



Katherine Semar Schools

PHYSICAL EDUCATION POLICY

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Last review:	November 2023 Hannah Gilkes & Tyler Gilkes
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Katherine Semar Schools

Physical Education Policy

INSPIRE CURRICULUM

At Katherine Semar Schools we have developed the INSPIRE curriculum, which is underpinned by what we believe makes an outstanding curriculum for our children; offering them opportunities to question, be challenged, investigate, experience, communicate, create and understand. Learning is developed in a cross-curricular approach wherever appropriate and the children are given real contexts for their learning which motivate them by creating a genuine purpose for learning.

OUR AIMS IN PE – What do we want to do?

Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. Therefore, both teachers and children should be aware of its importance. We provide the broad and balanced programme of physical education we believe every child should have; activities are designed to be enjoyable, vigorous, purposeful and regular. Through providing positive experiences, a lifelong interest in physical activity is encouraged.

In-line with the National Curriculum 2014 we aim to ensure 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.

OUR IMPLEMENTATION – How will we achieve our aims?

PE long term plan

- Each year group will teach the areas of PE identified in the school's long term plan to ensure coverage of statutory knowledge and skills. Each year group will be taught PE in two, hour long PE sessions each week.
- The school's PE progression of skills will be used to identify the learning objectives for each year group, in line with the school's raised expectations.

Extra-curricular activities

- We offer a wide range of extra-curricular activities for children to access both before and after school.
- We also offer a Change4Life club. This is offered to children who do not have the opportunity to take part in physical activities either inside and outside of school.
- We signpost to external providers for children who display particular interests or talents in some activities.

Competition and events

- We subscribe to the Uttlesford School Sports Partnership who provide many opportunities throughout the year for children to take part in a wide range of different sports and PE activities. We also participate in friendly matches with other schools throughout the year.
- We have a swimming gala squad who train weekly and compete in events throughout the year.
- We have squads for child who are selected to train on a weekly basis and then from these squads we select teams to represent the school at each sport.

Sports Premium Funding

- Government sports funding is used to pay for sports coaches, updating and replacing equipment, providing opportunities for children in receipt of the pupil premium to take part in sporting and residential activities and supporting the running of Forest Schools. More information can be found in the annual review of Sports Premium Funding spending which can be found on the school's website. For 2017-18 the Sports Premium Fund has been doubled for both schools.

Challenge and Support for all Learners

- We understand that every learner develops differently and adapt our provision continuously to ensure every child receives the correct balance of support and challenge in order to achieve their very best. We recognise this fact and provide suitable learning opportunities for all children (including those who may be gifted and talented or have additional needs) by matching the challenge of the task to the ability of the child. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

Assessment

- We use MAPP (Mapping attainment and progress for pupils) to assess children's progress against the expectations of our INSPIRE curriculum. We assess children against both the requirements and standards of the National Curriculum as well as our school's own raised expectations for all children.

OUR MONITORING – How will we monitor the effectiveness of our PE policy?

At Katherine Semar we believe that the most effective way to monitor the impact of our PE policy is to utilise and triangulate a broad range of moderating activities, involve our stakeholders, and apply these regularly, consistently and robustly. Through our annual Monitoring, Evaluation and Review cycle, we employ the following monitoring activities in PE:

- **Lesson Observations and Learning Walks**

Senior Leaders and Subject Co-ordinators regularly undertake planned and unplanned lesson observations and learning walks. These have a clear focus and feedback and findings are used to inform individual and whole-school Continuing Professional Development (CPD), School Development Planning and future monitoring activities.

- **MAPP (Mapping attainment and progress for pupils)**

We use MAPP to assess children's progress against the expectations of our INSPIRE curriculum. We assess children against both the requirements and standards of the National Curriculum as well as our school's own raised expectations for all children. This is analysed annually and used to inform our school development plan.

- **Governor Visits**

- As part of the Governors' Monitoring, Evaluation and Review cycle, lead governors in each subject, make regular visits to school to monitor progress towards the school development plan.
- Monitoring activities include a range of teaching and learning observations, discussions with subject co-ordinators, meetings with pupils, visits to subject specific celebration assemblies, work scrutinies and subject leader reports.

- **Pupil interviews**

- Senior staff, subject co-ordinators and governors take regular opportunities to listen to the views of pupils in relation to their experience of PE at our school and their feedback actively informs subject development through our curriculum action plan.