

Applecroft School



Physical Education Policy

Person Responsible:	Deputy Headteacher
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Physical Education (P.E.) Policy

1) Introduction:

School Vision:

'To be a positive and inspiring community that nurtures each individual and empowers leaders for life.'

School Mission Statement:

'Nurturing Potential, Inspiring Minds, Changing Lives'

School Values:

- Ambition and Leadership
- Kindness and Supportiveness
- Respect and Honesty
- Determination and Resilience

2) Our aims and objectives including breadth of study:

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities.

These include:

1. Dance
2. Games
3. Gymnastics
4. Swimming and water safety
5. Athletics
6. Outdoor and Adventurous Activities (OAA)
7. Games for Understanding
8. Understanding of health related exercise

Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus, we enable them to make informed choices about physical activity throughout their lives.

The aims of P.E. at Applecroft School are:

- To enable children to develop and explore physical skills with increasing control and co-ordination
- To develop children's leadership through 'Leader in Me'
- To develop the way children perform skills and apply rules and conventions for different activities;
- To increase children's ability to use what they have learnt to improve the quality and control of their performance;

- To teach children to recognise and describe how their bodies feel during exercise;
- To develop the children's enjoyment of physical activity through creativity and imagination;
- To develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success;
- To support the priorities of the School's Improvement Plan (SIP);
- To take part in a range of competitive sport;
- To be active for longer periods of time.

3) P.E. Curriculum Intent:

At Applecroft, the intent of teaching P.E. is to give the children the tools to take part in a range of physical activity and school sport to make a positive impact on their own physical health and wellbeing. We encourage a wide range of sporting and physical skills and opportunities to help support develop physical literacy, fitness and life choices. P.E. can challenge and promote self-esteem through the development of physical confidence and problem solving. It can teach children to cope with both success and failure in competitive individual and team based physical activities.

4) P.E. Curriculum Implementation:

The subject is implemented through an aim to provide high quality P.E. experience for all our children. This is achieved through regular CPD (for individuals, the subject leader and whole staff) to ensure that Physical Education is taught effectively. Teachers use the 'Complete P.E. planning tool and supporting resources. This resource is progressive, coherent and applies fundamental movement skills, which are year group and developmental stage specific. Children are assessed through the planning's assessment package. Subject vocabulary (gymnastics) is displayed in both small and large halls to support learning as well as being reinforced by teachers.

Children are given wider opportunities to build character and embed values through regular teamwork activities, intra house and inter competitions. Sports Premium Funding is used to increase physical competency of children and also provides staff with resources and high-quality equipment. Children are provided with their full entitlement to Physical Education.

5) P.E. Curriculum Impact:

Pupil Voice and end of year assessments demonstrate evidence of children's progress. Regular verbal feedback is given within lessons to praise and ensure children are applying the correct technique. Children understand their own learning and support peers to continue to improve and excel. The children understand the impact of Physical activity on their own body (this is also linked to science topics). Through the P.E. / Sports Premium expenditure plan, pupil voice and local Sports Partnership, regular reviews take place to explore the impact of any improvement initiatives. Not only in assessment but measurable impact of P.E. can be seen with a high percentage (90%) of children achieving 25 metres and an increased number of children taking part in inter school competitions, both at level 2 and 3.

6) Learning and Teaching Styles:

We use a variety of teaching and learning styles in P.E. lessons. Our principal aim is to develop the children's knowledge, skills, understanding and respect. We do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual

performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children (AfL - peer and self-assessment). Our 'Complete P.E.' planning scheme supports teachers with videos and resource cards to show children good practice. Within lessons, we give the children the opportunity to collaborate and compete with each other, and they have the opportunity to use a wide range of resources.

In all classes, there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as a 70m sprint;
- Setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump;
- Grouping children by ability and setting different tasks for each group, e.g. different games;
- Providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.
- Scaffold the learning: space, time, equipment, adult support

7) How do we plan and organise our lessons:

P.E. is a foundation subject in the National Curriculum. Our school uses the 'Complete P.E.' planning resource. As required, we teach dance, games and gymnastics at Key Stage 1. In Key Stage 2 we teach dance, games and gymnastics, swimming and water safety, outdoor adventurous activities and athletics. Swimming activities and water safety usually takes place in Year 3, with 'top-up' lessons provided in Year 6 for those not yet able to achieve the National Curriculum standard of 25 metres.

The curriculum planning in P.E. is carried out in three phases (long-term, medium-term and short-term). The long-term curriculum roadmap out the P.E. units covered each term. Alongside these units, year groups will be expected to refer to identified key sporting figures (able bodied, disabled, male, female, ethnicity).

The Complete P.E. medium-term plans give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. There is an emphasis on high quality and creativity.

The P.E. activities are planned so that they build upon the prior learning of the children and develop the children's stamina. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the unit of work, so that the children are increasingly challenged as they move through the school. Through the 'Complete P.E.' resource, the children are given opportunities to practise and refine skills before progressing.

