



At Grange view we let our light shine, always sparkle and strive to achieve our God given potential.



Let your light shine brightly before others.

Matthew 5:16

Our Ethos

The children are living a Christian life where they aim to flourish and thrive, thinking about our core Christian Values; Friendship, Trust, Forgiveness, Respect and Wisdom to become lifelong learners.

Our Aims

- To provide a stimulating and secure environment, inclusive of children from all faiths and cultures.
- To provide an engaging, meaningful and relevant curriculum that equips all learners with the necessary skills for their educational journey.
- To value all individuals and support them to reach full potential and create an atmosphere of equal opportunity where expectations are high.
- To grow caring citizens who value the world we live in and celebrate moments of awe and wonder.
- To offer opportunities for collective reflections and inspire spiritual development that shape daily lives.
- To help the children to form values which will allow them to make moral choices throughout their lives, not just during their school years.
- To work in partnership between home, school, church and the wider community.

PE POLICY

1. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

2. Roles and responsibilities

2.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

2.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

2.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

3. Organisation and planning

3.1 Our Intent: Why our curriculum looks like this:

Our aim is to provide a high-quality physical education which aids children to physically develop and improve levels of fitness and mobility during their younger years. At Grange View, our physical education programme has been developed to engage children in all forms of sport and games. Within our provision we have planned a wide range of sporting activities to ensure all children at Grange view understand the need to live a healthy and active lifestyle. Within the programme, children become equipped with both physical skills and social values, preparing them for their future lives. The children are given exciting opportunities to try different areas of sport, coached by specialist sports leads or by teachers, and participate in a wide variety of inter and intra sport competitions which build their confidence, social interactions and further love of keeping active.

3.2 Planning and skills progression:

At Grange View we use the Complete PE programme for dance, gymnastics and games. Other programmes are used to enhance the PE curriculum. We work on a two-year cycle ensuring basic skills progression is achievable each year. Sports Coaching sessions add variety to the planning, enriching the curriculum for the children

There are nine key sports areas; each area has its own clear skills progression. Planning incorporates these progressions combining to ensure each child reaches their full potential. Assessment works by observing and monitoring children as they reach each skills point.

Equipment is available for all PE lessons and is regularly replenished.

3.3 Pedagogical Choices :

- Using a programme of study that tracks skills progression throughout the school.
- Physical education used in a wide range of contexts, breakfast club, after school clubs, in class, as well as PE sessions.
- Well thought out choice of experiences delivered; residential, cycling, scooting and other different sports.
- Staff CPD training to ensure good provision.

3.4 Subject Spotlights:

At Grange View we like to give every subject it's chance to shine, PE has various spotlight opportunities throughout the year with children in KS1 and 2 attending different festivals. Every child takes part in a dedicated day of PE during sports day in the final summer term.

3.5 Assessment:

Physical education is assessed at the end of each unit of work, which is the end of each half term. There are six units per year and we work on a 2 year cycle. Assessment is formative; using observations and discussions between staff, sports leaders. The Complete PE programme tracks the results of each child throughout the year and gives an overview of their development in PE. Where as during provision delivered by external providers, class teachers conduct summative assessments based on observations. Swimming results can also be uploaded to give a full picture of a child's progress.

3.6 Enhancing the curriculum

School Sports Partnership.

Grange View is a member of the Coquet and Ashington school sports partnership. An organisation keeping sport at the heart of schools and providing young people with the opportunity to compete and achieve their personal best. This allows the children to participate in festivals and tournaments around our region. These experiences allow the children to consolidate skills they have learnt in a fun way. It also provides occasions where children can develop their personal and social skills. The partnership also offers continuous professional development opportunities for all teaching staff, giving us new and innovative ways to help move the children forward with their physical education.

Outdoor adventurous activities:

We offer the children two outdoor experiences in Key Stage 2. These are a residential and an activity day. Every alternate year we attend a 3-day, 2-night residential. This is a valuable experience for our children, visiting new places and learning new skills. Our additional opportunity is a 1-day activity visit, a short experience but enough to give the children a taste of adventure. Both visits build on the children's teamwork and further progresses to leadership skills.

Swimming.

The Government's expectation is that every child should be able to swim at least 25 metres by the end of key stage 2. As a school we work hard to ensure that this target is met by the end of year 4. At present all key stage 2 children attend swimming once a week for the whole academic year. A list of the children's swimming awards is collated at the end of each school year, which shows the skills progression for each child.

Other Initiatives

To promote health and wellbeing throughout the school, we also enrol in numerous programmes that require the children to walk, cycle or scoot to and from school. PE based after school clubs are also available to the children.

We hope to continue achieving the School Games gold award and move forward with our physical education to gain the platinum award.

3.7 Early Years starting Points:

In our school context the baseline of our children is varied for physical development. Their gross motor skills are predominantly at the expected level however their fine motor are significantly below what would be expected for their age. A wealth of different experiences are planned and provided for the children throughout their time in early years including specific PE lessons, whole class movement sessions, forest school, outside sports coaching and general outdoor provision. Within which there opportunities to develop climbing, balance and movement techniques amongst other gross motor skills to develop special awareness. In the unit, fine motor provision is enhanced through adult led interventions, specific targeted daily tasks and whole class engagement such as dough disco or wiggle squiggle.

See our EYFS policy for information on how our early years curriculum is delivered.

3.8 Personal Development

The personal development of the children is continually developed through the PE core values, these values include determination, passion respect, honesty, self belief and team work. All of which support our school's vision and ethos for children to be life long learners and achieve their full potential. Although promoted in PE, these values are encouraged across all subjects providing a breadth of curriculum and opportunities for ambition and success in later life. With regards to cultural capital, all children engage and access the curriculum, through festivals, after school clubs and partnership competitions pupils have the opportunity to explore their PE interests wider than the weekly lessons and further develop possible untapped talent. The PE values encourage a constant understanding and tolerance of each other, embracing difference and equality and knowing that as with all subjects the protected characteristics are included. This has been commended and commented on by external specialists and coaches on several occasions. The regular festivals not only extend their experiences outside of school but also encourage collaboration with others. Through picture news and Newsround sessions, often the promotion of PE is illustrated which allows for discussions and debates regarding British values and building ambition – likewise our favourite five texts often challenge prejudice and bias with story characters. At all times, throughout their life at Grange View, they are encouraged to check in with their emotions and notice the 'ows', 'wows' and 'nows' in different moments. These are often followed by discussions, understanding the value of acceptance and being humble in defeat as well as striving for success and having ambition. Parents are engaged in PE provision through regular posts of festivals and success on social media, they are invited to watch and encourage their children on sports day and on occasions are asked to assist at festivals.

4. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

4.1 SEND provision:

- Using lesson plans which can be adapted to include all children in every session.
- Mixed ability sessions, working individually, in pairs and groups.
- Having a wide range of equipment to enhance each session.
- Liaising with sports coaches to ensure all children have the best experience of sessions.
- Including all children in events such as festivals and competitions.

5. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Monitoring visits and conversations
- Learning walks alongside subject leaders
- Termly subject leader reports

Subject leaders monitor the way their subject is taught throughout the school by:

- Planning scrutinies
- Learning walks
- Pupil voice

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every 3 years by the PE lead.

At every review, the policy will be shared with Committee 2 for approval.

6. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives

7. What is it like to be a pupil at Grange View studying Computing on a daily basis?

At Grange View, PE is fun. Physical education is embedded throughout school life, encouraging a healthy lifestyle.