



St Francis Church of England Primary School



Our vision, mission statement and values are at the core of everything we do. They underpin our teaching and learning, interactions and environment.

Policy Title:

PE Policy

Date of Policy:	Autumn Term 2022	Review Cycle:	Annually
Policy Review Date:	Summer Term 2023	Updates:	Updated role of teachers in line with changes to T+L policy, made link changes to new EYFS documentation, split planning and assessment, included teaching model, made links to T+L policy for planning and assessment, included Mode A:Mode B teaching.
Policy Review Date:		Updates:	
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Headteacher: *J. Kewley*

Chair of Governors: *N. Duffy*

1) MODEL OF CURRICULUM

Love Faith. Love People. Love Learning.



4) ROLES AND RESPONSIBILITIES

4.1 Role of Subject Leader

The Teaching and Learning Policy, page 3 – section 1.3 states:

'Subject Leaders will:

- *Develop and review curriculum policies and schemes of work in collaboration with colleagues.*
- *Ensure that all relevant required subject leadership paperwork is carried out, for example, subject action plan and leader reports.*
- *Take accountability for the progress of children in their given subject.*
- *Report on the effectiveness of the curriculum to the senior leadership team and the governing body.*
- *Provide professional advice to the governors' curriculum sub-committee.*
- *Ensure their Scheme of Work details the following: National Curriculum coverage, Objectives, Precise Knowledge, Vocabulary, Links to visits/visitors/experience, Map of prior learning, Links to SMSC, Christian values and mission statement.*
- *Keep up-to-date through reading and attending relevant courses*
- *Sharing subject knowledge and pedagogy amongst colleagues to distribute best practice across the school'*

4.2 Role of Class Teacher

The Teaching and Learning Policy, page 3-4 – section 1.4 states:

'Teachers will:

- *Teach using the instructional and pupil culture routine to echo the learning science the teaching and learning is based upon.*
- *Have strong formative assessment within lessons that drives their instruction to ensure children's learning needs are met.*
- *Hold the mindset of 'No-opt Out'; ensure 100% compliance and utilise routines to ensure high engagement in learning from all children, irrespective of ability*
- *Utilise mixed ability or flexible groups to meet need.*
- *Be reflective practitioners.*
- *Take on board all training opportunities provided by changing and adapting teaching pedagogy.*
- *Accurately monitor and evaluate their teaching against the national teaching standards and their appraisal targets.*
- *Seek professional dialogue and constructive criticism from senior leaders, teaching colleagues or subject leaders.*
- *Review and evaluate their planning regularly to ensure it meets with subject consistencies laid out in subject policy and the staff handbook.*
- *Set appropriate and challenging targets for pupils based on ability.*
- *Collaborate with colleagues to moderate pupil achievement.*
- *Involve parents and other professionals in the learning process.*
- *Complete all relevant assessment data required through the assessment cycle.*
- *Promote a growth mindset for the children, utilising metacognitive research.*
- *Consider the welfare and safety of children and act within the safeguarding policy as we believe effective learners have to be safe learners.*
- *Provide a challenging and stimulating curriculum, designed to encourage all children to reach the highest standards of achievement*
- *Ensure that their lessons develop children's deeper thinking and use strategies to support the transference of knowledge to the long-term memory*
- *Be excellent role models, punctual, well prepared and organised.*
- *Have a positive attitude to change and the development of their own expertise.*
- *Ensure that their teaching promotes the love of learning through the use of a range of strategies, including visits, visitors and experiences.*



- *Manage behaviour consistently through the school's behaviour policy*

5) EYFS PROVISION

The teaching of this subject relates to the following areas of the EYFS framework:

ELG 6. Gross Motor Skills: Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG 7. Fine Motor Skills: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.

The EYFS statutory framework can be found at: [EYFS Statutory Framework](#)

The EYFS non-statutory Development Matters guidance can be found at: [Development Matters](#)

6) THE NATIONAL CURRICULUM

The teaching of the curriculum for the named subject links directly and ensures appropriate coverage of the Primary National Curriculum.

