

PE PLANNING & POLICY FOR THE PRIMARY CURRICULUM

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INTRODUCTION

Welcome to this huge, time-saving resource!

This “Policy into Practice” manual contains a unique collection of Physical Education standards, systems and guidelines for primary schools (3 - 11 years) designed to propel the PE Co-ordinator quickly through the administration process, saving large amounts of time, whilst setting high quality standards for the school in the policy, procedures and objectives.

- The section on curriculum planning identifies the seven stages involved in long-term, medium term and short term planning. “Master’ grids are included for long-term mapping and identification of activities. This ensures breadth and balance of experiences and fulfils National Curriculum requirements. Examples of medium-term planners are given which encourage structured planning of a unit of work and ideas for lesson structure are offered for short-term planning.
- Knowing what most children should be able to achieve at different ages encourages shared expectations, co-ordinated planning and helps to ensure continuity. “Minimum Expected Standards” provides an extensive and very detailed record of what the majority of pupils can achieve in each area of activity by the ages of 7 years, 9 years and 11 years. The standards are linked to the appropriate Attainment level for the age group and are reflected in the general statement of attainment for each Key Stage identified in the National Curriculum (2014)
- Assessment is an integral part of the planning process and “why” “what” and “how” to assess are addressed in some detail. A “master” sheet is also included which encourages the communication of assessment criteria to pupils at the beginning of a unit of work.
- The questions of “Why record?” and “How much do we record?” are addressed and five different recording systems are outlined with accompanying “master’ sheets or grids. Any one of these systems could be used as presented, or adapted to suit the particular needs of the school and enable accurate and meaningful reporting.
- Foundation Stage children need many opportunities to learn and develop through engaging in a curriculum offering both structured play planned and guided by the teacher and activities initiated by the children. The Foundation Stage guidance breaks the Early Learning Goals down into more specific expectations then details the learning objectives through which they can progress (*stepping stones*) to reach the expectations. Possible teaching strategies are also identified.

- Foundation Stage children need many opportunities to learn and develop through engaging in a curriculum offering both structured play planned and guided by the teacher and activities initiated by the children. The Early Years Foundation Stage guidance in this manual breaks the Early Learning Goals for Physical Development down into more specific expectations, then details the learning objectives through which they can progress to reach the expectations. Possible teaching strategies are also identified.
- Policy writing is a fundamental part of management and should describe the practice of the PE department. Primary school co-ordinators are led through a step-by-step guide to writing a policy
- Finally, to help schools prepare for an OFSTED inspection, a brief pre-inspection checklist is included.

LONG TERM PLANNING

STAGE 1 IT IS NECESSARY TO UNDERTAKE AN ANALYSIS OF RESOURCES TO INCLUDE STAFF EXPERTISE AND AVAILABLE EQUIPMENT BEFORE ANY JUDGEMENT CAN BE MADE ON THE COMPOSITION OF SCHEMES OF WORK.



STAGE 2 AN ANALYSIS MUST BE UNDERTAKEN TO ESTABLISH HOW MUCH TIME WILL BE COMMITTED TO TEACHING THE DIFFERENT AREAS OF ACTIVITY ACROSS THE KEY STAGE.



STAGE 3 TIME MUST BE ALLOCATED, TERM BY TERM, FOR EACH AREA OF ACTIVITY ACROSS THE YEARS IN THE KEY STAGE.



Schemes of work across an entire Key Stage can be planned on the following sheets...▶

N.B. On the following sheets it is only necessary to tick where in the year the different activities are delivered. This will enable the co-ordinator to check on coverage of the curriculum - is it broad and balanced?

Fig. 3 Stages 1 to 3 in the Long Term Planning Process.

