



St Nicholas^{CE}
First School

Physical Education

Subject Policy and Expectations

(For Staff, Local Academy Board and Families)

Miss E Brady

Policy Reviewed by Subject Leader: ✓

Policy Reviewed and Approved by LAB: ✓

Next Policy Review Date: ✓

Care

Respect

Trust

Thankfulness

Challenge

Our School, Our St Nicholas Curriculum

Our school's curriculum is its backbone; it communicates, develops, and enhances community-wide culture, morals, values and aims, that contributes to children leaving our school as well-rounded members of society. It permeates every aspect of school life and demonstrates to the wider community our school's commitment to shaping future generations and the world's future leaders, whilst providing a clear structure and purpose for learning about and understanding the diverse world around them.

Our School Vision

Walking in the footsteps of Jesus with Care, Respect, Trust, Thankfulness and Challenge

Our Values

Care: Clothe yourself with compassion, kindness, humility, gentleness and patience. *Colossians 3:12*

Respect: Do to others as you would have them do to you. *Matthew 7:12*

Trust: My God is my strength in whom I trust. *Psalms 18:2*

Thankfulness: Always be thankful. *1 Thessalonians 5:16*

Challenge: I can do all things through Him who strengthens me. *Phillipians 4:13*

Our Curriculum Vision

Rooted in our Church ethos, we aim to deliver on our children's future through a curriculum that offers vibrant, diverse and creative experiences and opportunities. In turn, children leave St Nicholas prepared and equipped with the lifelong knowledge, skills and concepts to play an active role as a safe, happy and productive member of our global community.

Care

Respect

Trust

Thankfulness

Challenge

Our Curriculum Aims and Culture

A Head, Heart, Hands, Health approach to learning and personal development

Head



Preparing our children with knowledge and skills for lifelong learning, that contributes to their understanding of the wider diverse world, so they become well-rounded members of society.

Hands



Developing hands-on skills and knowledge, to enable our children to be resilient and creative learners, who take risks and explore ideas in different ways.

Heart



Promoting our children's love for learning, exploring how it links to everyday life, whilst having the pride and desire to undertake challenges, in order to be the best they can be, through following Jesus as a role model.

Health



Equipping our children to recognise how they can help to keep themselves spiritually, mentally and physically happy, healthy and safe by making the right, positive choices.

Curriculum Principles

Our curriculum is **Balanced...** it allows our pupils to acquire and develop a carefully planned, well-rounded and informed set of knowledge and skills, to prepare them for the next phase of their education. This means complete equity for every child, in every year group and in every subject across the curriculum.

Our curriculum is **Progressive...** it activates and builds on what our children already know and aims to sequentially develop ideas and concepts clearly over time, in order that children develop a robust overview of the 'bigger picture', and ultimately apply and explore their learning from different open-ended dimensions.

Our curriculum is **Quality...** significant thought and consideration is invested into the planning, delivery, resourcing and facilitation of the provision by our staff to ensure that it drives what we strive to achieve for our children. High quality provision that is rooted in evidence-informed practice is the linchpin to driving our standards forward.

Our curriculum is **Accessible...** whereby all pupils regardless of background or disposition are given the tools to achieve their very best, whether this be through scaffolding and support strategies, or through stretch and challenge. All children are given the opportunity to experience success and more through an informed and responsive approach to teaching and learning.

