

Physical Education Policy

Our Shared Vision & Values		 Aspire to Achieve
A	We are ambitious to ACHIEVE ;	we aim high, anything is possible!
S	We show SELF-RESPECT ,	we support each other with empathy, tolerance and quiet confidence.
P	We are PROUD :	positive, practical and we persevere.
I	We want to be INSPIRED ,	show our creativity, "Dream Big".
R	We demonstrate RESILIENCE ;	we learn from our mistakes, are reflective and reciprocal, take responsibility for our actions.
E	Everyone is EQUAL ;	there are exciting experiences at Carlton Road for all.

The Context of our School and its Curriculum

Carlton Road Academy is a two-form entry school with our own attached Nursery based in Boston, Lincolnshire. With a cohort drawn from the immediate area, the school serves a diverse community with a greater-than-average number of EAL and Pupil Premium students; mobility is high. As a result, it is key that our approach to teaching and learning is accessible to all children, regardless of their background. Our ethos "Aspire to Achieve" is embedded throughout the school, it's curriculum and our knowledge expectations – we expect our children to "Aim High" and "Dream Big".

Our "Aspire" curriculum brings to life the school's ethos and values. It embraces the whole child and their success in education – both

academic ambition, practical skills, and social achievements. At the same time, we expect the children to be proudly responsible of and for their own efforts, to persevere when the going is not always easy thereby making their individual contribution to the shared, equalitarian, and democratic learning experience at Carlton Road.

Curriculum Intent

Physical Education

At Carlton Road Academy, the teaching of Physical Education encourages our pupils to develop a lifelong passion and understanding about the need to keep healthy and active; as well as ensuring each pupil receives high quality opportunities to learn, refine and develop skills and learning across all sports within the PE curriculum. Through the use of resourceful and practical activities, the children are taught the skills and knowledge they need to be able to develop their ability in order to progress and apply their skills into game and sport specific scenarios. Our curriculum is set up to allow pupils to perform, analyse and apply specific skills so they can become resourceful and physically confident. In a world where healthy lifestyles, fitness and exercise are critical; we want to ensure the children know about the opportunities which exist outside of school at local sport clubs. We have developed close links with these clubs and encourage the children to attend these. It is our intention to inspire our pupils to want to participate in sport and physical activity with a physical confidence; as well as develop their sporting ability and skills. With our exciting, engaging and inclusive PE curriculum we believe we can achieve this.

Our curriculum promotes	A	Achievement,	all learners are academically ambitious, aim high, maximising their own potential from their considerably different starting points. Everyone reads with enjoyment and enthusiasm. Anything is possible!
Our curriculum instils	S	Self-respect,	creating confidence, tolerance and mutual respect within the whole school community, children support and encourage each other upholding British Values.
Our curriculum promotes pupil's	P	Pride,	they feel part of something bigger, maintain positivity, take pleasure in their work, using both practical skills and their own mindset to help them persevere.
Our curriculum enables students to be	I	Inspired;	its varied content and wide-reaching subject matter offers a wealth of learning opportunities that encourage creativity, from close to home and further afield; we "Dream Big" at Carlton Road.
Our curriculum develops learners who are	R	Resilient	to be honest in their understanding and learn from their mistakes, overcome setbacks and challenges, to take responsibility for their own learning, to be reciprocal and reflective in lessons.
Our curriculum embodies	E	Equality;	everyone is entitled to exciting experiences, cultural, sporting and enriching and to have their views and voices heard.

What our intent looks like in Physical Education

At Carlton Road Academy, we encourage our pupils to open their mind to the world around them. We provide them with the knowledge and skills they need to be physically confident when it comes to performing physically and when playing sport. We expose our children to a range of skills, sports, activities and equipment which engage and excite them throughout their learning experience.

