



Parkland
Primary School

Learning together

PE, School Sport & Physical Activity Subject Policy

Subject Leader(s): Abbie Peel

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Rationale

This policy outlines the intent, implementation and intended impact for the teaching, leadership and assessment of PE at Parkland Primary School. The school's policy for PE follows the 2014 National Curriculum Framework and the Early Years Foundation Stage Framework.

Vision Statement

Grow

All pupils have access to a broad range of physical activities and experiences, which are inclusive for all and cultivates resilience, raises aspirations, deepens subject knowledge and **grows** confidence and enjoyment. They regularly work in teams, sharing ideas and can use constructive criticism to evaluate their own and peers' work, demonstrating respect towards each other, regardless of gender, ability or background. They can be gracious in both success and defeat and learn to manage and regulate their emotions in the process.

Achieve

All pupils have the opportunity within the curriculum and extra-curricular offer to develop their physical skills within competitive and non-competitive situations. They are able to make progress at their own pace, enjoy challenging themselves and are proud of their **achievements**.

Believe

Aspirations are raised through the range of opportunities on offer to extend pupils' knowledge of further prospects such as volunteering, community clubs and future employment opportunities. They consistently work on developing their confidence, and **self-belief** through challenging tasks, independent learning, personal challenges and leadership activities.

Succeed

By focusing on developing the 'whole child' using key transferrable skills: (following rules, social interaction, taking turns, speaking and listening and leadership) and by educating them on healthy, active lifestyles prepares our pupils to become good citizens. These skills can then be drawn upon in the transition to high school and throughout their lives to help them **succeed**.

Intent

At Parkland Primary School we have worked together to create a shared language for learning (Appendix 1). Underpinning this and all curriculum design is our whole school definition of learning:
'Learning is the process of building on and strengthening the connections in your brain.'

A high-quality, fully inclusive PE curriculum coinciding with Complete PE which all pupils can access and inspires them to succeed and excel in physical activity and competitive sport. It provides opportunities for all pupils to become physically active, confident and competent learners in ways which support their overall health, wellbeing and fitness, building life-long healthy habits. Through embedding values such as fairness, respect and teamwork within the PE curriculum, pupils have regular opportunities to build character when participating in lessons and competing in sport and

other physical activities. This prepares them for the next phase of education, as they transition to high school.

Aims of PE knowledge-led curriculum:

- Develop confidence to excel in a broad and balanced range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lifestyles

At Parkland Primary School, PE staff work collaboratively using subject progression maps, Complete PE framework and knowledge mapping to coherently plan and sequence learning journeys designed to allow our pupils to gain cumulatively sufficient knowledge to ensure they are ready for the next stage of their education.

Curriculum Drivers

At Parkland Primary School, through the delivery of a high-quality knowledge led PE curriculum we aspire for our pupils to be...



CONFIDENT LEARNERS through...

- Allowing pupils to have high aspirations and achieve their personal best.
- Providing exceptional opportunities for pupils' personal development.
- Developing the characteristics of confident individuals.
- Providing blended learning opportunities through the use of high-quality technology to support curriculum delivery



SUCCESSFUL LEARNERS through...

- Challenging, motivating, inspiring and leading pupils to a lifelong interest in learning.
- Preparing pupils for the next stage in their education and for the world of work.
- Providing the essential knowledge, skills and cultural capital they need to succeed in future learning and life.



RESPONSIBLE CITIZENS through...

- Promoting local, national and global awareness through the curriculum and understanding of their role in building a sustainable world.
- Promoting British Values to ensure pupils are fully prepared for life in modern Britain.
- Offering a wide range of rich experiences in the curriculum and wider curriculum for personal development.



Implementation

How PE is planned and taught:

PE staff plan PE using the PE progression map and Complete PE to ensure teaching is designed to help learners to remember, in the long term, the content they have been taught and to integrate new knowledge into larger concepts. We have specialised PE coaches for indoor and outdoor PE.