Care

Respect

Trust

Thankfulness

Challenge

Our Aims and Aspirations for Physical Education

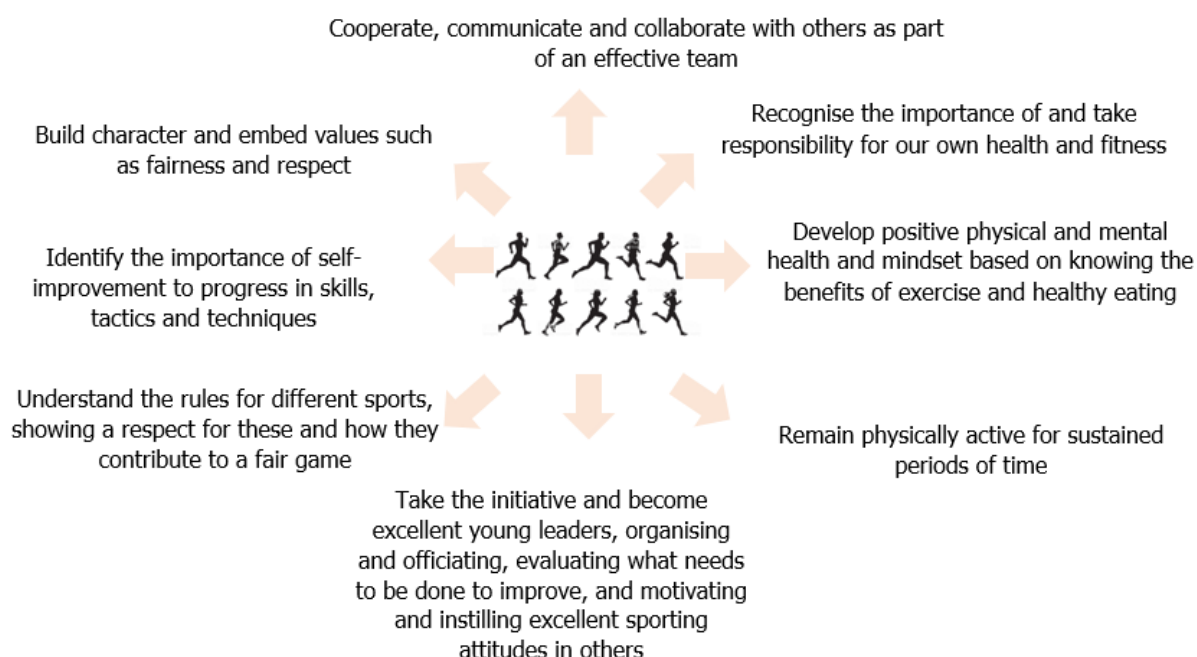
Why is Physical Education important for our learners at St Nicholas?

At St Nicholas, we believe that children who are physically active will become more confident, well-rounded individuals through opportunities to play, learn and develop through physical activities and sport. Physical Education plays an integral part in our daily school life which ensures children are partaking in at least two hours of physical activity per week. In modern society, it is recognised that being physically active has become less of the norm due to advances in technology and changes in the way that children play and interact. Therefore, at St Nicholas we prioritise ensuring that the teaching of Physical Education is of a high-standard and part of every class's weekly routine. Furthermore, we strive to nurture children's talents in particular sports, especially for those children who may not receive these opportunities outside of school. We ensure that Physical Education is adapted to suit all learners and strive to create a positive attitude towards PE.

What are our aims and aspirations for the St Nicholas Sportsperson?

By the time our children leave St Nicholas CE First School, we aim for them to:

Our Aspirations for the St Nicholas Sportsperson



Care

Respect

Trust

Thankfulness

Challenge

Curriculum Design in Physical Education

Structure

At St Nicholas, we use 'The PE Hub' scheme that is used as a strong basis for our PE lessons. This scheme works well for progression across the school from Early Years through to the end of Key Stage Two. Full planning is available for individual year groups which covers a wide variety of skills and sports. These plans are used and adapted to suit different classes and individual learners as each teacher deems appropriate. The PE hub scheme and teaching at St Nicholas ensures that pupils learn more basic skills in Early Years and Key Stage One that will feed into learning about the specific sports in Key Stage Two.

We ensure that we follow the National Curriculum guidance for teaching Physical Education. Links to the National Curriculum objectives can be found by clicking [here](#).

Units of learning are sequenced to ensure progression across year groups. This is also taken into account when creating the PE overview for the year ensure that units are linked across the school.

In Early Years, pupils are taught to develop gross motor skills through a variety of activities which will provide them with the basic skills needed to ensure progression into KS1. Some of the Early Years units include: body management, speed agility travel and cooperate and solve problems. These include teaching through different games and activities where pupils can work individually but also alongside others. These are taught alongside gymnastics and dance which continues throughout every year group. The lessons support pupils to progress through physical development as part of the Early Years Foundation Stage curriculum.