We use our local SSCO (School Sports Co-ordinator) to help plan, deliver and support teachers, where required. The P.E. curriculum, wherever possible, includes community events within planning and delivery. The school works closely with the SSCO in providing sporting opportunities beyond the

curriculum. The school's facilities are used by external agencies for school clubs during the school day and for external lets in the evenings and at weekends.

The school embraces creativity and ensures that children are encouraged where applicable to show their creativity. Staff are encouraged to make cross-curricular links, which involve P.E.

Health and Safety:

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect children to come to school dressed in their P.E kit which means more time 'doing P.E' than losing time changing. The expectation is that teachers set a good example by wearing appropriate clothing when teaching P.E. The children should be reminded that jewellery is not worn for any physical activity. Before lessons begin, staff survey the suitability of the teaching space. There are risk assessments on games, gymnastics, dance and athletics based on 'The Safe Practice in P.E.' handbook which provides guidance for all schools.

Extra-Curricular Activities:

The school provides a range of P.E. related activities for children before, during (lunchtime) and at the end of the school day offered both by external provider coaches and teachers. These opportunities encourage children to further develop their skills in a range of the activity areas. All children are encouraged to participate. From spring 2025 the school has employed a coach to deliver these. The curriculum leader monitors attendance of these clubs and there is a focus on reluctant participants of P.E. to attend. The school sends details of the current club activities to parents at the beginning of each term. The school also plays fixtures against other local schools in football and in the autumn and spring terms. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their sessions. These opportunities foster a sense of team spirit and co-operation amongst our children. The school has an ambition that 100% of pupils at a disadvantage access extra-curricular activities.

At lunchtime, pupils have access to a range of sporting equipment on a rota basis as part of the school's OPAL (Outdoor Play and Learning) provision. This approach ensures fair access for all year groups and promotes active, inclusive play. Activities are supported by Play Leaders (Year 6 children). The school has a Pupil Sports Team who help to organise the extra-curricular clubs for each term and devise additional opportunities at lunchtimes for all children.

8) How do we make P.E inclusive?:

At Applecroft School we teach P.E. to all children, whatever their ability or individual needs. P.E. forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our P.E. teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. The 'Complete P.E.' planning resource supports children through an adapted approach to challenge the more able and support the least able. Assessment against the National Curriculum allows us to consider each child's attainment and progress.

When progress falls significantly outside the expected range, the child may have special educational needs and are supported accordingly. Our assessment process looks at a range of factors -

classroom organisation, teaching materials, teaching style and scaffolding - so that we can take some additional or different actions to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We enable pupils to have access to the full range of activities involved in learning P.E. Where children are able to participate in activities outside our school, for example, a sports event at another school, risk assessments are carried out prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

9) Contribution of P.E. to teaching in other curriculum areas:

The school follows the 'Leader in Me' programme, which focuses on the 8 habits of highly effective people. The children are encouraged to be leaders from organising equipment, working together and leading each other. The subject links to maths when recording times, jumps etc. for indoor and outdoor athletics. Invasion Games encourage children to work as a team and use tactics so communication (English) is important for success.

English

P.E. contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance. Children, who took part in sporting competitions are encouraged to write reports detailing their experiences and complete evaluations.

Computing

We use technology to support P.E. teaching when appropriate. In dance, games and gymnastics children make recordings using I-pads / Tablets or similar devices of their performance, and use them to develop their movements and actions. Older children compare each other's performance from recordings and use these to improve the quality of their work through peer and self-assessment.

Music

The dance units within the Complete P.E. planning relies heavily on pieces of music. The children learn to focus on the music, express themselves and create sequences involving dance movements.

Personal, Social and Health Education (PSHE)

P.E. contributes to the teaching of personal, social and health education. Children learn about the benefits of exercise and healthy eating, and how to make informed choices. Children also gain experience in working as part of a team or being a team leader, e.g. Year 6 Play Leaders provide structured playground games. P.E. can also play an important part in promoting a child's self-esteem.

Spiritual, Moral, Social and Cultural Development (SMSC) (supporting British Values)

The teaching of P.E. offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

The Early Years Foundation Stage:

The Early Years Foundation Stage (EYFS) follows the 'Complete P.E' planning resource and 'Development Matters'. We encourage the physical development of our children in the Nursery and Reception classes as an integral part of their work. As both classes are part of the EYFS, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment.

10) What is our approach to equal opportunities teaching P.E.? How do we ensure equal opportunities in P.E?

All children will be given equal access to P.E., irrespective of race, gender and creed, level of ability or nationality. Mutual respect and tolerance for all cultures will be prompted through the study of P.E. hence the inclusion of significant sporting figures on the curriculum road map.

All pupils are entitled to a comprehensive programme of physical activity which fulfils the statutory National Curriculum requirements which considers their individual needs and interests and provides them with opportunities to pursue activities beyond school.