For the wider curriculum we block learning and re-visit practice over time through a spaced practise approach (Learning Scientists, 2016) as research suggests this will lead to better long-term retention of knowledge. Retrieval practice is a fundamental part of our PE curriculum as it is proven to strengthen memory and make it easier to retrieve the information later (Rosenshine, 2012).

Opportunities for retrieval practise occur throughout the PE curriculum:

- Lesson recaps – pupils recall knowledge from the previous lessons to reinforce understanding and commit it to memory.
- Muscle memory – the repetition of key physical skills which consolidate specific motor tasks into the memory

EYFS: repetition of key fine and gross motor skills, as well as fundamental movements essential to healthy development form the basis of EYFS PE curriculum. Blocks of work are inherently linked so that pupils are constantly provided with the opportunities required to refine key movement and physical skills.

KS1/ KS2: The PE curriculum is mapped out to ensure that we deliver a broad and balanced curriculum which presents opportunities to be creative, competitive and cooperative. This should be done by following the National Curriculum PE guidelines;

- **Acquiring and Developing:** to develop skilful use of the body, the ability to remember, repeat and redefine actions and perform them with increasing control, coordination and fluency.
- **Selecting and Applying:** to develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- **Improving and Evaluating:** to improve skills of observation and the ability to make simple judgements on their own and others work, and to use observations and judgements to improve performance.
- **Knowledge and Understanding of Health and Fitness:** to develop and understanding of the effects of exercise on the body and an appreciation to the value of safe exercising.

Throughout the course of the year, all pupils have access to two hours of curriculum PE per week and will have access to indoor as well as outdoor lessons. Pupils have experiences of the six PE umbrella topics; Athletics, Dance, Games, Gymnastics, Outdoor Adventurous Activities and Swimming. Units of work are often blocked into five or six lessons to ensure that pupils have adequate time to develop their skills and knowledge, whilst maintaining motivation levels and interest in the topic.

As well as making its own contribution to the whole school curriculum, physical activity also contributes to the wider aims of education;

- The PE specialists will endeavour to make links to other areas of the curriculum whenever possible (i.e. dance linking to class topics)
- ICT is used to record performances and assist with evaluation.
- Literacy skills are promoted using discussion and evaluation of performance. Correct terminology and subject-specific vocabulary is encouraged throughout.
- Numeracy skills are developed through the measurement of performance (i.e. athletics), and scoring systems, through discussions about shape, space and position.
- Links to science are made through references to the human body and its reaction and adaptation to exercise.
- Contributions are made to PHSE, wellbeing and citizenship through the emphasis on the **School Games Values**; (determination, honesty, passion, respect, self-belief and teamwork), children learn about the benefits of exercise, healthy eating and how to make informed choices regarding these things.
- Opportunities to support the social development of children through the way they work with each other in lessons. Groupings allow children to work together, provides opportunities for leadership and responsibility for their own learning and gives them the chance to discuss their ideas and performance, identifying strengths and suggesting ways to improve. This work enables them to develop a respect for other children's levels of ability and encourages them to cooperate across a range of activities and experiences. Children learn to respect and work with each other, developing a better understanding of themselves and of each other.

The PE curriculum is supplemented by a broad range of extra-curricular physical activities, such as targeted interventions (Big Moves), active lunchtimes, after school sports clubs, competitions and festivals.

Effective teaching of PE:

Parkland Primary School prides itself on being a research informed school. Following staff training on Rosenshine's Principles in Action (Sherrington and Caviglioli, 2019) school teachers are expected to actively present material and structure lessons using the ten principles of instruction below. These principles not only facilitate the memorising of information but allow pupils to understand it as an integrated whole, and to recognise the relationships between the parts. This **does not** mean that every lesson needs to follow the exact structure or sequence and this is **not** intended to be used as checklist for each lesson; these elements can occur at different points in a lesson, or over a sequence of lessons, and can be integrated in different ways and at different times.