ATHLETICS

(These expectations relate to the appropriate attainment target)

By the age of 7 years (end of year 2) most children will be able to:-

1 Demonstrate basic running, jumping and throwing skills

- move consistently when running fast
- know and demonstrate how to throw
- throw a range of appropriate implements
- perform basic jumps with control

2 Understand basic athletics activities and techniques

- know that there are different types of running jumping and throwing
- sustain their effort to maintain quality performance
- demonstrate suitable shuttle relay changeover

3 Recognise when the work of others is similar to or different from their own

- watch others and describe what they are doing
- Compare performances and begin to use the correct terminology
- suggest how they can improve

4 Know why warming-up is so important.

- Recognise that body temperature changes with different activity
- Understand how different activities make the body work differently
- Safely copy appropriate warm-up activities

ATHLETICS YEARS 1 & 2 - MINIMUM EXPECTED STANDARDS

<p>1 FOCUS ON:- THROWING Most children will be able to:-</p> <ul style="list-style-type: none"> (a) Demonstrate safely when throwing. (b) understand and show different throwing actions (c) Show changes in throwing action and demonstrate them (d) Understand how using the trunk and legs creates a more powerful throw (e) Discover that a change in force will change the speed of the throw (f) Describe how well a throw has been performed using appropriate language (g) Help a partner to improve 	<p>2 FOCUS ON:- JUMPING Most children will be able to:-</p> <ul style="list-style-type: none"> (a) Demonstrate safe landings (b) Show a variety of jumps (c) Demonstrate a jumping combination (d) Know how to jump for height (e) Learn about a measured run-up (f) Describe 2 different types of jump (g) Help a partner to improve
<p>3 FOCUS ON:- RUNNING Most children will be able to:-</p> <ul style="list-style-type: none"> (a) Safely run as an individual and in a team relay and over very low obstacles (b) Use different speeds and directions (c) Show change in body position and height of a length of stride which leg leads when going over obstacles (d) Run over obstacles keeping in rhythm (e) Demonstrate a suitable method of shuttle relay (g) Help a partner to improve 	<p>4 FOCUS ON:- KNOWLEDGE AND UNDERSTANDING OF FITNESS AND HEALTH Most children will be able to:-</p> <ul style="list-style-type: none"> (a) Know how to practise safely (b) Know that regular exercise improves health (c) Show that strong bones and flexible joints are built with exercise (d) Recognise that exercise makes you feel good about yourself (e) Know that skills must be built up slowly (f) Understand that athletics is about beating your personal best (g) Always consider the safety of themselves and others

Programmes Of Study. Master basic movements of running, jumping, throwing. Develop balance, agility and co-ordination

DANCE

(These expectations relate closely to the Attainment appropriate for this age group)

By the age of 9 years (end of year 4) most children will be able to:-

- 1. Acquire and develop dance skills in relation to a dance idea. These skills should be performed with appropriate quality and control and a degree of accuracy.**
 - Respond imaginatively to a range of stimuli related to character and narrative.
 - Perform the basic actions and dances clearly and fluently.
 - Perform with expression and sensitivity to the dance idea and the accompaniment.
 - Copy, refine and repeat dance phrases and dances.

- 2 Select and apply appropriate movements for dance ideas. These choices should communicate the intention of the dance. The movements should be linked together and developed using simple compositional dances.**
 - Know how to begin to develop movement.
 - Use simple motifs and movement patterns to structure dance phrases on their own or with a partner or in a group.

- 3 Evaluate and improve their own and others' performance by being able to identify what makes the movement good. Suggestions should be made on how to improve the performance and on composition.**
 - Observe themselves and others' dancing.
 - Describe and interpret the dances of other children using appropriate language.
 - Suggest how dances and performances can be improved.

- 4 Recognise that health and fitness is an integral part of the dance performance. Ensure that there is an awareness of the value of "getting ready" and "ending" activities which support safe practise.**
 - Recognise that dance is a good activity for health and well-being.
 - Show understanding of warming up and cooling down and choose appropriate activities to do so on their own.

