



## **OUR LADY AND ST BENEDICT CATHOLIC ACADAEMY PHYSICAL EDUCATION POLICY STATEMENT**

### **Our Mission Statement:**

‘Loving, Learning and Looking forward with Christ.’

Following the example of Our Lady and St. Benedict we are rooted to Christ in all that we say, do and think. Within our safe Catholic family we love, learn and ensure children are ready for their next step in society with Christ as their purpose.

### Rationale:

At Our Lady and St Benedict, the delivery of Physical Education aims to develop pupil’s physical literacy whilst enhancing their enjoyment and knowledge of the Subject. Children are encouraged to participate in a broad range of activities and learn to enjoy physical activity. Schools within the Newman Catholic Collegiate will not only teach pupils physical skills but enlighten them to the numerous benefits that being physically active evokes. At Our Lady and Saint Benedict, we strive to provide an engaging, strenuous, challenging and diverse Physical Education for all children.

### Aim:

We aim to develop children’s knowledge, physical literacy and understanding of P.E, enabling them to perform with increasing confidence and competence in a variety of activities. At Our Lady and Saint Benedict, we also aim to foster a culture where pupils enjoy developing their knowledge of their bodies and want to improve their physical fitness. Ultimately we aim to light the spark inspiring pupils towards adopting a Healthy, Active lifestyle beyond Primary School.

### Teaching and Learning:

We use a variety of teaching and learning styles in P.E lessons. Our principal aim is to develop children’s knowledge, physical literacy and understanding of P.E, we do this through a mixture of whole class teaching and individual or group activities. Teachers draw attention to good examples of individual/group performance through modelling for other children in mini plenaries. We encourage children to evaluate where appropriate, in a fashion that does not impact on how strenuous the lesson is. Within lessons, children benefit from the opportunity to both collaborate and compete with each other.

In all classes children have a wide range of ability (in all senses – physical and otherwise). Due to this the teachers provide suitable learning opportunities for all children matching the challenge of the task to the ability of the child. This occurs through the adoption of a range of strategies:

- Setting tasks of varied difficulty, tasks are parallel in design but not the same (Pupils develop co-ordination using a large ball – small ball, over a distance of 5m – 2m).
- Setting common tasks occasionally, open ended with a variety of results (Timed events - 400m in Athletics, the VO2 max test/Bleep Test).
- Organising resources into tariffs of differing challenge ('Exceeding' pupils attempt balances from 'Level 3' resources, 'Emerging' attempt balances from 'Level 1' until proficient).
- Grouping children by ability in lessons and setting different tasks to suit an appropriate level of challenge.

The following section outlines the teaching and learning across the different stages. This is underpinned by the National Curriculum. The learning across the stages influences the specific assessment criteria that can be found under the 'P.E. statements'.

### EYFS

In Foundation Stage, we provide opportunities for young children to be active and interactive. This helps to develop the key skills of co-ordination, control, and movement. We provide opportunities for children to understand the importance of physical activity, and to make healthy choices in relation to food.

### KS1

In Key Stage 1 pupils develop the fundamental movement skills. We aim for pupils to become increasingly competent and confident to extent their agility, balance and coordination, individually and with others. We ensure that Key Stage 1 pupils engage in competitive and co-operative physical activities.

Pupils are taught to:

- Master basics movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movements and patterns.

### KS2

In Key Stage 2 pupils continue to develop a broader range of skills. They learn how to use these skills in different ways. Our aim is to provide an atmosphere where pupils enjoy communicating, collaborating and competing. As well as improving in different physical activities, pupils are taught to evaluate and recognise their own success.

Pupils are taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games.
- Develop flexibility, strength, technique, control and balance.
- Perform dances using a range of movement patterns.

- Take part in outdoor and adventurous activity challenges.
- Compare their performances with previous ones.

### Swimming and water safety

We provide swimming instruction in Key Stage 2. From Year 5 pupils are taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively.
- Perform safe self-rescue in different water based situations.

### External Agencies – Port Vale

At Our Lady and St Benedict we are supported by Port Vale. who provide support on the playground. The activities are set up to work in line with the learning that takes place in each stage.

For Key Stage 1, Port Vale plan and deliver many team games that pupils can access to support their development of fundamental movement skills. This provides an opportunity for pupils to engage in competitive activity on the playground.

For Key Stage 2, Port Vale plan and deliver outdoor activity challenges as well as competitive team games. Again, providing these pupil with the opportunity to continually take part in competitive sport.

### Assessment:

Each year group works towards the development of key areas, these key areas are found in the supplied 'P.E Statements'.