In Key Stage One, pupils develop their learning in Early Years by beginning to learn skills that are used in different styles of games e.g. invasion games, net games, athletics etc. For each unit, pupils will learn how different games are linked through common rules and skills needed. For example, one unit in KS1 is called 'Attack, Defend, Shoot'; this forms the basis for invasion games that will be taught individually in KS2. In this unit, pupils will be taught skills needed in football, basketball and netball and learn how these sports are similar. Pupils will begin to develop their knowledge of individual sports through this teaching.

Progressing into Key Stage Two, pupils will have gained extensive knowledge on skill based learning which will now be developed into knowledge of a variety of sports that they have the opportunity to participate in. For example, we expect pupils to have learned the basis of throwing and catching in KS1 but will now be able to adapt this to use successfully in game situations in sports like basketball and netball. In KS2, we develop focus on knowledge of sports and games whilst continuing to practise and develop skills needed to be successful.

Some PE units are taught consistently through from Early Years up to Year 4, including gymnastic and dance. These support and demonstrate progression in the same way in which skills are developed and continually practised throughout every year group. This ensures that pupils at St Nicholas receive an extensive range of opportunities to develop and learn physically with high-quality teaching.

Care

Respect

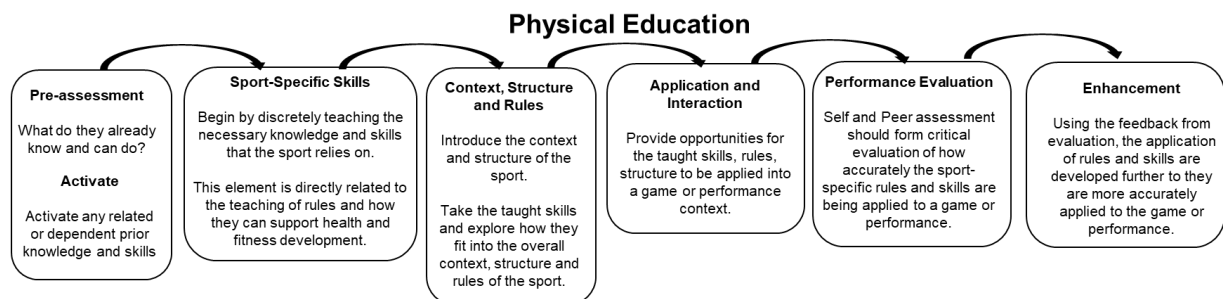
Trust

Thankfulness

Challenge

Each unit of learning in PE is broken down into six individual lessons. This works particularly well as it gives opportunities for some lessons or skills to be repeated during longer half terms (if required). Lessons progress through skill based knowledge at the beginning of the units, leading into knowledge based learning and team game opportunities towards the end of the units. This ensures pupils have all the skills they need in order to participate in team games.

All pupils are required to partake in two hours of physical activity per week. This is usually used in two individual PE lessons per week; one outdoor and one indoor. This is built into individual class timetables to ensure that PE is given high-priority every week.



- Throughout and beyond the sequence:**
- Introduce and revisit key learning language (introduce as and when necessary to avoid overload)
 - Making meaningful connections in learning by using related, connected and interconnected contexts for solid opportunities to master the knowledge and skills
 - Use a range of diverse approaches to ensure students are motivated to learn and content is taught in the most appropriate and engaging way
 - Make effective use of responsive teaching to ensure that students' learning is supported through questioning and feedback

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Y1 Indoor	FOREST SCHOOL	FOREST SCHOOL	Gymnastics Unit 1	Send and Return Unit 1	Dance Unit 1	Hit Catch Run Unit 1
Outdoor	Attack Defend Shoot Unit 1	Attack Defend Shoot Unit 2	OAA - outdoor and adventurous activities	Send and Return Unit 2	Run Jump Throw	Sports day practise
Y2 Indoor	FOREST SCHOOL	FOREST SCHOOL	Gymnastics Unit 1	Send and Return Unit 1	Dance Unit 1	Hit Catch Run Unit 1
Outdoor	Chance to shine cricket	Attack Defend Shoot Unit 1	OAA - outdoor and adventurous activities	Send and Return Unit 2	Run Jump Throw	Sports day practise
Y3 Indoor	Dance Unit 1	Football Netball	Gymnastics Unit 1	Gymnastics Unit 2	Athletics	Sports day practise
Outdoor	Basketball	Football Netball	FOREST SCHOOL	FOREST SCHOOL	Tennis	Rounders
Y4 Indoor	Dance Unit 1	Basketball Netball	Gymnastics Unit 1	Gymnastics Unit 2	Tennis	Sports day practise
Outdoor	Football	Basketball Netball	FOREST SCHOOL	FOREST SCHOOL	Athletics	Rounders