DANCE YEARS 3 & 4 - MINIMUM EXPECTED STANDARDS

<p>1 FOCUS ON:- ACQUIRING AND DEVELOPING SKILLS</p> <p>Most children should be able to:-</p> <p>(a) respond to a range of stimuli - understand that the ideas initiated by the stimulus can be translated into movement (<i>symbolic</i>); discuss those ideas initiated by the stimulus and suggest appropriate movement for exploration; display confidence in improving and exploring those initial ideas.</p> <p>(b) perform the basic dance actions with greater control, fluency and co-ordination – demonstrate combinations of movement using whole body and body parts; display a clarity within the movement with attention to clear body shape, extension, balance and footwork.</p> <p>(c) perform with expression – show the ability to perform with a sense of phrasing, rhythmically and musically; display the appropriate dynamics to colour the movement phrases to ensure mood and feeling.</p> <p>(d) copy and perform movements/rhythmic patterns – demonstrate the ability to perform simple dances which have a clear beginning, middle and end; show a range of different rhythmic/movement patterns from different times, places and cultures; show ways of performing these patterns in different group formations; understand the value of different formations – social/historical/cultural context.</p>	<p>2 FOCUS ON:- SELECTING AND APPLYING SKILLS AND COMPOSITIONAL IDEAS.</p> <p>Most children should be able to:-</p> <p>(a) know how to begin to develop movement</p> <p>(b) demonstrate the ability to choose the movements which reflect the dance idea</p> <p>(c) demonstrate how to develop a movement using repetition and variation using space, time and weight changes.</p> <p>(d) display how to link movements together in a logical sequence (transitional movement)</p> <p>(e) show the ability to use simple compositional devices, unison, canon, repetition, variation; shape the movement into phrases/sections or a whole dance with a simple structure.</p>
<p>3 FOCUS ON:- EVALUATE AND IMPROVE</p> <p>Most children should be able to:-</p> <p>(a) observe each other and themselves dancing in order to – understand how dance communicates moods, ideas and feelings.</p> <p>(b) demonstrate a range of descriptive language when talking about dance in order to identify and describe.</p> <p>(c) display the confidence to include personal responses.</p>	<p>4 FOCUS ON:- FITNESS AND HEALTH</p> <p>Most children should be able to:-</p> <p>(a) recognise that dance is a good activity for health and well being –</p> <p>(b) explain that their dance lessons will help them to improve their health and support them feeling good about themselves.</p> <p>(c) understand that dance will help to mobilise their joints, increase their muscle flexibility and strength.</p> <p>(d) know that dance will help to develop their stamina.</p> <p>(e) demonstrate some “getting ready” and “ending” activities for a dance lesson.</p>

Programme Of Study. Perform dances using a range of movement patterns.

NET / WALL GAMES

(These expectations relate closely to the Attainment appropriate for this age group)

By the age of 11 years (end of year 6) most children will be able to:-

1 Perform a range of net/wall skills and shots with confidence and control and use the skills they prefer with competence and consistency.

- Use forehand, backhand and overhead shots increasingly well in the games they play.
- Use the volley in games where it is important.
- Use the skills they prefer with competence and consistency.
- Show good back-swing, follow through and feet positioning.
- Direct the ball reasonably well towards their opponent's court or target area.

2 Understand the need for tactics and start to choose and use some tactics effectively.

- Play co-operatively with a partner.
- Apply rules consistently and fairly.
- Hit the ball with purpose varying the height, speed and direction.
- Explain what they are trying to do and why.
- Recognise the spaces on their opponent's court and try to hit the ball towards them.
- Position themselves well on court.

3 Recognise their own and others' strengths and weaknesses in games and suggest ideas that will improve performance.

- Know what they are successful at and what they need to practise more.
- Suggest ideas for practices.
- Try things out and ask for help when actions need to be improved.
- Work well with others', adapting their play to suit their own and others' strengths.

4 Understand the safety needs of an activity and know the basic principles involved in warming-up.

- Identify appropriate exercises and activities for warming-up and know why warming up is important to help them play better.
- Carry out warm-up activities carefully and thoroughly.
- Explain how warm-ups affect the body.
- Know the types of exercise they should concentrate on for these types of games e.g. speed and flexibility.

NET / WALL GAMES YEARS 5 & 6 MINIMUM EXPECTED STANDARDS

<p>1 FOCUS ON:- NET / WALL GAMES</p> <p>Most pupils should be able to:-</p> <ul style="list-style-type: none"> (a) Play shots on both sides of the body and from above the head with reasonable control. (b) Understand how to position their bodies to receive a ball coming from different heights and angles. (c) Recognise where there are spaces on an opponent's court and try to hit into them. (d) Recognise which things they need to practise more. (e) understand and apply net/wall principles to a range of small sided games. (1 v 1, 2 v 2, 3 v 3) 	<p>2 FOCUS ON:- NET / WALL GAMES (PROGRESSION)</p> <p>Most pupils should be able to:-</p> <ul style="list-style-type: none"> (a) Play a variety of shots with intent when striking the ball after one bounce or on the volley. (b) direct a ball into an opponent's court at different speeds, heights and angles and explain why they are doing it. (c) evaluate the effectiveness of a shot and suggest ways of improving it. (d) work co-operatively as a team in two's or small groups to create rules and play to them. (e) play a range of small-sided net/wall games and apply basic common principles for attack and defence across the activities.
--	--

P.O.S. Use running, jumping, throwing, catching and striking to play competitive games, modified where appropriate and apply attacking and defending principles.

