



## **Physical Education and School Sport Policy 2023-2024**

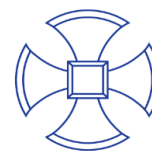
### **Physical Education Statement**

<b>Intent</b>	<p>Our aim is to deliver a broad and enriching PE curriculum which exposes new sports and skills to the young children of St Augustine's. We aim to support children in unlocking hidden potential whilst challenging the most talented sportspeople across the school.</p> <p>We aim to provide children with the tools they need to grow into confident, resilient and determined learners with no limitations to their potential. We strive for our pupils to understand the importance of living a healthy lifestyle and having a secure understanding of the benefits in doing so.</p> <p>We encourage children to have a positive and committed attitude towards PE so they can develop skills and knowledge, which are interchangeable across the vast amount of sport events we attend. Most importantly, we aim to provide children with opportunities to develop morally, socially, culturally and spirituality as this will give them the best chance of achieving academically.</p> <p>Our curriculum intentions are:</p> <ul style="list-style-type: none"><li>➤ Ensure children access a high-quality Physical Education curriculum that includes challenge, support and clear progression throughout all year groups.</li><li>➤ Provide a wide range of sports to support children in developing new skills whilst mastering their current talents.</li><li>➤ Ensure all children access two hours of physical education each week.</li><li>➤ Provide opportunities for all children to access an after-school sport club or event within the academic year.</li><li>➤ Support to be provided for those who have yet to secure their Fundamental Movement Skills either through small group interventions or whole class consolidation.</li></ul>
<b>Implementation</b>	<p>Our curriculum has been modelled by ourselves through the PE Passport app. All children access all areas of the curriculum with many revisited through additional challenge and progression.</p> <p>In addition to this, the following principles and strategies are implemented within school to ensure our curriculum has maximum impact on the children.</p> <ul style="list-style-type: none"><li>✓ A whole school curriculum overview has been devised to ensure coverage is age-appropriate and progressive in both knowledge and skills.</li><li>✓ Objectives are taken from: PE Passport with Lancashire planning documents.</li><li>✓ Sport characters are included in every lesson with focus on values and morals.</li><li>✓ PE is taught for two hours each week. The year group who attends swimming will complete the remaining time on return to school.</li><li>✓ Teachers use Lancashire planning documents to plan learning opportunities to suit all learners.</li><li>✓ The principles of the recovery curriculum are embedded in all lessons.</li><li>✓ Assessments and evidencing learning is recorded on the PE app in line with each lessons success criteria.</li><li>✓ Lessons are structured appropriately to allow children to be active as long as</li></ul>



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	<p>possible.</p> <ul style="list-style-type: none"><li>✓ As part of our carefully mapped out curriculum, we also ensure that children are given additional opportunities to learn through: residential trips, after school clubs, educational visits, curriculum showcases and educational visitors.</li><li>✓ Staff ensure appropriate coverage of the protective characteristics and respond to the needs of the children.</li><li>✓ Cross-curricular links are made across the curriculum to make learning more memorable. Making connections across the curriculum will also help create deeper understanding and transfer skills to expertise.</li></ul>
<b>Impact</b>	<ul style="list-style-type: none"><li>➤ Pupil voice – Through discussion and feedback, children will talk enthusiastically about the PE curriculum and will understand the importance of each subject for their continued development.</li><li>➤ Evidence in knowledge – Children understand concepts within different subjects and can build on prior knowledge each year.</li><li>➤ Evidence in skills – Children are taught skills within different areas of PE, which are progressive and meet the individual needs of each child.</li><li>➤ Targets – Children will understand where they are in their learning journey and what they need to do to progress further.</li><li>➤ Recap – Children will be able to recap on prior learning to build on and make contrasts to new learning.</li></ul>

### Statutory Requirement and Curriculum Entitlement

The structure of curriculum teaching at St Augustine of Canterbury is based upon the English National Curriculum and the Early Years Framework guidelines and covers all the recommended objectives to ensure that children have access to a broad and balanced PE curriculum.

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).  
Disability Code of Practice 2014 and Equality Act 2010 and refers to curriculum-related expectations of governing boards and academies as set out in the Department of Education's Governance Handbook.

EYFS, KSI and KS2 all access the statutory 2 hours of Physical Education each week. We strive for children to be working at age-related expectations or make expected progress from their own starting point before they leave to continue their educational journey at secondary school.

### Roles and Responsibilities

The governing board and academy trust will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

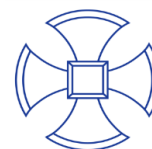
Our aim is to raise the standards of all our children in Physical Education by:

- ✓ Engaging with specialist support from qualified PE teachers and or qualified sports coaches working with teachers to achieve high quality teaching and learning in lessons.
- ✓ Utilising our own sport coach to deliver personalised lessons alongside staff members.
- ✓ CPD opportunities for teachers in national and bespoke programmes in PE & Sport.