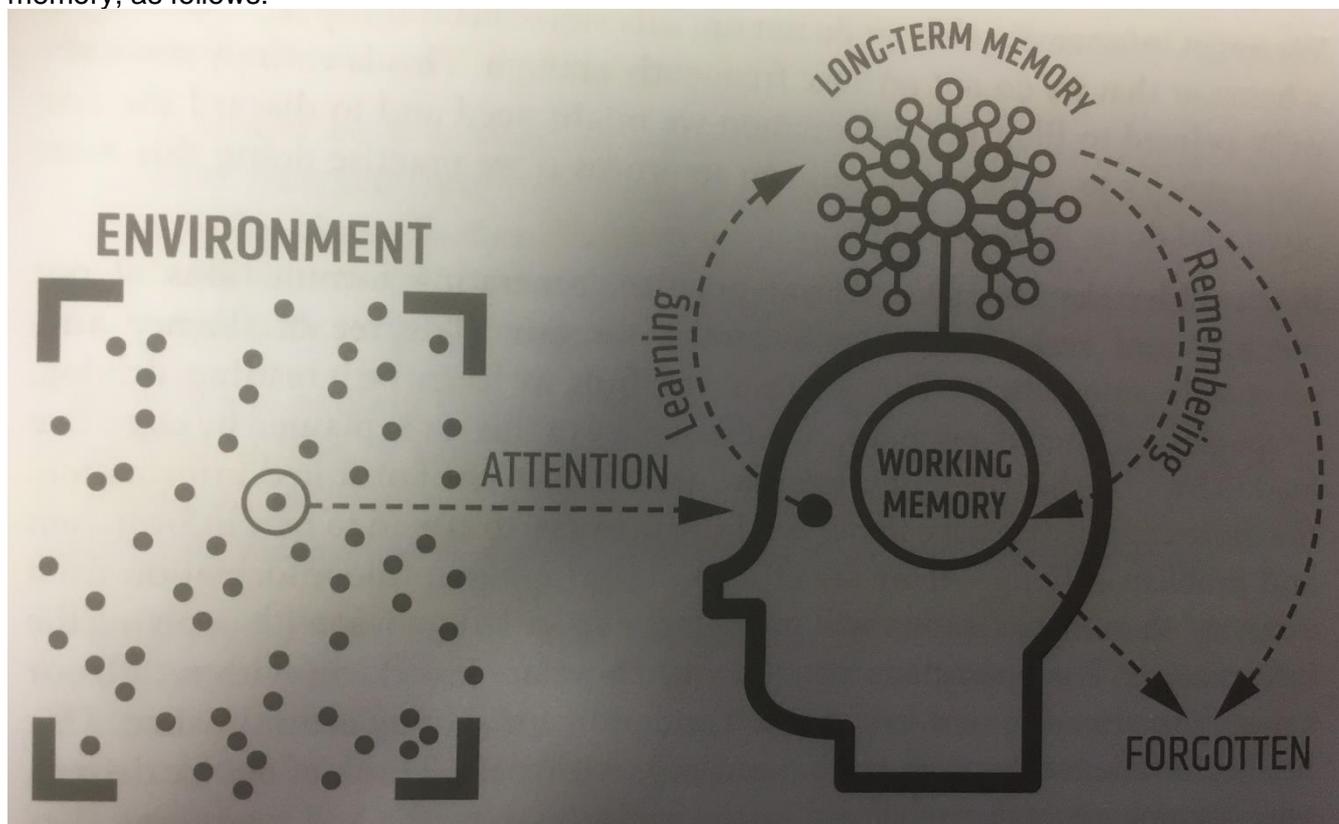
The Primary National Curriculum can be found at: [Primary National Curriculum](#)

7) OUR TEACHING MODEL

Our teaching and learning is based upon research around how learning works. This is the foundation as to how we teach at St. Francis CEP School.