WHY DO WE ASSESS?

Assessment is about making informed judgements about ability, knowledge, understanding and attitudes. Focused and informed assessment is an integral part of the teaching and learning process. The main purposes for assessment in schools have been grouped into three specific categories.

1 Assessment is used to:-

- (a) determine and monitor pupils progress and level of achievement.
- (b) feedback the information to pupils.
- (c) enable the setting of appropriate individual targets (*both for inclusion and for challenge*).

Assessment should help motivate pupils to improve their own performance and also to celebrate their successes and achievements.

2 Assessment is used to:-

- (a) plan learning
- (b) evaluate whether the objectives of the lesson are being met.

Assessment should help teachers to plan the learning of an individual, plan the learning objectives and expected learning outcomes for the next unit, and help the next class teacher plan appropriate work to continue the progress.

3 Assessment is used to:-

- (a) give feedback to parents through discussion.
- (b) give feedback to parents formally in a report.
- (c) determine a level of achievement to pass onto the next school.

Informed assessment should enable teachers to report and feed back accurately and in some detail.

Assessment is essentially an integral part of the teaching and learning process and should be continuous.

Briefly:-

FORMATIVE ASSESSMENT CAN:-

- (a) provide feedback
- (b) be used for diagnostic purposes
- (c) aid motivation

SUMMATIVE ASSESSMENT CAN:-

- (a) provide evidence of certification
- (b) give recognition of achievement and level of attainment
- (c) aid motivation

PHYSICAL DEVELOPMENT IN THE EARLY YEARS FOUNDATION STAGE

This is the statutory framework published in 2012 by the Department of Education that sets the standards for the development learning and care of children from birth to 5 years of age. Early years providers must ensure that their provision meets the learning and development requirements as specified in the EYFS.

THE EYFS PROFILE

Children's attainment at the end of the EYFS is summarised and described in the Early Years Profile and is based on ongoing observation and assessment in three prime and four specific areas of learning and the three learning characteristics.

The Prime Areas of Learning

- Communication and Language
- Physical Development
- Personal, Social and Emotional

The Specific Areas of Learning

- Literacy
- Mathematics
- Understanding the world
- Expressive Arts & Design

The Learning Characteristics

- Playing & Exploring - engagement
- Active Learning - motivation
- Creating and Thinking critically - thinking

There are 17 early learning goals covering the 7 areas of learning which describe what children should be able to do by the time they reach 5 years and assessments are made using them. The completed EYFS profile must provide parents with a written summary of their child's attainment and a narrative on how the child demonstrates the three characteristics of effective learning. Reports should be specific to the child, concise and informative.

PRE-OFSTED INSPECTION CHECKLIST

CONTENTS

DOCUMENTATION - *(Have the following documentation available)*

- 1 Physical Education Policy Documents.
- 2 Schemes of Work, showing progressive planning; clear objectives and outcomes; success criteria.
- 3 Detailed Staff Timetables for week of the inspection.
- 4 Tangible evidence of pupils' work.
- 5 Copies of a range of reports across all Key Stages.
- 6 Assessment, recording and reporting systems.

OTHER ASPECTS TO BE INSPECTED - *(So be prepared!)*

- 1 Range and quality of the Physical Education Curriculum and equality of opportunity.
- 2 Provision/ support for pupils with special needs.
- 3 Management and administration.
- 4 Standards
 - (a) Standard of Attainment.
 - (b) Quality of Learning.
 - (c) Quality of Teaching.
- 5 Resources and deployment of resources
- 6 Rigorous monitoring and evaluation of the Curriculum and teaching.
- 7 The use and impact of the Primary School Sport Funding.