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- ✓ Professional quality assured teaching modules & materials for PE & Sport. (Lancashire Scheme of Work).
- ✓ Development of pupil leadership programmes such as Sports Ambassadors and Sports crew.
- ✓ Affiliation to National and Local PE organisations. (Youth Sport Trust / Burnley School Sport Partnership)
- ✓ Monitoring subject delivery (walkthroughs, lesson observations, planning, pupil feedback) support through PE Specialists.
- ✓ Audit of staff / school needs for Physical Education.

### Subject leader and other staff

All staff will ensure that the PE curriculum is implemented in accordance with this policy. Mr Robinson, who is the PE lead, will oversee the policy being followed and ensure the intent, implementation and impact is reciprocated.

- The PE lead will support staff to implement an ambitious, broad and balanced PE curriculum.
- The PE lead will monitor standards across the curriculum and oversee class teachers
- Subject leader will provide staff with curriculum overviews and monitor the implementation and standards of PE.
- Ensure Lancashire Scheme of Work is available to all staff
- Co-ordinate staff CPD Programme for PE
- Co-ordinate the maintenance and replacement of equipment
- Attend termly PLT meetings
- Regular meetings with SSCO
- Co-ordinate Programme of extra-curricular clubs alongside
- Promote Calendar of Events – Burnley School Sport Partnership – Noticeboard / website
- Self-Review and Quality Assurance –YST Review, School Games Kite Mark

### Subject leader:

- Physical Education - Mr. J Robinson
- Mr. A Sanderson (Shadowing Subject Leader)

### Other staff:

- After-school Sports Coach – Mrs. E Graham
- After-school Sports Coach – Mrs. N Pound

## **Organisation and planning**

### Curriculum delivery

At St Augustine's we aim to provide a broad and balanced PE curriculum for all pupils. Teachers will modify the programmes of study where necessary in order to provide all pupils with relevant and appropriately challenging work at each key stage.

All children should have equal access to resources and activities enabling them to develop their skills to the best of their personal ability e.g. enrichment activities, inclusive clubs and competition.

The SENDCo and P.E. subject leader will jointly advise teachers on the support which can be provided for individual children with particular educational needs, including high ability pupils. Lessons will be differentiated using SPACE



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**Space:** Where the activity is happening?

E.g. modify the space by increasing or decreasing the area in which a task is to be performed or changing the distance or areas in which to score points.

**Task:** What is happening?

E.g. modify the task by changing the demands, the rules of the activity, the number of times the child is to repeat the task, teaching cues, direction/level/pathway of movement or length of time to complete the task.

**Equipment:** What is being used?

E.g. modify the equipment by changing the size of the target, level of equipment, amount of equipment, height of the equipment or the arrangement of the equipment.

**People:** Who is involved?

E.g. modify the people involved by having children work alone, with a partner, bigger teams, smaller teams, as leader or follower, on different activities, or in a small group.

<b>Quality first teaching</b>	<p>At St Augustine's we believe that our staff must be passionate about their own learning, in order for children to be passionate about theirs. Therefore, staff are committed to developing their own practice by utilising the expertise of others to ensure there is a consistent approach across school.</p> <p>Staff at St Augustine's will ensure:</p> <ul style="list-style-type: none"><li>➤ Lessons are always focused around what the children are 'learning' with clear objectives.</li><li>➤ The school's behaviour policy guidelines are implemented to engage children in their learning.</li><li>➤ They are passionate about what they are teaching.</li><li>➤ The appropriate use of questioning, modelling and explanations.</li><li>➤ They help children to develop a resilient attitude towards their learning.</li><li>➤ High expectations of all children.</li><li>➤ Regular assessment of the children's understanding in line with the marking and feedback policy.</li><li>➤ Praise and encouragement is used to motivate children.</li><li>➤ They provide the appropriate resources and support to meet the needs of each child.</li><li>➤ They progress lessons at the same rate as the children's understanding. New concepts will not be taught until children are secure in prior learning.</li></ul>
<b>Teaching sequence</b>	<ul style="list-style-type: none"><li>➤ Exploration of the sport and the equipment used. Children are encouraged to showcase their talents in all areas and these are used to challenge our pupils further.</li><li>➤ Children begin by building on prior knowledge and skills whilst misconceptions are addressed early.</li><li>➤ Children then learn and develop skills whilst Key Stage 2 apply their new learning to sport specific areas.</li><li>➤ Each year group work towards the Core Task in each unit. This is an opportunity for the children to showcase their learning and apply new skills taught.</li></ul>
<b>Planning</b>	<p>The planning and assessing of children's learning is key to providing a challenging and effective education. At St Augustine's, we follow the Lancashire Planning Documents through PE Passport. Each unit is a sequence of learning that progresses throughout the unit and through the year groups.</p> <p>We ensure our children know the skills they are learning that lesson, as opposed to what sport they are doing.</p> <p>To establish how we will teach the children to learn new knowledge, skills and</p>



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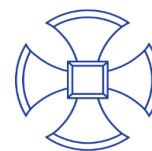