Tom Sherrington – Rosenshine's Principles in Action

A simple model for how memory works is based on the concept of building schemata in our long-term memory, as follows:





See section 4 of our Teaching and Learning Policy for more information as to how we teach to support this model. Our Teaching and Learning Policy can be found [here](#).

PE is taught at St Francis through two, one hour sessions per week. We have a designated sports coach providing at least one hour learning to the children through PPA cover. The curriculum is split over invasion games, net & wall games, striking & field games, dance, gymnastics, outdoor & adventurous, athletics and swimming. Progression is seen through EYFS to Year 6, with a focus on fundamentals early on in the curriculum with an aim of mastery by the end.

8) PLANNING

Planning of the subject has been completed to ensure progression in knowledge as the children move through the school. The Long-term plan for this subject area can be found on our curriculum section of our website: [Curriculum Section of Website](#)

The detail of content, including precise knowledge has been set for each year group as outlined in the Long-Term Plan. All short-term plans are available to each member of staff and are fully resourced with detailed instructions.

The teaching and learning policy demands that teachers plan the outlined content taking consideration of the following:

- Cognitive load
- Learning organisation
- Learning progression
- Learning steps
- Sequential – retrieval practice
- Mode A:Mode B Teaching

The Teaching and Learning Policy, section 5.8 (page 11), defines Mode A:Mode B teaching as:

During the planning process, the teacher will identify which type of teaching is required.

Mode A:

Every teacher needs to be able to deliver high-quality instructional teaching. This is Mode A. Explaining, Modelling, Questioning, Checking for Understanding, Guiding Practice. This is identifying when content requires explicit instruction.

Mode B:

Mode B teaching usually involves content that would benefit from a child-led, curious and inquisitive approach, for example, a science experiment. "I have put some resources on your table, explore and come up with some statements and/or questions to share"

Teachers will use instructional routines throughout Mode B teaching.

Unlike Mode A teaching, which will be a daily default, Mode B elements can be woven into the curriculum at varying frequencies. Some elements might be daily, some weekly or monthly, some might happen once per unit of learning or just once a year. Mode B elements offer a depth and richness that supplements the staple diet of Mode A. There are no hard and fast rules and whole lessons could easily be devoted entirely to one mode or the other.

Section five of the teaching and learning policy sets out the processes of planning in our school.

Our Teaching and Learning Policy can be found [here](#).

9) ASSESSMENT

Children should be assessed on a half-termly basis through the materials provided. Children are graded immature, developing or mature for each learning objective.



Section six of the teaching and learning policy sets out the processes of assessment in our school.

Our Teaching and Learning Policy can be found [here](#).

10) SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) DEVELOPMENT

Definition of SMSC:

Spiritual

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Opportunities for SMSC throughout the curriculum offer is extremely important. Please see curriculum map to view the intentional and purposeful planning of SMSC learning.

11) MONITORING

Academic Year: 2021/2022	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Leadership / Moving your Subject On			X			
Assessment Analysis		X		X		X
Monitoring (Book looks / MTP scrutiny)				X		
Updating Subject Leadership File	X					
Resources Audit / Ordering Resources					X	



Completion of Subject Reports / Updating Action Plan					X	
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12) SPECIAL EDUCATION NEEDS AND/OR DISABILITY

See our Special Educational Needs and/or Disability policy [here](#).

All lessons are adaptive to aid the inclusion of all children. Specialist advice is available through the subject lead, the Funda Zone or with Funda themselves directly.

13) HEALTH AND SAFETY CONSIDERATIONS

Each lesson will be risk-assessed live by the teacher taking the session. This will be dependent on sport, activity and where the lesson is taking place. Safety talk will take place before any instruction is acted upon.

See our Health and Safety policy [here](#).

14) RESOURCES, INCLUDING SUITABLE TEXTS

See curriculum map with the above included. ([Curriculum Section of Website](#))

15) COMMUNITY LINKS – LOCAL AND GLOBAL

See curriculum map with the above included. ([Curriculum Section of Website](#))

16) VISITS, VISITORS AND EXPERIENCES

See curriculum map with the above included. ([Curriculum Section of Website](#))