

Beddington Infants' School

Policy for PE

At Beddington Infants' School, we are ambitious athletes and healthy, well-rounded learners who enjoy being full and active members of the community.



Intent

The vision for our school is rooted in an understanding of, and respect for, the incredible capacity of every child.

With a focus on basic skills and strong academic achievement our curriculum has evolved to enable each child to engage at a high level and therefore to achieve to his/her personal best. Our provision is inspired by the Italian **Reggio Emilia Approach**. It is an experiential provision for both children and adults.

'Tell me and I forget. Teach me and I remember. Involve me and I learn.' Benjamin Franklin

Children

- are respected as individuals with something valuable to say
- have a genuine input into the direction of their learning
- are empowered to engage fully with the learning process, to take personal responsibility and to develop skills for life.
- are given a variety of opportunities to explore the world in which they live, indoors and outside, developing positive attitudes to all weathers
- are supported in developing positive relationships with children and adults across the school
- are given regular, meaningful opportunities to express themselves

Our aims in teaching PE are that all children will:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Implementation

Early Years Foundation Stage

Children have open-ended opportunities to explore PE during independent learning. Structured, exploratory play occurs daily. Children have the opportunity to work collaboratively and individually, responding to open-ended questions posed by adults. Verbal feedback is a valuable way to take the children's thinking and learning further.

Resources are available during continuous provision to enable our learners to explore a range of skills independently. The permanent areas that link to PE are the Adventure Trail, the climbing frames and slides, malleable play, the reception and nursery outside learning areas and the main playground which is accessible to children in reception throughout the school day. These are permanent areas in both nursery and reception.

PE is linked to the following areas of learning:

- gross motor skills
- fine motor skills

Ongoing observations are made in these areas to record and assess the development of skills. Observations are recorded in children's individual learning journeys.

Key Stage One

PE is taught as a discrete session on a weekly basis. The children have both indoor and outdoor PE sessions. We follow the Real PE and REAL Gym scheme of work which provides a unique, child-centred approach to how we teach PE to include, challenge and support every child.

In addition to this, the children have access to and engage with planned independent learning opportunities weekly, enabling them to practise, apply and consolidate their PE skills, individually, collaboratively and independently.

Following the National Curriculum guidelines children learn:

- fundamental movement skills,
- become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

The emphasis in our teaching of PE is on:

- First hand interactive and practical experience.
- Discussions with targeted questions about the skills they're acquiring.
- Encouraging children to take control of their own learning.
- Using a variety of mediums and strategies to deliver knowledge.
- Ensuring children use this acquired knowledge in a variety of ways.

Planning in PE is a process in which all teaching staff are involved.

- Long term plans/Curriculum Map
- Medium term plans
- Knowledge Organisers
- Weekly plans
- Plans are checked regularly by the Senior Leadership Team.

Children's progress in PE is recorded through:

- Ongoing assessments, with a termly summative assessment.

- Photos/Videos.
- Regular feedback.
- Pupil Voice.

Reporting to families occurs formally and informally through:

- Curriculum letters informing families of coverage.
- Sending learning home to be shared termly.
- Sharing Learning Sessions each half term.
- Open Evenings (3 per year).
- End of Year Reports.

Resources used include:

- Opportunities to compete with one another in front of spectators, e.g. sports day.
- A range of appropriate resources and equipment, including floor mats for gym, footballs, tennis equipment, bikes and scooters.
- Teacher's resources and reference materials.
- Computers and appropriate software.
- Children's books relevant to the topic.
- Visits from members of the community, links with Crystal Palace - Palace for Life Foundation, CPD and direct work with groups of children in Year 2
- Families.

Pupils with additional needs:

When planning PE activities, differentiation is considered so that all children can access the curriculum.

A range of teaching strategies will be employed catering to the children's needs. For example, ensuring that there are visual prompts and many opportunities for adult and peer modelling when learning a new skill.

Accelerated learners are given the opportunity to further consolidate and extend their ability in a particular skill. They will also be encouraged to work with increasing independence and taught the strategies with which to do so.

Diversity

We provide an inclusive PE curriculum, which is appropriate and accessible to the needs and abilities of all pupils in accordance with the School's Equal Opportunity Policy. We use the pupils' personal experiences when learning about a range of cultures and traditions. We are committed to providing an unbiased curriculum.

Impact

At the end of EYFS children should have achieved the following ELGs:

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all areas.

- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

By the End of Key Stage 1 children should be able to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, 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.

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