Principles of Instruction:

1. **Daily Review** – lessons begin with a short review of previous learning to re-activate recently acquired knowledge.
2. **Present new material using small steps** – recognise the limitations of the working memory by breaking down concepts and procedures into small steps.
3. **Ask questions** – teachers need to ask large numbers of questions to check for understanding
4. **Provide models** – a central feature of giving good explanations. These may include concrete models to aid abstract concepts, worked narrative examples modelling a process
5. **Guide student practice** – give time to guide student practice supported by modelling, corrective feedback and re-teaching where gaps remain.
6. **Check for student understanding** – teachers use their questioning to ascertain from as many children as possible what they have understood? A range of questioning strategies below can be used to do this (see below).
7. **Obtain a high success rate** – teachers need to engineer a high success rate (around 80%) where children are reinforcing error-free, secure learning, improving fluency and confidence providing a platform for independent practice. However, it is still important pupils are challenged here (a success rate a 90%+ is too high).
8. **Provide scaffolds for difficult tasks** – temporary aids may be required to support children in developing a level of independence but are withdrawn at the right point so that pupils don't become reliant upon them.
9. **Independent Practice** – here teachers need to construct learning so that students are able to do challenging things by themselves without help. It is important that the material that students practise is the same as during guided practise for appropriate levels of success to be secured
10. **Weekly and Monthly Review** – to ensure that previously learned material is not forgotten and break the forgetting curve. A variety of retrieval techniques can be used to do this.

PE Questioning Strategies used at Parkland Primary School:

- How do you know? Justify Why?
- What's the same? What's different?
- Think – Pair – Share
- Cold call (no hands up)
- No opt out (bounce back if a child isn't able to answer initially)
- Probing questions (staying with a child to probe deeper to check understanding)
- Say it again better (ask children to rephrase answers a second time to build a deeper, high quality answer)
- Agree, Disagree, Add your own... (to structure class discussion around a question)
- Whole class response: choral, whiteboard, ABCD, thumbs up + down for true or false
- Demonstrations – What did I do? How did he/she do it?
- Observing and evaluating performance – what did you like about what they did? How could you improve your performance?
- Tell your partner two things you've done well, and one thing you want to improve. How are you going to do that?

- Team discussions – how did you team perform in that game? What tactics will you use again in the next game? Will you change anything?

Inclusion and Equal Opportunities (challenge for all):

In line with our mission statement, we believe every child will have equal opportunity to achieve their full potential and access an ambitious and coherent curriculum that leads to deep learning and an understanding of a sustainable world. Regardless of race, gender, cultural background, ability or Special Educational Needs or Disability.

If a child has a special educational need or disability, we will do our very best to ensure we meet that child's individual needs when accessing the PE curriculum. We comply with the requirements set out in the SEND Code of Practice. If a teacher has concerns about the progress of a child, then they will liaise with the in school SENDCO to arrange appropriate assessment of need and set up personal provision through initially writing a Personalised Provision Plan. In some cases, where the demands of the curriculum may be too much, this may involve the use of PIVATS targets to track small step progress for this child or differentiation within the classroom environment to meet the needs of that child. Alternative PE assessment strategies have also been developed by the PE specialists to track the progress of these pupils.

All pupils are entitled to a physical activity curriculum that caters for their individual needs and offers equal access and opportunity. No pupils are excluded from the physical activity programme. We encourage all pupils to experience success and achieve their full potential in a range of physical activities. This achieved by using tasks and equipment that enable pupils to be challenged appropriately and which ensure good progress for all ability groups.

Impact

Assessing Progress

Formative Assessment:

Pupils' progress in PE will be assessed using regular formative assessment in lessons to guide the progress of pupils. This will be achieved through questioning, observations during lessons and recording the progress made against the learning objectives for that unit or sequence of lessons. Through the use of formative assessment, PE specialists and teachers use this assessment to provide further feedback, re-teach concepts where necessary, inform planning and can unpick learning hurdles to better support pupils needs.

to close gaps, ensuring pupils have mastered the curriculum content at that point.

