



KING'S NORTHWAY
PRIMARY ACADEMY

SCHOOLS OF CHARACTER
MAKING GREAT LEADERS

Physical Education and School Sport Policy



GREAT SCHOOLS
TRUST

Document Control

This document has been approved for use within	King's Northway Primary Academy
This document has been approved by On	Governing Board
	November 2024
Date effective from	November 2024
Date of next review	November 2025
Review period	Annually
Status	Active
Owner	L.McNicholas and J.McCombs

King's Northway Primary Academy

Physical Education and School Sports Policy

Introduction:

King's Northway Primary Academy is a strong and distinctive community, where we value each other as part of the family. We show this through our planning, our teaching, our relationships and respect for each other as individual learners. We are all learners – no matter our age or time within this or another School.

Learning potential is realised most when parents and teachers work in partnership. We believe in our children and we want our children to believe in themselves – they will then 'believe and achieve'. We set ourselves the high standard of: All learners, All achieving, All the time. Our Policy for Teaching and Learning is underpinned by this ethos.

The King's Northway Curriculum has a golden thread that links a rich tapestry of knowledge, interwoven with key skills and allows children to engage with, connect with and understand their locality and rich cultural offer and take their places as global citizens in the twenty first century.

The King's Northway Values for Victory exemplifies an ethos that builds community and provides the expectations for excellent attitude and learning behaviour. The curriculum is planned to allow children to explore, evaluate and improve. Children know the high expectations and are encouraged to strive for success in all that they do. Children are nurtured so they can engage with their learning without barriers and reach their own potential. King's Northway understands that aspiration is good but aspiration for all: all learners, all valued, all achieving...all the time.

Our Curriculum is a progressive programme of study, where children are exposed to knowledge and skills year on year. Children should see the 'big picture' as they progress through school and see building blocks coming into place. They will be immersed in a rich vocabulary and text-base to inspire a love of learning and given the opportunity to share their knowledge. Children can exemplify their prior knowledge and staff teach from this starting point, knowing the expectation for their specific year group. Low state quizzing for pre-assessments endeavour the development of sticky knowledge and post-assessment give children the satisfaction of achievement. Each subject area is taught discretely but has clear cross-curricular links and crossover of skills. We give core subjects and basic skills a strong emphasis but passionately believe in a wide, broad, rich curriculum, where children have deeper learning experiences and develop a life-long love of learning...developing dynamic and industrious citizens for Liverpool and the world who can make a positive contribution.

Excellence, enjoyment, enrichment, progression and relevance are all key principles of our King's Northway Curriculum from Nursery to Year 6.



1. Statement of consideration of equalities in all policies and procedures

This policy outlines the teaching, organisation and management of Computing taught at King's Northway Primary Academy. The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff.

2. Intent

At King's Northway Primary Academy we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education. The aim of our PE programme is to develop children's basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle.

PE lessons encourage children to compete against themselves and others whilst being challenged to improve their physical, social, emotional and thinking skills. These skills are embedded in the heart of our planning.

Our objectives in the teaching of PE align with the National Curriculum in that we aim to ensure all pupils:

- 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

3. Implementation

Scheme of Work

Our PE lessons are planned using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme which

ensures our children are increasingly challenged as they move up through the school.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues and pupils in each year group. Together we create a broad and balanced curriculum that is exciting for our children to learn through. Our medium-term plans give details of each unit of work for each term. These schemes of work provide an overview of the unit, links to other areas of the National Curriculum and assessment criteria for that unit. The short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area.

Resources (Including I pads)

All pupils at King's Northway have access to a wide range of high quality sporting resources that are chosen to align with each unit of study. These range from sporting equipment such as balls, bean bags, rackets, mats, benches to ipads which are used to record performances and then played back to allow children to evaluate and improve. All equipment is regularly inspected to ensure that it is fit for purpose as well as suitable for the activities and ages of the pupils.

Safety considerations

We recognise that participation in PE and Physical Activities contains an element of risk. Staff are responsible for ensuring that they are familiar with safe practice to reduce the element of risk to the absolute minimum within their control.

Staff are aware of pupils who have special needs with regards to physical activity and make special provision for needs where appropriate e.g. physical disability, asthma. Staff know about the safe practices involved in moving and using apparatus. Pupils wear appropriate clothing, remove jewellery and tie back long hair. If the removal of jewellery or studs is not possible they should be securely taped and the teacher is confident this strategy is effective. All parents are expected to provide an appropriate PE kit for their child and we keep spare sets in school. We ensure we work closely with parents who need support in providing PE kits for their child.

- Pupils may be asked to remove shoes when participating in indoor activities such as gymnastics, dance and yoga.
- Correct use of equipment is taught along with any potential hazards, including completing a risk assessment for each area/ space that PE and school sport takes place in.
- Equipment and apparatus are stored safely at the end of each lesson. Pupils are taught to consider their own safety and that of others at all times.
- Teaching staff should be appropriately dressed to teach PE.

We undertake an annual Risk Assessments of the school premises and areas where PE is taught and equipment including PE equipment as necessary. Risk Assessments are in place for all school sporting trips.