	<p>vocabulary, we use a range of planning methods to ensure learning is progressive and effective:</p> <ul style="list-style-type: none"><li>➤ Long term planning – gives an overview of planning across terms/ academic year.</li><li>➤ Medium term planning – enables teachers to consider a sequence of lessons around a unit to identify: <b>what</b> we are teaching, <b>why</b> we are teaching it, <b>when</b> we are teaching it and <b>who</b> we are teaching it for.</li><li>➤ Short term planning – concentrates on learning over the course of a few days/ week to ensure resources and teaching is effective.</li></ul>
<b>Assessment</b>	<p>Assessment is a key part of the planning process as it allows staff to understand what the children already know or how well they have understood key concepts. At St Augustines's we use a range of assessment strategies to inform our planning and teaching, these include:</p> <ul style="list-style-type: none"><li>➤ Verbal feedback and assessment is ongoing throughout the sequence of learning and support given to support and challenge the children.</li><li>➤ We use the Lancashire Tracker to monitor standards across school using the terminology: Below, On Track and Deeper Learning. This allows staff to concentrate on the children's understanding of concepts taught. We have an open-mind when it involves 'levelling' children, to ensure children are given the same opportunities regardless of any barriers they may face.</li><li>➤ Should children require interventions, these are delivered within the lesson to support children develop the skills required to access the learning with the whole class.</li><li>➤ Monitoring arrangements – Throughout the year, SLT and subject leaders monitor standards across the PE curriculum, with an emphasis on current school improvement priorities. The monitoring cycle for the year outlines the priorities for the PE curriculum.</li><li>➤ PE Passport is used to assess and evidence children's learning.</li></ul>
<b>Learning environment</b>	<p>We believe that a positive learning environment has an impact on children's learning. The below approaches are used:</p> <ul style="list-style-type: none"><li>➤ Safe and clean areas for PE. The hall and yards are thoroughly checked by staff and in Key Stage 2, children take on the responsibility of identifying dangers or hazards.</li><li>➤ Visual aids used such as example sheets and the projector to support the learning of all children.</li><li>➤ Demonstrations – Staff and children both demonstrate learning throughout the lesson to support and extend the learning of all.</li><li>➤ Corridor displays showcase work from the previous half term to celebrate what the children have learnt and to support with retention of knowledge.</li><li>➤ Resources – appropriate and safe equipment is used relative to the lesson that will give children every chance to succeed within their learning.</li><li>➤ Attachment and Trauma sensitive practice – we use a range of informed strategies to support learning within the classroom e.g. visual timetables, quiet spaces, calm working environment, brain breaks etc.</li></ul>
<b>School Sport</b>	<p>Our aim is to increase physical activity participation levels for all pupils. We do so by:</p> <ul style="list-style-type: none"><li>➤ Following the Burnley Sport Partnership calendar of events and competitions</li><li>➤ Giving the opportunity to all pupils to attend these events and competitions</li><li>➤ Providing after school sport clubs every night lead by teachers, Sports Coaches and external agencies</li><li>➤ Targeting groups such as disengaged, girls, Pupil Premium and SEND children for all our clubs and events.</li></ul>



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	<ul style="list-style-type: none"> <li>➤ Building relationships with external agencies and ensuring children have regular access to sporting opportunities.</li> <li>➤ Through these relationships, offering information for clubs outside of school time.</li> </ul>
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### Partnerships

- Positive and active partnership with Burnley School Partnership which provides CPD opportunities, regular competitive events and a wide range of sporting opportunities.
- Teachers support each other to develop strategies and provision for all curriculum subjects
- The Curriculum lead, SLT and individual subject leaders provide support with planning, assessing and moderating standards within the curriculum. They will oversee the their curriculum area and monitor using a range of strategies.
- External resources are used where appropriate to enhance the teaching within school
- Subject leaders work with other subject leaders within the Romero Academy to develop the curriculum.
- Links with local high schools support the transition to KS3.
- Links with local nurseries and pre-schools support the transition to EYFS.
- Links with the Church and local community support the Catholic Ethos of the school.
- All stakeholders are involved in developing the curriculum.
- Parents are encouraged to support their children's learning at home through reading and spelling practice.
- Governors oversee any changes made to the curriculum.

### Equal opportunities and Inclusion

- All children are given access to a broad and balanced curriculum regardless of gender, ability, race of religion.
- Provision will be made for individual needs in IEP's and planned interventions
- Equal opportunities are provided for all children including those with special educational needs or gifted and talented children.
- Children with EAL will be given additional resources and teaching to support their learning.
- A feeling of self-worth will be engendered throughout the activities.

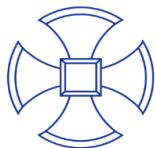
### SEND

- Children with special needs will be identified and work within their individual level. Interventions are in place to support children with fine and gross motor skills which are linked with the current learning of pupils.

*This policy also needs to be in line with other school policies and therefore should be read in conjunction with other school policies found on our website*

### Update to Policy Record Sheet

Date	Reference / aspect of policy to update
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14.01.2023	Policy updated
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