A	Achievement	Children are given opportunities to achieve in many different sports and activities. PE is centred around pupils learning, performing, analysing and then refining their skills individually and in teams or groups. We want our children to achieve a physical confidence and develop a positive mindset about sport and physical activity while understanding that everyone will achieve in different ways and different speeds.
S	Self-respect	Children are encouraged to think about their own actions and behaviour. PE often requires team efforts and so we expect our children, alongside their peers and teachers, to “build themselves up”, to increase their self-esteem, as they progress through the curriculum. We aim to instill confidence and resilience into our pupils thereby encouraging them to truly believe in themselves and develop a physical confidence within themselves; as well as demonstrating good sportsmanship, fairness and respect.
P	Pride	At Carlton Road Academy, we want our children to feel proud of what they have achieved in PE. We not only want them to be proud of their ability and performance of skills in game scenarios but also be proud of the journey they’ve taken in developing and refining their skills. We encourage learners to feel positive about themselves, noticing their growth along the way.
I	Inspired	PE is our opportunity to inspire children and young people to want to develop a healthy, lifestyle as well as want to play sports and participate in physical activity to make a difference to their health and fitness. We believe that we can motivate our learners to want to become sports players, sport coaches, PE teachers, personal trainers, or work in fields such as sports, fitness and exercise, making a real difference to the world they will grow up in.
R	Resilient	Children are constantly encouraged to never give up. We aim to support our pupils in becoming ‘reflective learners’ where they can identify improvements that can be made to their sport skills, so they can reach their full sport potential. Resilience is key during PE lessons as many new skills are taught, which don’t always come easily to begin with. We ensure our pupils not only feel safe enough to make mistakes, but to try, try and try again until they achieve their end goal, the support of their peers and adults aids this process.
E	Equality	Children are given equal opportunities throughout the teaching of PE. We ensure that all learners can participate in all areas of learning, taking into consideration any difficulties they may encounter along the way. We pride ourselves on providing our learners with a range of exciting experiences. These include competitive sports, non-competitive sports, sport development days, tournaments, fixtures, inter-house games, lunch and afterschool clubs and many more.

Curriculum Implementation

How we deliver our curriculum:

Teaching and learning turns “thinking” (the task of the working memory) into “knowledge” (our long-term memories) that can be recalled and used again and again.

The table below demonstrates the types of knowledge the children acquire and what that looks like in Physical Education.

	Forms of Knowledge	What that knowledge looks like in school	What that knowledge looks like in Physical Education
A	Academic Answers	Children encounter facts, learn knowledge that is “known”: number bonds, spellings, capital cities, the wives of Henry VIII, colours. Facts that can be straightforwardly shared, memorised and recalled.	The children will know the vocabulary appropriate to PE and sports including skills, techniques, rules and equipment such as “aim”, “techniques”, “grip” or “accuracy”; they will find out about influential sport performers – what they played and when. Key questions are used to recap previous knowledge learnt. This gives the class teacher and coach an indication of what the children already know and what they need to know to move their learning on and to develop their skills further.
S	Situational and Symbolic	Children interpret knowledge in the context of what they comprehend from the cultures they know/their context/ community/ heritage. This includes their understanding of symbols – written, gestures, body language, pictorial, coded such a computers or road signs etc.	The children will know how to interpret skill demonstrations and they will be able to understand sport or tactic diagrams. They will know what gestures and body language mean when performing skills such as a large back swing would most likely result in a more powerful shot. The children can recognise tactical pictures, diagrams and symbols and understand the meaning behind them.
P	Practical – the “How to?”	Children learn practical knowledge when they need to know the “How to...” e.g., ride a bike, read a map. The knowledge may come in steps or stages. It could be written down to follow like a recipe or automatically retrieved, once learnt, such as how to swim.	As part of our PE lessons, we ensure the children participate in performing basic physical skills. The purpose of this is to teach the children the knowledge and the skill they need to be able to replicate this skill in a game scenario. This is a key part of the sequence of learning as it allows the children to become confident with combining the” what” knowledge above with the “how to”. For example, in tennis, the children must first know how to hold the racket in forehand or backhand and how to perform a forehand shot before they can perform a rally with a partner. We give the children a variety of opportunities to experiment with a range of skills, sports, games and equipment.
I	Implicit and Incidental	Implicit knowledge often unconsciously obtained, and we may not recall learning it: such as how to walk or talk, it builds on past experiences. Incidental knowledge is similar in that we acquire it from experiences, but these are unplanned or unintended.	The PE curriculum is progressive throughout the school. The children will come to know and be familiar with a range of skills for example: balance, coordination and technical skills. They will encounter these several times during their time at Carlton Road Academy, each time they will build on their prior knowledge until it becomes implicit. Children will begin to simultaneously use incidental knowledge that they have acquired from previous experiences. For example., in Year 1, in football the children will use their feet to pass the ball to each other using the correct part of the foot to kick the ball. As this is embedded throughout the years, when they move into Year 6, they are already capable of doing this and can learn new skills such as passing and moving - once they have passed the ball, they must move to another space before they can receive it again.
R	Relationships and Real Life	This is knowledge that supports children build relationships and understand how social interactions work; the knowledge behind “real life” skills such as empathy, friendship, honesty. For some it comes naturally, most children need a level coaching to acquire it.	Although we encourage our children to perform their own skills, we do also encourage them to work with others as part of a team. We may provide our pupils with a role to play in the team or give them the opportunity to decide their own during game activities. Particularly when playing games, our children need to work together to support one another in different ways. Teachers and coaches, consistently model how to work effectively as a team so that the children can identify and learn what this may look like in their own learning experiences. We encourage our children to be critical thinkers; teaching them to share their thoughts and opinions in a respectful, considerate manner to develop their own and their peers sporting abilities.

