ACE Learning



PE Policy

Date of Ratification	**Spring 2023**
Date for Review	**Spring 2026**

Intent

ACE Learning aims to develop, enhance and nurture children's talents and abilities with a range of opportunities that will enrich their lives forever with embedded resilience and a team mentality.

Objectives

We aim to enable children to become physically educated by giving them the opportunity to:

- develop physical and cognitive competence and confidence in the skills of planning, performing and evaluating, by knowing about factors which influence efficient and effective performance, knowing how to improve their own performances and that of others by engaging in the continual process of reflection, selection, refinement, adapting and evaluation through practising and consolidating movement concepts and motor skills in dance, games and gymnastics. In Key stage 2 pupils will also experience athletic activities, outdoor and adventurous activities and swimming in addition to the core programme;
- develop problem solving and interpersonal skills and communicate and respond positively with others;
- develop and raise the level of personal expectations with all children;
- install confidence and clarity on development and progress of each child;
- develop positive attitudes by exhibiting such personal qualities as perseverance, self-worth, well-being and humility and showing understanding and appreciation of fair play and good team-work;
- promote an understanding of safe practice and develop a sense of responsibility towards their own and others' safety and well-being (applying safety principles);
- take part in after school clubs and events *and*
- to try new sports outside of school.

Curriculum Progression

The knowledge and skills ladder for PE clearly outlines how learning progresses. Learning is carefully sequenced to ensure the main objectives within each Key Stage are met, including the EYFS. These are delivered through the following component strands:

- knowledge and understanding of health;
- acquiring and developing;
- selecting and applying *and*
- improving and evaluating.

Vocabulary development

Vocabulary has been deliberately structured so that each year group builds on previous learning. The skills vocabulary grid outlines progression between the EYFS and year six. Theme overviews contain vocabulary linked to subject knowledge.

Approaches to Teaching and Learning

Teachers utilise the Mantle of the Expert approach to learning where appropriate to increase pupil engagement and provide stimulation through meaningful learning scenarios. Links are made to all subject areas where possible within each theme. These links are tracked closely so that over the course of both cycles in each learning stage, children are acquiring the skills that are appropriate for their year group. The following organisational and pedagogical strategies should also be adopted, where appropriate:

- increase children's self confidence in their ability to manage themselves and their bodies within a variety of movement situations;
- endeavour to provide stimulating, enjoyable satisfying and appropriately challenging learning experiences for all pupils;
- develop the athlete before you build the games player;
- develop the skill to use their body efficiently and the understanding of how their body moves *and*
- provide opportunities for children to work collaboratively as individuals, pairs and members of a group in solving problems, expressing independent opinions and expressing interest, enjoyment, motivation and enthusiasm for physical activity.

Resources
Equipment and materials have been organised in the central store. This will be maintained by Sports coaches.

Health and Safety
All routine procedures relating to safe practice are agreed and will be consistently adhered to by all teachers and support staff. These procedures will include, organisation within the lesson as well as before and after the lesson when changing and moving to and from the working area; pupils' kit and equipment, resources including storage and safety, pupils' responsibilities and management of safe practice and withdrawal of pupils.

In order to develop, recognise and ensure safe practice we will make sure that pupils:
● understand the importance of wearing the appropriate clothing for the activity;
● know the importance of basic hygiene practises with regard to their health and safety in PE and sport;
● are aware of others and their space and how they can move and work;
● are able to articulate key features of safe practice;
● lift, carry and place equipment safely;
● perform movements safely *and*
● warm up and cool down properly.

Teachers will:
● Be aware of any medical conditions which may restrict or inhibit participation.
● Send a sensible child to accompany an injured child to the office and/or to ask for assistance.
● Supervise the lifting and carrying of equipment:
  - children will lift together and all face in the same direction in particular carrying mats a minimum of 2 children (KS2) and 4 children (KS1);
  - carrying benches there should be a minimum of 2 children;
  - carrying tables: Minimum of 2 children;
  - large stool: Minimum of 2 children *and*
  - large balance beam: Minimum of 2 children.
● Ensure that Earrings are not worn in PE lessons. The wearing of earrings can be responsible for unnecessary injury and represents a hazard to both staff and pupils involved in the lesson, so our policy is that earrings must be removed. If a parent insists the child does not remove earrings, the member of staff leading the lesson will adjust the activity or situation accordingly.
● Ensure that hair just below chin length is tied back for both boys and girls.

Apparatus is checked annually by an appropriate organisation to ensure safe use in PE equipment.

Assessment
At least once a year, summative assessments will be made; teachers will report on how well children are working against their year group's objectives for PE. Opportunities for assessment will be identified when planning and children will receive ongoing teacher assessment. Photographic evidence will also be kept as a valuable record of learning.

Monitoring Impact
Monitoring of teaching and learning is a process that is essential to gauge quality of teaching to ascertain progress children/groups are making and to identify areas for improvement for individual teachers, year groups, key stages or specific subjects. It is also an opportunity to celebrate the strengths and successes of teachers and their pupils.

Pupils: The PE leader will monitor via pupil voice and during lesson observation. Teacher judgements will also be analysed.

Staff: Clear verbal and written feedback will be provided to teaching staff that are observed and targets set accordingly to identify next steps in their continuing professional development.

The implementation and impact of PE will be recorded by the subject leader and reviewed regularly.