Curriculum Provision in Physical Education

Effective Teaching and Learning

At St Nicholas, we deliver high-quality PE lessons that are conveyed with enthusiasm and passion from our teachers. Pupils will often learn best through observing teachers and more confident pupils initially, but will then always be given the opportunity to practise practically and in isolation in order to master skills to the best of their ability. Individual and group feedback is essential to let pupils know how to develop their own skills and knowledge.

Pupils will always have an opportunity to warm-up at the beginning of a PE lesson; this could be a simple game of 'Stuck in the mud' or 'farmer farmer'. These games ensure pupils get their bodies moving straight away and also develop listening skills which are essential for every lesson. Pupils are always reminded of safety in PE lessons to ensure minimal risk of accidents and also to support control of their own behaviour. Most PE lessons will then

Care

Respect

Trust

Thankfulness

Challenge

consist a skill-based activity which will then develop into a game opportunity in order to apply the learning.

It is essential to recognise the individual ability of different pupils and be able to differentiate skills taught to suit a variety of different learners. This is particularly prevalent in PE lessons as there can often be a wide variation in confidence and abilities between pupils.

Each lesson is planned to take into account prior learning and to continually practise physical skills learned (e.g. throwing and catching) from previous lessons and in previous year groups. This is to support pupils to become confident in their own physical abilities and to feel confident when participating in team games. Pupils will spend the majority of PE lessons learning and mastering skills that they require to apply in order to successfully participate in a team game.

Responsive Teaching and Learning

As a school that is responsive to the needs of our children, we set high expectations for all to ensure they have the best possible opportunity to achieve their very best. To support us in achieving our ambition, we recognise that we need to 'Scaffold and Support', and 'Stretch and Challenge'.

Scaffold and Support is our approach to planning and implementing provision that gives every pupil the very best chance to secure the learning intentions; this can be through a range of support strategies such as additional modelling, questioning and resources to scaffold pupils' thinking and learning, to build further children's self-efficacy.

Stretch and Challenge involves strategies that aim to deepen learning and thinking, where critical evaluation and thinking play a key role in pupils seeing their learning from different dimensions.

Scaffold and Support in Physical Education	Stretch and Challenge in Physical Education
• Use of differentiated equipment • Performing the taught skill in isolation before a basic sequence • Performing the taught skill in carefully planned and designed activities • Providing clear keys to success to follow to perform the skill • Pre-taught skills, knowledge and vocabulary • Differentiated sized areas and distances to perform the skill in • Smaller number of opposition to perform against	• Children to justify the decisions made during game-scenarios • Children to evaluate their team's/individual performance • Analyse their team/individual tactic and strategy against the opposition's • Assess the reliability/suitability of chosen techniques and skills – what is it useful for? • Why would you use it? When would you chose/avoid this skill? • Comparing skills with one another and justifying their suitability • Coach a team/peer with a skill in isolation or small-sided game • Increase the number of opposition

Care	Respect	Trust	Thankfulness	Challenge
------	---------	-------	--------------	-----------

	• Decrease the amount of time/touches required before transitioning into another skill • Decrease the size of the area to perform in
--	---

Whilst the class teacher takes a central role in facilitating learning, there are many opportunities for children to promote, acquire and apply our St Nicholas Skills for Lifelong Learning:

A St Nicholas learner will always apply their lifelong learning skills:



Eager

I see, I think, I wonder...

I plan and think through my learning.

I think of new and creative ideas.

I dive deeper into my learning.

I apply my learning to real life.



Resilient

I set goals to challenge myself.

