



At Anston Hillcrest we work together as a community to provide a happy, safe and secure learning environment where everyone is valued and shown respect. We value the Mental Health and Well Being of the whole community. We create an inclusive culture, with an ambition of success for all. Our curriculum stimulates and excites the imagination, providing children with the knowledge they need to thrive; be successful learners; meet the challenges of an ever-changing, diverse world and

'Make a Difference'.

PE POLICY

CURRICULUM DRIVERS	<p>Reading We want reading to be at the heart of everything we do; unlocking learning throughout the curriculum.</p>	<p>Local and Global Citizenship We want our children to engage in learning that raises their awareness of real life issues. Issues that change their outlook on the world and challenges them to make a difference.</p>		<p>Creativity Through imaginative curriculum design, we will provide real life, purposeful and authentic learning opportunities to engage the children and make learning memorable. We want our children to be thinkers: find alternative options, solve problems, take risks, make links between learning and communicate effectively.</p>
Underpinned by	<p>Modelling</p>	<p>High Expectations</p>	<p>Research/Evidence</p>	<p>Vocabulary/Quality Texts</p>
	<p>All children are expected to succeed. Teachers are clear with all pupils about what expectations are and what they expect children to know.</p>	<p>Teachers teach the PE skills needed to succeed in providing examples of good practise and by having high expectations of all pupils.</p>		<p>Both key and technical vocabulary necessary to engage and further develop pupil's PE knowledge used within lessons.</p>

PE INTENT	<p>At Anston Hillcrest we believe that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. A broad and balanced physical education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and logically developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential.</p> <p>A balance of individual, paired and group activities; co-operative, collaborative and competitive situations aims to cater for the preferences, strengths and needs of every pupil. Such activities, experienced within a range of areas of activity, aim to promote a broad base of movement knowledge, skills and understanding. They are also desirous of developing a pupil's ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background. The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem-solving. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness.</p> <p>We intend to;</p> <ul style="list-style-type: none"> • To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency • To develop an increasing ability to select, link and apply skills, tactics and compositional ideas • To improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance • To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising • To develop the ability to work independently, and communicate with and respond positively towards others • To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being • To underpin the teaching framework relating to the PE curriculum.
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IMPLEMENTATION	<p>The PE curriculum is mapped to ensure alignment with the national curriculum content and programme of study. Key knowledge and skills relate directly and build towards the achievement of end of key stage 'end points', informed by the FS, KS1 and 2 National Curriculum statements.</p>	
	<p>Planning PE is mapped out on a yearly cycle to ensure that knowledge is mapped out progressively and ALL children develop skills systematically. This enables all classes to access all of the required areas of the National Curriculum programme of study in a yearly cycle. Teachers ensure that the plans build on the expectations for pupils in EYFS. Lessons are planned to ensure that key knowledge and skills are developed over time and over the course of each block and in the correct sequence. Key knowledge and vocabulary is reviewed by the children and rigorously checked and consolidated by the teacher at the end of each unit of work as part of the school's assessment. Lessons within each unit are also planned to ensure the systematic development of the key identified skills across the school. Teachers plan lessons using our Progression Document to ensure skills, knowledge and understanding build year on year. Above anything, projects need to be inspiring and exciting, stimulating and relevant to the children's interests and enthusiasms.</p>	<p>Assessment Existing knowledge is checked at the beginning of each new PE unit using carefully considered questioning by the teacher. This ensures that teaching is informed by the children's starting points and that it takes account of pupil voice, incorporating children's interests. Tasks are selected and designed to provide appropriate challenge to all learners, in line with the school's commitment to inclusion. At the end of each unit, key knowledge is reviewed by the children and rigorously checked by the teacher and consolidated as necessary.</p>

	<p>Knowledge/skills In each lesson, children are guided towards the lesson objectives and skill progressions by teaching staff carefully following the PE Planning framework. The lesson objective is shared at the beginning of the lesson and reviewed by children at the end. They are subsequently used by the teacher during the assessment and review work of children's work and are used to identify individual target areas.</p>	<p>Cross curricular Reading and writing are taught across the curriculum ensuring that skills taught in these lessons are applied in other subjects. We can also use OAA during PE to teach compass bearings to develop our geography skills.</p>	<p>Frequency of teaching PE is taught within learning journeys and mapped out into blocks throughout the year, so that children can achieve depth in their learning. The LTP ensures that we cover all requirements of the National Curriculum throughout a child's time at Anston Hillcrest.</p>
	<p>International Schools</p>	<p>Resources PE provision is well resourced and individual activities are mapped to specific year groups and learning journeys to support effective teaching and learning. Each term, teachers inspire the children to explore and extend their skills, knowledge and understanding in different areas across Sports and Invasion games, Dance, Gymnastics, Net and Wall, Striking and Fielding and Athletics in a rolling programme.</p>	<p>Making a Difference PE is often used in projects to make a difference to our school and local community. We compete in School Games competitions and the Rotherham Schools Football league. Every opportunity is taken to establish links with grassroots sports clubs within the local community.</p>

IMPACT	<p>OUTCOMES At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group. End of unit assessment grids within the PE Planning framework are completed at the end of each half term. We are then in a position to establish any children who have gaps in their knowledge and can provide appropriate support and intervention moving forward. .</p>	<p>EVIDENCE IN SKILLS Children are taught PE skills progressively and at a pace appropriate to each individual child. Teachers subject knowledge ensure that skills taught are matched to National Curriculum programme of study.</p>	<p>EVIDENCE IN KNOWLEDGE Children build their knowledge from end points from previous years. Child and teacher review of both the agreed success criteria at the end of each lesson and the key knowledge at the end each unit, to inform focused consolidation where this is necessary.</p>	
	<p>PUPIL VOICE Through discussion and feedback, children talk enthusiastically about PE and understand the importance of this subject. They will understand key vocabulary and be able to analyse their own work using this technical language.</p>	<p>INCLUSION All pupils are able to access the PE curriculum at a level appropriate to their needs. All children are able to make progress in each PE area of study according to their full potential.</p>		
MONITORING (QUADRANGULATION) Takes place every term by the subject leader.	Assessment	Books	Planning	Observation
	<p>Assessment for learning is continuous throughout the planning, teaching and learning cycle. Teachers use questioning at the start of a unit and assess children against what has been taught at the end. They identify those who have not met expectations</p>		<p>The school follows the progressive schemes of work provided by the <i>peplanning.co.uk</i> website. Access to the website will be made available to all staff, who teach them and they will be expected to evaluate these units.</p>	<p>Observations take place by the subject leader of children at work, individually, in pairs, in a group and in class during whole class teaching. These are through planned observation and monitoring and learning walks.</p>

	and ensure that gaps are covered and area consolidated during the next unit.			