, Courage and Respect.

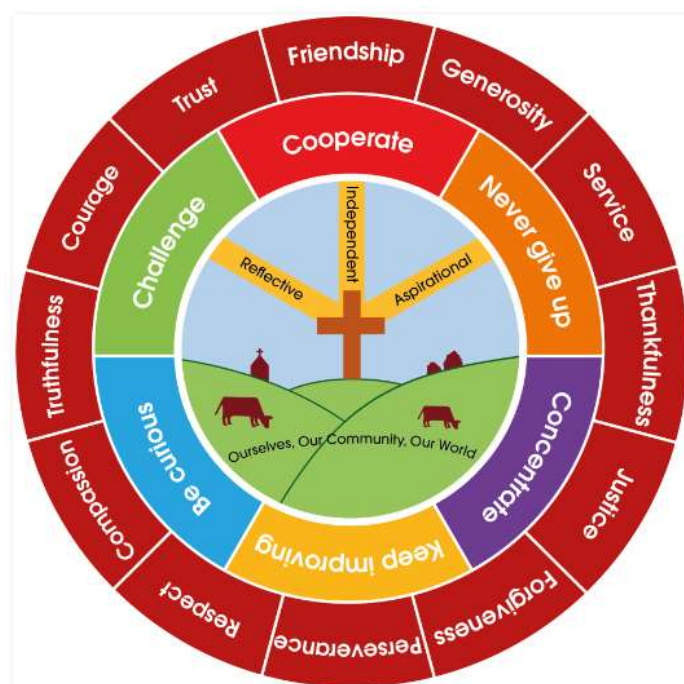
Our Learning Powers underpin the attitude to learning that the children are fostered to develop at Amberley Parochial School. In all art lessons, the Learning Powers of Curiosity, Challenge, Never Giving Up, Co-operation, Concentration and Keep Improving continually utilised for the children's development within the subject.

Intent

The Amberley Immersion Curriculum has been designed and developed taking into consideration pupils, parents, staff and governing board views and opinions as well as meeting statutory requirements.

We have ensured that our Immersion Curriculum encompasses the School Vision Wheel which has been established alongside our Biblical teaching of 'The Sower'. These support our pupils learning journey, embracing values and learning skills for life. We are driven as a community to ensure that our pupils recognise that they have unique skills to benefit themselves, to support their community and to give to the wider world. This is embedded within our intent and implementation of our Immersion Curriculum.

The Amberley Vision Wheel



Curriculum Planning

All pupils are entitled to a broad and balanced curriculum, whatever their ability. At Amberley, we follow our Amberley Immersion Curriculum across the school. This is based on the National Curriculum Requirements. In addition, we have incorporated key milestones at the end of Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. These milestones are skills that the children will be assessed against to obtain their attainment and progress.

The Amberley Immersion Curriculum has been mapped out over a two-year programme (Cycle A and B) so all pupils receive the required coverage of the National Curriculum. In addition, the skills and knowledge they are taught are progressive, ensuring continuity and progression across the school. Each unit has a focused planning sheet highlighting aims and objectives. In addition, rationale is included where appropriate.

All stakeholders have access to this information which is placed on the school's website. The Amberley Immersion curriculum was planned by all teachers after consultation with parents, pupils and governors.

PE Intent

For all learners to...

- Be physically active in both physical education lessons and extra-curricular time.
- Develop basic movement skills across a wide range of both individual and team based games and activities.
- Work as part of a team.
- Be given the opportunity to lead a group or team within physical education.
- Demonstrate effective agility, balance and coordination in a range of activities.
- Develop flexibility, strength, technique, control and balance, primarily through gymnastics and dance.
- Take part in outdoor learning.

At Amberley, we develop practical skills in order to participate, compete and lead a healthy lifestyle. This involves learning a range of physical movements and sporting techniques. In addition, we learn how to lead a healthy lifestyle and we complete at least 2 hours of Physical Exercise a week.

PE is delivered through our 4 pillars of ***Technical, Practical, Physical and Personal and Social*** .

The Early Years Foundation

Physical development is a specific area of development in the EYFS. At Amberley Parochial School we take PE seriously and as such employ specialist PE teachers who not only take PE lessons themselves, but also teach alongside school staff to ensure continued professional development. In the reception year we have the support of specialist PE teachers who teach PE lessons but we also aim to incorporate as many opportunities for physical activity as possible throughout the school

Assessment, Recording and Reporting

At Amberley, our planning, preparation and assessment is managed through our subscription to PE Pal, developed and created by our partner company Atlas Sports. PE Pal integrates all planning, inclusive of over 50 schemes of work, made up of six weeks per scheme. Following a comprehensive long term plan written by Mr Spurrier and the team at Atlas Sports, each class will follow 12 topics per year, outlined on the long term plan.

Assessment takes place every lesson, recording progress against learning objectives called 'I Can statements' within PE Pal. Each lesson, children will be assessed by a traffic light system (red, amber, green and platinum) From these assessments, children have their own personal 'pupil dashboards' within the app, storing all assessments made as the year progresses. These pupil dashboards generate pupil reports and clearly outline how each child at Amberley are doing in PE in each of the 4 pillars of PE – technical, tactical, physical and personal and social.

PE Pal caters for an all inclusive approach, giving sections titled 'Excel' and 'Access' as differentiation for the gifted and talented children, as well as for those struggling to access the lesson content.

At any time during the year, class and pupil reports will be available for class teachers to read and review, as well as providing an up to date, accurate report of pupil progress across the PE curriculum.

Assessing the children's achievement will be planned into lessons and used to guide subsequent lessons. Teachers record the progress that children make by assessing their work against the learning targets from the National Curriculum **and Milestones. Teachers will make termly assessments of attainment and progress for each child. Children are always encouraged to self-assess and reflect on their achievements.**

Resources

A range of basic resources are available and based in the PE equipment area. They are presented in such a way that they are accessible and are maintained in good order. Additionally, used resources are kept centrally and classes have their own play bag. It is the responsibility of each teacher to ensure that these are maintained to the same high standard as those in the individual classrooms and for the PE coordinators to maintain the PE areas.

Teaching

To ensure consistency and development of practice across the school, there are agreed procedures for common activities to ensure continuity and progression. This contributes to the development of understanding and confidence in the use of such procedures by both educators and pupils.

Whilst art will at times be related to other subjects through cross curricular links, teachers also plan specific activities to provide development of the skills, knowledge and understanding of art. These activities will take account of children's previous experiences. Teachers will ensure that the objectives of the lessons and the criteria for achievement are clear to all pupils.

Special needs and equal opportunities

PE is a way to communicate and respond to experiences. Every child's response is unique and activities in PE are planned which allow pupils to respond according to their abilities, with appropriate differentiation by support, resources and outcome.

Teachers will provide instruction and guidance on technical processes to take account of individual needs. In line with the school's equal opportunities policy, all children will have an entitlement to all aspects of the art curriculum.