**Newman Catholic Collegiate**  
**P.E Statements**  
**Year 1**



1. Throw and catch showing a degree of competency, in isolation and in varied environments
2. Demonstrate changes of direction, speed & level
3. Show an awareness of how the body changes/functions during exercise
4. Perform and repeat sequences of movements
5. Displays development FUNDamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination)
6. Use FUNDamentals of movement to achieve success, individually and as a team
7. Show proficiency in one stroke when swimming
8. With guidance participate displaying respect, fair play and working well with others

Throughout the academic year the activities delivered should be designed to allow children to develop their performance in all of the relevant P.E Statements.

For example – A class that is only taught Gymnastics for an academic year would only develop Statements 2, 3, 4 & 5.

The Assessment Tracker allows you document and monitor your pupils' progress against the P.E Statements.

Newman Collaborative P.E. ASB. Student Progress

| Name                         | Pupil Info |  |          |                |  |               |  |               |  |               | Activity |            |  |                             |  |                                 |  |                                 |  |                                 |  |  |  |  |  |
|------------------------------|------------|--|----------|----------------|--|---------------|--|---------------|--|---------------|----------|------------|--|-----------------------------|--|---------------------------------|--|---------------------------------|--|---------------------------------|--|--|--|--|--|
|                              | DOB        |  | Religion | Pupil Progress |  | 1. Operations |  | 2. Operations |  | 3. Operations |          | 4. Factors |  | 5. Knowledge of the subject |  | 6. Understanding of the subject |  | 7. Understanding of the subject |  | 8. Understanding of the subject |  |  |  |  |  |
| Pupils<br>Names go<br>Here!! |            |  |          |                |  |               |  |               |  |               |          |            |  |                             |  |                                 |  |                                 |  |                                 |  |  |  |  |  |

Each pupil has four cells per Statement. By filling these cells you will be able to create an accurate indication of progress on one Tracker, for the whole academic year. When pupils are having difficulty progressing in this particular statement, one cell is filled. This scenario is referred to as 'Pre Key-Stage'.

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When pupils are showing progress that is typical for pupils at that age, two cells are filled. This scenario is referred to as 'Working Towards Stage'.

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If pupils show a rate of progress superior to the majority of the class, three cells are filled. This scenario is referred to as 'Expected Standard'.

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Four cells will be coloured when pupils show extraordinary achievement against a Statement (perhaps they represent their County/Area in a related activity). This scenario is referred to as 'Greater Depth Standard'.

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Any assessments made in Autumn = Yellow, Spring = Red, Summer = Blue. This will allow our teachers to show where progress has been made and when.

### Reporting to Parents

Parents are given a yearly report on their pupil's progress in PE. The report assesses pupils based on their statements. We encourage teachers to be challenging and supportive in the pupil's journey of physical activity. Additional comments are made for those that take part in extra-curricular activities such as the football club.

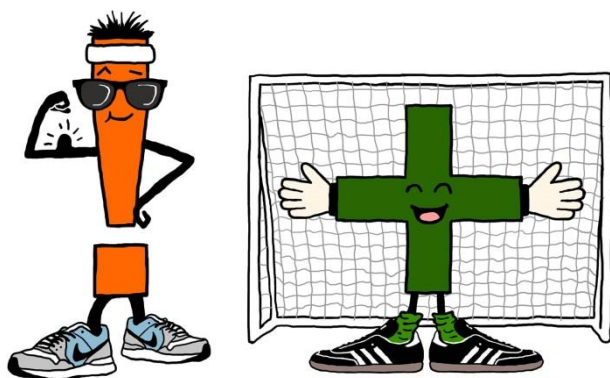
## Transition Information

To ensure a successful transition teachers review the P.E. data of a new class. This data is readily available for staff, ensuring the correct support is in place for those pupils. This data determines the progress the pupil has made with the previous year's PE statement.

## Inclusion:

### **Cross-curricular links**

At Our Lady and St Benedict we ensure that Physical Education lessons accommodate content from other areas of the curriculum where appropriate. P.E provides numerous opportunities for pupils to apply literacy and numeracy whilst being active. On Physical Education lesson plans you may find two characters highlighting scenarios within lessons where numeracy/literacy skills could be developed.



These characters aim to raise children's awareness of when they are using numeracy, literacy or another subject in P.E

## CPD support

New teachers are supported by the Newman's P.E. Specialist. These teachers are asked to self-reflect on their confidence in teaching the different areas. The P.E. Specialist then provides in-lesson support for a term. This supportive process increases teacher confidence and the ability to plan, teach and assess in-line with the school's policy.

## Monitoring and review

The coordination, monitoring and planning of the P.E curriculum are the combined responsibility of the P.E Specialist and the P.E Co-ordinator. Termly reviews with the specialist and co-ordinator ensure the National Curriculum is being taught across all stages.

Moreover, the P.E. co-ordinator and a member of Bee Active completes a monitoring review of the playground provision. These termly reviews also ensure the National Curriculum objectives are being met.

This P.E Policy will be reviewed at the conclusion of each academic year.

**Policy agreed by governors: June 2020**