Summative Assessment:

Assessing long-term learning:

The identified targets on the PE assessment tracker on Complete PE will be assessed at the end of each term, or when the relevant area of PE is complete (i.e. athletics). This will help to secure

longterm knowledge acquisition and be used for more summative purposes. Skills will be sequentially revisited and built upon due to the coherently planned and sequenced progression mapping across the school. Teachers may use a combination of individual performance observations (i.e. dance performance), core tasks, small sided games or key skill checklists.

Tracking Pupil Progress:

The PE specialists have developed a tracking system for recording the progress of all pupils throughout the school. Within this tracking system, there is also a discreet system which identifies and tracks the progress of pupils who have been identified as the least able pupils across the school in PE, this includes pupils from the 'SEND' and 'PP' categories. Assessment benchmarks for these pupils are adjusted, this additional assessment method informs key intervention and alternative provision plans that the PE specialists then put into place for these pupils, enabling us to close the gaps for them. All pupils are tracked using the following key performance indicators;

- **Sending and Striking**
- **Team Games**
- **Strategy**
- **Dance**
- **Gymnastics**
- **Athletics**
- **Outdoor and Adventurous**

The assessment criteria within these performance indicators change each year. Based on a core assessment task or prior knowledge of the individual pupil, the teacher will assess p pupils starting point. The PE specialists then predict where the pupil should be aiming to be by the end of the year. At the end of each unit of work the teacher makes a judgement as to whether a child has met, exceeded or is working towards the expectations of each individual unit and records this on the assessment tracker. This system enables pupils to demonstrate progress in multiple areas of the PE curriculum, whilst also identifying areas for further development. Higher attainers can also be challenged accordingly.

Individual progress is reported to class teachers for parents evenings and end of year reports. Pupils are regularly provided with verbal feedback on their own progress and given agreed targets to work towards, enabling pupils to take ownership of their learning.

Safe Practice

Health and safety is paramount when planning physical activities. All staff must refer to and be aware of the health and safety issues as outlined in the 'Safe Practice: in Physical Education, School Sport and Physical Activity' by Association for Physical Education (AFPE), 9th edition 2016. A copy is kept with the PE coordinator(s).

Safe practice in physical education explains that;

- Teachers carry out ongoing risk assessments for each element of the PE curriculum and review it each lesson. Safety aspects will be discussed with pupils prior to activities.
- First aid equipment must be available, and all staff must know what action to take in the event of an accident.
- Regular checks must be made of equipment. Any concerns about equipment must be reported to the subject leader, and any faulty equipment must be labelled and removed from use.
- Pupils must be taught how to move and use apparatus safely under the supervision of a member of staff.
- Pupils must be aware of safe practice when undertaking any activity.
- Pupils must understand the risks involved in wearing inappropriate clothing, footwear or jewellery.
- Good class control, appropriate routines and the use of recognised procedures to teach skills and fundamentals to safety.

References:

Rosenshine, B. (2012) Principles of Instruction: Research-Based Strategies That All Teachers Should Know. *American Educator*, 36 (1) p12-19.

Sherrington, T. and Caviglioli, O. (2019) *Rosenshine's Principles In Action*.

The Learning Scientists (2016). [Posters and Blogs]. Available at: <https://www.learningscientists.org> [Accessed 6 Sep. 2019].

Bibliography:

Chistodoulou, D. (2016) *Making Good Progress: The future of Assessment for Learning*

Sports Team/Individual Selection Policy

During the school year, Parkland Primary School enters a number of competitive and inclusive sporting events alongside other schools. For these events teams or groups of children need to be selected. The school will make every effort to ensure that all children have the opportunity to represent the school in some form during their time at Parkland Primary School. However, team selection can sometimes be an area of tension between parents, coaches and players so we have outlined some principles around which our selection policy is based. It is a vital part of being a school that parents understand and are supportive of the selection policy used.

How each team chooses its players is ultimately the decision of the sports staff but elements of the following will be common to team's selection policy.