I break my learning and task into chunks.

I find tools to help me with my learning.

I keep going and never give up.

I use mistakes to help me learn.



Reflective

I use what I already know to help me.

I think about how I am getting on.

I listen and respond to feedback.

I am proud of what I can do.

I see where to go next.



Collaborative

I listen to others.

I explain things to others.

I talk about my learning.

I am honest and trustworthy.

I work as part of a team.

Giving Feedback to Learners

Feedback for Learners

Feedback in PE lessons is mostly verbal, given throughout the lesson to individual pupils and to groups (where appropriate). Feedback will aim to give praise and assess success in the learning as well as the ability to work as part of team. Much of the verbal feedback will be focussed on development and progression to ensure pupils are learning and mastering new skills. PE creates a great opportunity for peer feedback and pupils will be actively encouraged to do this; focussing on successes and points for develop. This is particularly relevant in lessons like dance, where pupils can observe others and give their own feedback.

The Role of Assessment

Children are assessed individually based on their abilities in each unit and also the knowledge that they have gained. Insight is used as our assessment tool to identify if pupils are working towards, working at and working above expected standard for each year group.

Assessment plays an important role in each PE lesson to ensure that pupils are learning at the correct level for their ability. Within lessons, it can be useful tool for higher attaining pupils to support others who may not have same ability

Enrichment and Engagement

Care	Respect	Trust	Thankfulness	Challenge
-------------	----------------	--------------	---------------------	------------------

As well as twice weekly opportunities within the PE curriculum to participate in sport, pupils at St Nicholas are also given extensive opportunities to partake in competitive sport outside of the usual school day. We strive to ensure that all pupils have a fair chance to compete in a sport that they love or have a particular talent for. Working with Staffordshire schools, there are a wide range of sporting events; cross country, girls and boys football, multi-sports. Furthermore, less confident and skilled pupils have a Sport for all competition which aims to nurture a love for sport.

Pupils are provided with the choice to attend after school clubs which are run by a local coaching company; Soccer 2000. These clubs have proved extremely popular with pupils and provide opportunities to develop skills in football and multi-sports.

Themed days/weeks are a common occurrence at St Nicholas that take into account current sporting events that will often have a high interest of the majority of our pupils. Examples of these include: The Commonwealth Games, The Olympics, Let Girls Play Football day, The World Cup etc.

In the PE Hub Scheme that are many cross-curricular learning opportunities; speaking and listening being a particularly important the prevalent part of PE teaching. We also incorporate technology by watching videos provided by the PE Hub that support skills and knowledge in PE as well as showing pupils real-life games in enhance and develop their understand of sport.

Curriculum Evaluation in Physical Education

At St Nicholas, we use a range of quantitative and qualitative evidence-gathering techniques that are triangulated to draw together valid, accurate and robust evidence-based findings to make rigorous evaluations about the impact of our teaching and learning. This supports us to celebrate achievements whilst also recognising key priorities for future development. It is important that we evaluate our curriculum against our aims and aspirations. Please note that not all evidence-gathering techniques outlined below take place simultaneously; we select techniques that we know will give us the most purposeful information and impact at a point in time.

These evidence-based findings are drawn together and directly feed into subject leader action planning, which is then shared with the Local Academy Board (LAB) to hold the school to account for teaching, learning and children's progress and achievement in Physical Education.

How do we evaluate?	What are we evaluating? Why are we evaluating in this way?	Who is involved?
We look at children's work.	Looking at children's work helps us to see the opportunities they have had to apply their learning meaningfully and in ways that reflect a deeper approach to learning.	Subject Leader Children Colleagues
We talk to the children about their learning and let them share their views in different ways.	Talking to children and recognising their views helps us to see identify the extent to which children are engaged and interested in their learning, and what we	Subject Leader Children