E	<p>Experiences and Experts</p>	<p>This is knowledge built up from a range of experiences both undertaken or personally encountered such as a visit to a place of historical interest, it may be explicitly taught, or delivered by an “expert” such as a professor, or sensorily observed such as an experiment.</p>	<p>As part of the processes in PE, we endeavour, where possible, to provide our pupils with real life experiences in whatever sport or physical activity they are participating in. We believe that children become more interested and excited about learning if they are given the opportunity to have a ‘hands on’ experience with it. In addition to this, it gives the children a chance to ask questions and become critical thinkers when it comes to their own skill progression, refinement and application to game or sport scenarios. For example, in all Year groups the children will practice specific skills and then apply them to game scenarios. All children in each Year group will have the opportunity to participate and represent the school in a variety of sports in fixtures, competitions, sport development days and many other opportunities. This is to provide them with the knowledge they need on what skills and tactical understanding they need to be able to participate in the sport or physical activity.</p>
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In Physical Education we teach to secure that knowledge in the following ways:

	How the children will acquire their knowledge:	What that practice looks like in Physical Education
A	<p><i>Active</i> construction of knowledge, the acquisition of <i>vocabulary</i>, teacher <i>articulation</i> of learning processes and the <i>asking and answering</i> of questions.</p>	<p>When planning PE lessons, our teachers and coaches identify any key vocabulary that can be revisited from prior learning and also any new vocabulary that will further extend the children’s knowledge. This vocabulary is displayed on the flipchart so that pupils can refer back to it throughout their lessons. In addition to this, teachers and coaches will identify a range of key questions to ask. Class teachers have a sound understanding of what level each pupil is working at and this enables them to pitch questions to challenge and stretch all abilities.</p>
S	<p><i>Staged</i> development enables children to join up intertwined groups of meaningful knowledge into <i>schemas</i>. This comes <i>semantically</i>, through the <i>senses</i>, through <i>skills</i> and <i>socially</i>.</p>	<p>As a child experiences the range of knowledge in our curriculum, step by step, they begin to make links – words and meaning (semantics) match events that have been experienced through their senses – movement, sounds, sights, smell. These then match up with skills that are learnt and social opportunities. The final “product” being a schema that helps them organise their knowledge. For example in PE a child will know that they can hit a ball to make it move from one place to another, they may have hit a ball themselves and can recall it, they link hitting the ball harder with making it go further and likewise hitting it softer makes the ball travel a shorter distance; this “hitting” or “striking” schema will extend and grow as they learn about forehand and backhand shots to perform a tennis shot that can be performed in a competitive rally across a net on a tennis court.</p>
P	<p><i>Practically</i>: children access a wide range of memorable learning through <i>play</i>, the <i>power of stories pictures and print</i> and through <i>problem-solving</i> activities.</p>	<p>When completing a PE skill, children will often face several problems relating to the process, skill or technique they are following. We encourage our pupils to be problem-solvers by guiding their learning through questioning and physically performing the skill themselves or by watching physical demonstrations. We offer support; however, we do encourage the children to use their existing knowledge to help them overcome any difficulties, finding practical ways to solve them. This also builds resilience; one of our key values.</p>
I	<p><i>Internalisation</i> of learning through <i>interaction, instruction, imitation</i> and <i>integration</i> aids the movement of thoughts to long term memory.</p>	<p>Children will listen to the teacher’s or coach’s instructions or they may imitate what they have seen the adult or expert do in their modelling and demonstration of a physical skill. They may interact, share and discuss skills and techniques integrating these skills into a final performance or game scenario. All of the above support the internalisation of knowledge acquired in PE moving it into the long-term memory.</p>