Through the School Sports Partnership, all children have the opportunity to compete against other schools. This may be through a whole year group activity such as the Year 3 and Year 5 Fun Runs, participation in festivals such as Year 4 and Year 5 Indoor Athletics as well as a number of competitive events linked to the School Games programme.

For children who are gifted in sports, further opportunities are provided, such as Year 6 dance, Year 4, 5 Badminton and the entry of Year 5 and 6 children into the county cross country event.

11) How do children record their work?

The children don't record their work formally, although I-pads/ tablets are used to record children's individual and team performances. Teachers use these to highlight successes and areas for development.

12) How do we use feedback to support children's progress?

Feedback is fundamental in order for children to develop and progress in P.E. Teachers will use the school's feedback policy and will focus on praise and positive reinforcement. Observations and video / photo analysis can highlight areas for development in order for children to continue to make progress.

13) How do we assess and report children's progress and attainment in P.E.?

The school uses 'The Complete P.E.' assessment as a summative tool, at the end of a scheme of work. Teachers use formative assessment to assess children's work in P.E. by making observations during lessons. They use these observations to help support and plan the next lesson. At the end of a scheme of work, teachers make judgements about attainment, which informs the teacher's annual assessment of progress for each child. This is reported to parents/carers as part of the child's annual report. The teacher passes this information on to the next teacher at the end of each year.

The P.E. Curriculum Leader keeps photographic and some video evidence of children's work (either in a portfolio or on Google Drive).

14) How do we set home learning?

Although home learning is not set in P.E., the school promotes national initiatives such as 'Get Set' which encourages physical activity not only for children to take part in but their families as well outside of school. The children's classes compete against each other.

15) How do we monitor P.E. across the school?

The monitoring of the standards of children's work and of the quality of teaching in P.E. is the responsibility of the P.E. curriculum leader. The work of the curriculum leader also involves supporting colleagues in the teaching of P.E., being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The P.E. curriculum leader uses their leadership time in order to review evidence of the children's learning, teachers' planning, pupil and staff voice and lesson observations of P.E. teaching.

16) How is P.E. resourced?

The government continues to provide funding for school sport and P.E. (Sports Premium). We will use this money in the period 2024/ 25 to continue to benefit from involvement in the Schools Sports Partnership of Welwyn and Hatfield. Much of the rest of the funding will focus on the development of staff in their ability to deliver high quality P.E. as well as the employment of an external provider / school's coach to support class teachers / deliver P.E. lessons and extra-curricular activities across the school. Further information can be found via our [Sports Premium Expenditure plan 2025 - 2026](#) and the new [Government's PE Premium Evaluation 2024 - 2025](#) which are available on our school website. At the end of each academic year the school is expected to [evidence the impact of the Sports Premium](#) - this can also be found on the school website.

Allocated P.E. budget and Sports Premium funding are used in providing a wide range of resources to support the teaching of the subject across the school.

Early Years Foundation Stage:

In the Foundation Stage, most of their equipment is kept within their unit.

Key Stage 1

We keep some of our smaller equipment in the Small Hall, and this is accessible to class monitors. Most of this equipment is found in storage around the hall. The Small hall contains a range of small and larger apparatus, and we expect the children to help set up and put away this equipment as part of their development. By doing so, the children learn to handle equipment safely. The children use the school playground and field for games and athletics activities.

Key Stage 2

We keep most of the equipment in the P.E cupboards near the south entrance with many of the balls housed in a shed outside near the courts. This is accessible to teachers and the Sports coach teacher. The Main Hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment. By doing so, the children learn to handle equipment safely. The

children use the school playground, courts and field for games and athletics activities. Year 3 use the local swimming pool (Hatfield Swim Centre) for swimming lessons.

17) How do we develop the CPD of staff?

There are a number of ways in which we develop staff at Applecroft. Through our subscription to the Complete P.E. resource, training is provided when required and through the planning resource where there are a number of videos to support the teaching and delivery of key units within the P.E. curriculum. In addition, we use the sports coach to support teachers. The school belongs to the Welwyn and Hatfield Schools' Sports Partnership; the school is entitled to support from our local school sports coordinator where staff can be supported in their delivery of lessons and in modelling of good practice.

18) How do we involve parents and carers in P.E. learning?

Although we don't approach parents and carers to support P.E. learning, parents and carers are encouraged and can, under supervision, if they have the relevant skill set to support lessons. As stated above, parents and carers are encouraged to take part in national initiatives such as 'Get Set'.

19) How are the Board of Trustees involved (include curriculum committee, faculty and lead trustees?):

In the Curriculum and Assessment committee, Sports Premium is reported on. Trustees are provided with an update of how the Sports Premium grant is being spent and the impact on pupils. In addition, each academic year, the P.E. curriculum leader provides an update to the Sports Premium, Board of Trustee link based on the previous year's expenditure and the evaluation of its impact. Trustees regularly visit the school to observe standards in practice, working alongside the curriculum leader to gain an accurate picture of provision. They also have access to the subject's PE School Improvement Plan, ensuring alignment with strategic priorities and supporting informed decision-making.