Care	Respect	Trust	Thankfulness	Challenge
------	---------	-------	--------------	-----------

	can do to make their experiences even more meaningful.	
We talk to and gather views from parents about their child's learning and experiences.	Gathering views from parents helps us to shape our understanding of children's experiences and opportunities across the curriculum from a different yet important perspective.	Subject Leader Colleagues Children Parents
We have professional and reflective discussions with our colleagues.	Professional and reflective discussions with colleagues helps to share and exchange ideas about effective practice and priorities for moving forward.	Subject Leader Colleagues
We visit lessons to see strategies, opportunities and experiences used for learning.	Visits to lessons help colleagues to recognise the extent to which strategies, opportunities and experiences in lessons have an impact on maximising children's progress and meeting their needs.	Subject Leader Children Colleagues
We look at subject planning.	Reviewing subject planning is important to explore how appropriate the design of the curriculum is in maximising learning progress and to ensure that children build the bigger picture of knowledge and skills over time.	Subject Leader Colleagues
We look at and analyse pupil progress and achievement.	Analysing children's progress and achievement in more detail helps to develop lines of enquiry and identify key groups or subject areas that may benefit from further development.	Subject Leader Colleagues

Identifying Staff Continual Professional Development Needs

Continual Professional Development (CPD) is integral to the development of teaching and support staff to ensure that they are well-equipped to plan, deliver and evaluate a high-quality curriculum. The direction of CPD is steered through triangulated findings from the evidence-gathering techniques and staff audits.

CPD will be facilitated in the following ways:

- **Colleague Networking:** Working with other colleagues to build capacity and staff self-efficacy through a bespoke package of CPD (such as professional discussion and observation). This may be through working with staff at St Nicholas, across the MAT or beyond.
- **Staff Workshops:** Personalised whole-school staff developmental sessions to support pedagogical knowledge, strategies to motivate, challenge and support, and subject knowledge development. This may include inviting 'experts' to support staff development or enrolling members of staff in face-to-face or virtual courses.

Expectations and Responsibilities

Care	Respect	Trust	Thankfulness	Challenge
------	---------	-------	--------------	-----------

The Local Academy Board (LAB), Senior Leadership Team, Subject Leader and Teaching Staff have key responsibilities to uphold the high expectations, principles, design and provision of our Physical Education curriculum as follows:

Local Academy Board	Senior Leadership Team/ Subject Leader	Teaching Staff
- Rigorously review the policy and expectations for Physical Education to ensure it meets the school's curriculum principles, drivers and rationale. - Hold the subject leader and school to account for the design, provision and evaluation of Languages (French). - Regularly meet with the subject leader to explore findings from evidence-gathering and discuss how this will feed into subject action planning. - Plan for and communicate potential financial, time and resourcing commitments with the LAB, that will be required as part of the subject action plan.	- Implement evidence-gathering techniques to gather a well-rounded evaluation of the impact of the design and provision in Physical Education, including working in collaboration with members of the LAB. - Widen pupils' celebration of diversity and intercultural understanding through facilitating a range of engaging, inspirational and aspirational enrichment opportunities. - Identify and plan to address key priorities for development that will move the curriculum forward, including potential financial, time and resourcing commitments required. - Identify staff CPD needs and design bespoke developmental sessions and coaching that will address key priorities, including subject knowledge. - Support staff across the school to deliver a balanced, progressive, high-quality and consistent Physical Education curriculum, that supports and challenges children.	- Plan lessons that motivate, challenge and inspire pupils using a range of teaching and learning strategies. - Provide pupils with clear, concise and constructive feedback about their learning progress and achievement. - Use a range of evidence to make a robust and accurate assessment of pupil attainment and progress. - Communicate progress and achievement with parents/carers. - Ensure that lessons are well-resourced to support pupils' learning. - Support the facilitation of engaging, inspirational and aspirational enrichment opportunities that widen pupils' celebration of diversity and intercultural understanding. - Adapt teaching and learning strategies, resources and activities to support children who require additional support or challenge.



If you require any further information regarding the content of this policy, would like to know more about or feel you could contribute to our Physical Education curriculum, please contact the subject leader using the following contact details:

Name of Subject Leader: Miss E Brady

Telephone (School Office): 01902 842998

Care

Respect

Trust

Thankfulness

Challenge

Subject Leader E-Mail Address: emily.brady@st-nicholas.staffs.sch.uk (FAO: PE Subject Leader)

Care

Respect

Trust

Thankfulness

Challenge