R	<p><i>Retrieval of knowledge through repetition, revision, recycling and routine</i> prompts memory “muscle” to work, making knowledge “stick”.</p>	<p>Children are always participating in retrieval activities to previous skills or knowledge to help embed their learning. Children participate in performing similar skills, engage in similar strands of PE, play a range of similar sports and perform similar physical activities but with added and progressive knowledge and learning during their time at Carlton Road Academy. We find this helps as prior knowledge is recapped on giving the children a chance to revise what they have previously learnt ensuring it sticks in their muscle memory enabling them to become physically confident.</p>
E	<p>Special <i>experiences</i> linked to learning objectives and opportunities in specific <i>environments</i> can enhance the probability of long-term memory retaining key messages.</p>	<p>Providing our pupils with exciting, inspiring experiences is something we pride ourselves on at Carlton Road Academy. During PE, our lessons are filled with fantastic equipment, resources and provide exciting ideas and opportunities for the children to learn new skills. We are also extremely lucky to have our very own sports field with football pitch, 200m circular athletics track, combined football, netball and basketball Astro-turf pitch and a main large hall with apparatus as well as a smaller hall fitted with Wisefloor technology. Our PE storeroom and shed are filled with endless amounts of equipment to support the pupils during their PE lessons. The children are always eager and enthusiastic to build on their knowledge and skills while using the equipment available to them.</p>

We teach our Physical Education curriculum in termly blocks of strands, skills and sports. The children are given a 1-hour PE session by our expert team of sport coaches from Elite Sports Academy. Class teachers then also deliver a 1-hour session of PE to provide all our children with the opportunity to access 2 hours of PE per week.

Lower down the school, in our Early Years Foundation Stage, our PE delivery is focused on developing both gross and fine motor skills and providing experiences starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness. We aim to do this through creating games and providing opportunities for play both indoors and outdoors, adults supporting children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Our children receive a targeted PE lesson delivered by our team of sports coaches from Elite Sport Academy and also have planned targeted and organised physical activities and purposeful play to provide them with experiences and opportunities to progress their physical development.

In Years 1-6, our PE learning all focuses on different aspects of PE including invasion games, net/wall games, outdoor and adventurous activities (orienteering), dance, gymnastics and swimming. For example, in the Autumn term, the children may focus on an invasion game such as: football, netball, handball or tag rugby. In the Spring term they may focus on a net/wall game and in the Summer term focus on athletics. This is to ensure our children are exposed to a wide range of skills and knowledge and are able to gain experiences that they may not have had before. At Carlton Road Academy, our PE curriculum has been designed to allow our pupils to build on the fundamental knowledge and skills progressively; as they move through the school from EYFS, Key Stage 1 and into Key Stage 2. Pupils will develop their basic and fundamental movement skills in PE lessons in EYFS and KS1 before enhancing, developing and then applying those skills into game situations in PE lessons taught in KS2.

As well as delivering our PE curriculum in two one hour lessons per week, we also endeavour to implement physical and sporting activity into many other areas of the school week to give the children the opportunity to embed their key skills and knowledge further. This is done through the use of:

- Supervised lunch time football club (daily 30 minute session per week) – Our lunchtime sport supervisor provides a lunch time football club for our KS2 children to practise their football specific skills as well as playing in and applying their skills to non-competitive matches against their peers.
- Afterschool sport clubs (hourly sessions) – Our team of sports coaches from Elite Sport Academy provide a variety of after school sport clubs to provide the children with opportunities to further practise and enhance their skills. We have a variety of sports clubs which the children are encouraged to attend including football, netball, badminton, gymnastics, dance, archery, yoga and Kurling. These clubs are rotated over the Autumn, Spring and Summer terms.
- Interhouse fixtures and competitions – Our children are all allocated into one of four houses and our team of coaches from Elite Sports Academy organise and supervise inter house fixtures where our children play in their house teams against their peers in other houses. The sports they play are rotated each term to provide the children with access to developing and applying a range of skills in a range of sports. The fixtures are held at lunchtime on and children earn house points for participating in their fixtures.
- Swimming – All of our children have access to swimming sessions where the team of swimming instructors teach the children basic water survival skills as well as specific water skills and swimming strokes. In the Autumn term, Year 6 have a one hour swim session per week for 6 weeks, in the Spring term, Years 3 and 5 have a 30 minute swim session and in the Summer term Years 2 and 4 also have a 30 minute swim session. In the Summer Term, our year 6 children also have the opportunity for “Top Up Swim” to allow them the opportunity to achieve swimming 25m.
- Boston School Sports Partnership – the partnership provides a variety of opportunities to all of our children to participate in a range of different sports in a variety of forms including: competitive and non-competitive tournaments, competitions and development days. Our children get the chance to play sports they may never have experienced before such as Boccia.
- Competitive sport fixtures – We play numerous boys and girls team fixtures against other local schools.
- Competitions, tournaments and development days – our partners Elite Sports Academy also provide our children with the opportunities to play in competitive and non-competitive tournaments, competitions and development days including cross country, archery, Tri-golf and many more.
- Balance ability – our children in Key Stage 1 have the opportunity to participate in a balance bike learning scheme teaching them the basic skills of balance on bikes as well as cycling and basic bike safety.
- PE and Sport Displays: Around our school, we have two displays which are continuously updated. The boards display a variety of key words, pictures of children performing a range of skills and playing a range of sports, pictures of teams and children playing in fixtures, competitions and development days, fixture results, league and competition tables, modelled work and key questions.
- Subject specific vocabulary: Our team of coaches and teachers highlight sport specific vocabulary to the children at the beginning of and during lessons which is recapped and revisited to ensure it is embedded at the end of each lesson.
- Learning environment: The learning environment is designed to ensure children develop their PE knowledge and continue to know more and remember more. Clear learning questions are used as