Attendance

Players need to attend practise sessions/clubs as well as matches. Players that turn up week in week out for training will, to some extent, be given precedence over those that don't. The extent to which attendance is used as the basis for selection is up to the members of staff in charge. There will be

occasions where players cannot attend practice sessions/clubs for a wide range of legitimate reasons (e.g. prior commitments, child care or representative restrictions on time) which should be discussed with the member of staff running the team/club.

Ability

It is the stated aims, and the purpose, of the school to provide children with educational experiences and allow players of all ability to play sport both recreationally and competitively regardless of ability. At Parkland we enter a range of elite, non-elite and inclusive competitions. Our coaching is based around the view that each player should be developed to his or her maximum potential. However, sport is competitive on many occasions and the school has as much responsibility to develop talented players to their full potential as well as those with more development needs. This means that some teams or competitions may operate squads streamed on ability to help ensure that the coaching is delivered to the level most appropriate to those players' abilities. This also means that some team selection will be based on ability.

Every player selected for a match, competition, tournament or festival should play some part in that match - no child should be selected for a squad and made to sit out the entire game. However there maybe occasions where only the very best will play if knock out matches mean teams cannot progress. All substitutes will be notified of this before the match and can opt not to attend without prejudice. Some team selection may also be affected by the ability of the opposition. Selection of ability is the Coaches discretion and all parties need to respect this. For some individual competitions e.g. gymnastics, athletics, where clubs/training are not always available, pupils may be selected through their performance in lessons.

Motivation, commitment, and attitude

Players who try hard at training and in matches serve as valuable example to their teams and sometimes this attitude is as valuable as talent. Players who show commitment may be selected ahead of more talented players with a less positive attitude.

Behaviour

To be selected to represent the school is a privilege not a right and as such it needs to be earned. Bad behaviour by players will not be tolerated and the coach has the right to use team selection as a sanction against bad behaviour if he or she sees fit. There may also be occasions where poor behaviour in school may prevent players from being selected for the school team regardless of their ability. This will be agreed by the Headteacher and other relevant members of staff.

Commitment by Parents and Children

We hope that all parents will read this policy and understand and accept the difficulties that selection can pose for coaches and the school. All sports teams are run on a voluntary and good will basis, without this the school would not be able to enter any fixtures. We ask all parents and children to support this policy, without this support children will unable to particulate in the school's extracurricular sporting activities and fixtures.

After School Clubs

After School Sports Club Behaviour policy:

Our after school sports clubs are always very popular with our children and therefore places are limited. This helps to ensure that the club is of a high standard and that children are supervised safely. More often than not there are children on waiting lists who would also like to attend clubs. We view it as a privilege for children to be able to attend clubs and not a right, therefore poor behaviour by children at clubs will not be tolerated. This year we will be working on a '3 strike policy' over the course of a term. If a child receives 3 strikes for poor behaviour then they will no longer be permitted to attend ANY club for the remainder of the term and/or the following term. If a child attends more than 1 after school club, strikes are accumulative across all the clubs which they attend. Clubs currently cost £1 per session.

Where possible a member of staff will inform you after the club when your child has been given a strike, either by speaking to you when you collect your child or via a phone call.

After School Sports Clubs Cancellation Policy:

There may be occasions when after school clubs need to be cancelled, due to weather conditions, sports fixtures or unforeseen circumstances. We will always try to let parents/carers know well in advance if we know that a club won't be able to go ahead, however this is not always possible. On occasion it may mean that a text message gets sent on the day of the club to let you know it has been cancelled. If weather conditions mean outdoor clubs cannot take place, we will always try move the club indoors. However this may mean joining two separate clubs together to do a completely different activity, such as benchball, so that children do not miss out.

After School Sports Clubs Kit Policy:

It is really important that children have suitable kit for our after school sports clubs. This should be ordinary PE kit on days pupils already have PE, but additional kit should be brought in on days pupils do not have PE. If a child does not have suitable kit, and there is no spare kit for them to borrow, it may mean that they are unable to take part in the club. For clubs which will primarily take place on the field, i.e. football, tag rugby etc, boots and shin pads are highly recommended, along with a carrier bag for muddy kit.