



### **School Vision**

At Robert Peel Primary School our vision is to develop confident and independent learners who are able to communicate effectively with others. Our aim is for the children to be happy in all aspects of school life and for them to aspire to be the best they can be.

We will achieve this by creating a culture of independent learning and discovery that is stimulating and enjoyable for both children and staff. The children's views will be sought and valued and high expectations will ensure that all children achieve.

Our vision and educational ethos is based on helping children become better learners and develop learning behaviours and attitudes which will not only serve them well at school but also as they boldly go through the journey of life.

The learning behaviours our Vision promotes are resilience, independence, communication skills, happiness, confidence and aspiration.

### **Subject Vision**

PE at Robert Peel encompasses all the learning behaviours we wish to instil in our students as a school. It is a fantastic tool to embed resilience, communication skills and confidence in a totally new environment that draws on a totally new skill set compared to the majority of school life.

PE at Robert Peel is fully inclusive of all abilities and learning needs. We aim for all children to develop their physical literacy, understanding of their body's capabilities, fitness levels and movement and co-ordination skills. PE lessons are designed to be highly active throughout their duration and to challenge their abilities in the same way as core subjects aim to.

Furthermore at Robert Peel we strongly believe in the benefits of competitive sport and all children have the opportunity to achieve and participate in a wide range of competitive activities. Sports day and regular intra-school 'house' competitions between our four houses ensure all children experience competitive sport. On top of this, we compete in and host a range of inter-school competitions with other local schools. A range of sports clubs at Robert Peel add to the variety of experiences on offer to children.

As different as PE is to the regular school day experiences, the skills, attitudes and learning behaviours developed support children in all areas of life and education. We are delighted to see the positive impact of PE taking root in the children. We believe that through PE, active lunchtimes, sports clubs and regular competition that we are developing healthy, happy, active children with high levels of self-confidence and self-esteem.

### **Aims and Objectives of the Policy**

At Robert Peel, we aim to develop children's learning behaviours through the use of PE. We aim for children to build upon their understanding of their bodies and become both competent and confident in a wide variety of physical activities. We aim for children to compete in a range of competitive situations and build the necessary skills to both win and lose graciously. We aim for children to develop new skills as well as select and apply them in a range of situations. Children have time to explore and to evaluate different performances and develop an all around understanding of PE. We aim for children to build the skills necessary to take part in a variety of sports and develop a positive attitude towards them, which they can make use of through their lives.



## **Teaching and learning**

We recognise the importance of PE through the school as a whole, and aim for all children to receive two hours of high quality PE on a weekly basis. Across the school we aim for teachers to teach at least one of the hour sessions to pupils. Teachers teach with a range of styles, largely following the Rising Stars - Champions program although there is room for teachers to prepare and ready students for inter and intra school competitions ahead of the event. Teachers should ensure that all PE is delivered in a safe and controlled environment that encourages safe use of resources while using appropriate resources for the activity. Teachers should make use of partner talk, peer and self-evaluation throughout the lessons to develop communication skills and allow children time to think and evaluate. Children should learn how to participate in a range of sports and attain the skills necessary to be successful.

## **Resources**

A first aid kit should be taken outside in case of emergency.

Amongst general resources there are adequate resources for:

- football
- hockey
- tag rugby
- gymnastics
- tennis
- cricket
- rounders
- tri golf
- swimming, including floats and tummy bands

## **Assessment, Recording and Reporting**

Teachers regularly observe children in PE lessons and make running assessments on what they observe. Teachers report their feedback in the moment and during the lessons, this is most commonly through verbal feedback. Teachers explain next steps, challenges and areas for improvement during sessions so all children can succeed and develop. Teachers compare observations on children's starting point and finishing point in each individual unit of work to monitor progress. Teachers report on this in reports annually, giving children an assessment on effort and ability.

## **Monitoring**

The PE Coordinator's responsibilities are as follows:

- Ensuring continuity and progression from year group to year through learning walk observations
- Interviewing children about their PE experiences in 'pupil talk' sessions
- Ensuring own knowledge is up to date through Central Beds Council CPD sessions
- Being available to advise teachers on teaching of PE
- Keeping stock of the resources and advising on the needed resources
- Organising all sports house competitions
- Organising a range of competitions to compete against other schools
- Liaising with other schools including maintaining links with the secondary school to request access to facilities
- Arranging a range of after school clubs to enhance children's experiences



## **SEND**

PE activities and competition experiences are offered to both boys and girls who have equal opportunities made available to them. Sports clubs are offered to all children regardless of gender, ethnicity, ability, SEND needs. Lessons intend to give children the chance to develop skills, abilities and techniques whatever their starting ability. Children are given the same tasks to complete during sessions which are then differentiated as a need arises activity, this could be through level of support, make playing areas bigger or smaller or changing available resources. Equally, more able children are challenged through extended or more demanding tasks. All children throughout KS1 and KS2 get to compete in house competitions although when competing against other schools selections are made by class teachers and the PE coordinator based on ability and relevant club attendance.

In cases where a child's disability may limit their ability to take part in physical activity the necessary arrangements will be made through consultation with medical staff and parents/guardians.

All children are expected to take part in PE sessions unless a parent has made a request for the child not to participate for medical or health reasons via a phone call to the office or a signed note to the teacher.