well as key vocabulary which are provided to the children and are key drivers to this, with teachers and coaches referring to them at the start and during lessons.

- **Cultural Capital** - We plan visits to sporting events or stadiums, invite sporting visitors to school, and attend in and out of school WOW / sport development days to provide first-hand experiences for the children to support and develop their learning, but participating in a tournament alone will not generate cultural capital. It is the *combination of knowing*, what, how, why *and* seeing experts or specialised environments that pulls knowledge together to create cultural capital.

Planning our curriculum:

Our curriculum is delivered in line with the National Curriculum. Although we do plan from this, we also ensure opportunities are provided where children can develop additional skills, knowledge and understanding to enhance our curriculum where necessary. We follow the National Curriculum's process during PE – to develop competence, to excel in a broad range of physical activities, ensure children are physically active for sustained periods of time, engage children in competitive sports and activities and encourage children to lead healthy, active lives. We encourage our pupils to ask themselves, their peers and their teachers or coaches questions which will widen and stretch their knowledge and thought processes. In addition to this, effective questioning is used by teachers and our sports coaches as an assessment tool during each process of learning.

Teacher's pay heed to the Voyage Trust's **PE Skills Progression Map** so they can see what knowledge the child should have already and what is to come in future years.

The map shows the specific curriculum areas of knowledge that combine together to enable our children to become successful in all areas of Physical Education.

In EYFS these are:

Physical Development - ELG: Gross Motor Skills

Children at the expected level of development will:

- 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.

In KS1 these are:

By the end of KS1 children at Carlton Road Academy should be able to:

- develop and master fundamental movements including running, jumping, throwing and catching,
- develop balance, agility and coordination,
- begin to apply the fundamental skills in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

In Ks2 these are:

By the end of KS2 children at Carlton Road Academy should be able to:

- continue to apply fundamental skills to an increasing range of activities
- develop flexibility, strength, technique, control and balance
- develop broader, more sports specific skills
- apply skills to competitive games/sports
- develop and understand basic principles for attacking and defending
- link them to make actions and sequences of movement.
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best
- communicate, collaborate and compete with each other.
- develop an understanding of how to improve in different physical activities and sports
- learn how to evaluate and recognise their own success.
- swim 25m competently, confidently and proficiently
- use a range of strokes effectively
- perform safe self-rescue in different water-based situations

Impact

Assessment

In PE, teachers and our team of sports coaches use an assessment grid to monitor our children's progress and to identify any child needing additional support as soon as they need it.

- Assessment for learning is used:
 - In the actual lesson: to inform the teacher and sports coaches of who may need further support from either their peers or staff. Key questioning is used to gain an overall understanding of what the child knows and what they need to know in order to move their learning on.
- Summative Assessment is used:
 - At the end of a unit of work, the class teacher and sports coach will assess whether the children have gained and performed the knowledge and skills taught in that unit. They will complete the assessment grid with a score of 1,2 or 3 for each skill (1 – working towards standard, 2 – expected standard or 3 – expected standard +). Each child will also be given an effort and confidence grade using the same code as above. This will inform the teacher of key learning areas when teaching the new block of PE. The class teacher will also be able to pass this onto the next year group teacher for when they cover the topic again i.e., if a pupil needed a large amount of support during passing in football in Year 1, the class teacher can pass this information onto the Year 2 teacher so they are aware when it comes to teaching football passing again.
 - Afterschool clubs - attendances will be monitored and evaluated at the end of each term to monitor attendance levels and to alter any provisions needed, preferred or required for the children.

This policy was most recently updated in:

February 2022