Learners who need more

PE is a vital part in our school curriculum policy, providing a rich education for all our children. Our teachers deliver appropriate learning opportunities which meet the needs of all pupils, including our learners who need more and of those learning English as an additional language.

Knowledge Organisers

All pupils have access to knowledge organisers for PE. These knowledge organisers are specific to their year group and the core mediums of study. They are there to support the pupil's knowledge of skills, techniques and vocabulary that they will use during their unit of study. Key vocabulary for each unit of study is located on these and implemented during each lesson.

Educational Visits / Fieldtrips/Enrichment

At King's Northway Primary Academy providing rich learning opportunities is our golden thread and we ensure that all pupils have access to extra-curricular clubs, educational visits and fieldtrips. During their time at our school, pupils will take part in numerous enrichment activities through physical activity. We offer a wide range of clubs ensuring that there is a club for each key stage every week. These clubs are offered at a reduced or free cost to pupils in receipt of free school meals and they continue to promote a love of physical activity. Clubs in upper key stage two are also geared towards preparing the pupils to compete competitively in sports against their peers. Due to a partnership with Thingwall tennis club and the Give It Your Max charity, all children have been given the opportunity to have tennis lessons (as the club is within walking distance of our school) by a professional tennis coach. Some children who have shown real promise have been sponsored to complete additional training over the half terms through this grant. Through the sports premium grant we are able to provide one off days of taster sessions to continue to promote physical activity. We have partnerships with the LFC foundation and are able to use their coaches expertise to develop curriculum links. We have worked alongside football players to enhance our curriculum through sensitive topics such as racism, but exploring these through a physical education theme. (Show racism the red card). We also provide children with the opportunity to perform in the 'end of year production' this allows children to showcase their dance and performing skills right through from Year 1 – 6, all children participate in 2 performances. We are continuing to use the funding to offer taster activities to sports which are not covered by the curriculum, but that could spark a passion in our LWNM (Learners who need more). We host a sports day during the summer term which allows children to showcase their skills, racing for their house teams.

4. Impact

Outcomes and Assessment

Our teachers assess the children's work in PE, both by making informal judgements, as they observe them during lessons, and through assessing against the specific objectives set out in the National Curriculum and recorded using the Get Set 4 PE assessment software. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Teachers are supported with resources to know how to prepare children for their next phase of education. These resources include the Get Set 4 PE progression of skills document, progression ladders and knowledge organisers. Teachers use their professional judgement and knowledge of the child throughout the whole unit of study to make these assessments.

5. Progression within the subject

Early Year Foundation Stage

We encourage the physical development of our children in the nursery and reception class as an integral part of their work. As these classes are part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age.

We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Key Stage 1

Children in years 1 and 2 build upon these fundamental movement skills learnt in the foundation years, through small sided games. They explore invasion games, sending and receiving sports, striking and fielding sports, target games, net and wall games, dance, gymnastics, skills and athletics. During their lessons, although teachers may name specific sports, children are exposed to skills and team work games rather than sport specific skills. These skills can then be transferred to a variety of sports.

Key Stage 2

Children in years 3 and 4 are continuing along the skill and knowledge based curriculum by covering fundamental skills during their lessons. Children will be taught that certain skills can be used in sports and although now it will be applied to a certain sport for that unit, references will be made to other sports. For example when teaching an over head pass children will be taught the skills and knowledge of how to complete the pass in netball, then given examples of where else the pass can be used, say in basketball. Children in years 5 and 6 are taught more sports specific skills in line with the school games primary games. Children at this age are prepared for secondary school where sports are taught specifically. Children in these year groups will also focus more heavily on games and the team work skills required. Each lesson (in the games units) ends with applying the skill learnt, in a game situation.

6. Monitoring and Review

Subject leaders at King's Northway are responsible for monitoring the way in which their subject area is implemented across the school. The subject leader monitors the subjects through:

- Providing a lead and direction for the subject in consultation with colleagues, written policies and guidance.
- Ensure efficient resource management for their subject.
- Monitor and assist in the evaluation of the delivery of their subject area across the school.
- Monitor pupil progress within their subject area, including pupil interviews, book studies (via seesaw for PESS), reviewing children's work and data analysis using Balance.
- Providing CPD for teachers in areas they require or seeking external support in providing this.

It is the role of each subject co-ordinator to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and develop yearly action plans to ensure targets are being met and progress is made. The subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

7. Role of the pupil and parent

Pupils are expected to engage with PE lessons with enthusiasm and explore new skills, knowledge and techniques alongside their peers. They will share their expertise with their peers and across the school to build knowledge and confidence. Pupils are encouraged to take part in sporting competitions and clubs both in and out of school. Parents are given opportunities to support their children by ensuring that they have the correct kit in school at all times. They are invited to participate alongside their children in sporting activities run for charities, or cheer on their children in sports days and competitions, once in Key Stage two. The parental role is to support the staff in encouraging and teaching a healthy lifestyle to all pupils to continue to develop a life long love of physical activity.

