



## OUR INTENT, VISION AND ETHOS

At the heart of our learning at Ordsall Primary School is the ancient proverb I **hear** things, and I **forget** them. I **see** things, and I **remember** them. I **do** things, and I **understand** them.

This ancient proverb is demonstrated no more clearly than in the words that define our school - **Play, Learn and Grow Together**. It is our aim that, by focussing on each key part, **all** learners at Ordsall Primary will achieve their full potential and many will achieve beyond what is expected through:

### By Playing Together they will....

Develop curiosity of mind and spirit

Create, explore and discover

Adapt and cooperate

Learn, practice and master skills AND

**Achieve and Aspire to be the “best that they can be”**

### By Learning Together they will.....

Experience wider opportunities beyond the school

Develop essential skills, knowledge and understanding

Build character, resilience, confidence and independence

Communicate and collaborate as part of a team

Apply learning across a broad, balanced, rich and exciting curriculum AND

**Achieve and Aspire to be the “best that they can be”**

### By Growing Together they will.....

Know that we all have the same rights and needs

Develop integrity and an understanding of what is right and wrong

Develop tolerance and acceptance of **people's individual characteristics**

Inspire others and celebrate every achievement

Work together, in partnership, as a wider community of learners AND

**Achieve and Aspire to be the “best that they can be”**

### In addition we strive to develop and uphold the Fundamental British Values of:

- Democracy
- Rule of Law
- Individual Liberty and tolerance of those of different faiths
- Developing personal and social responsibility
- Respect for British Institutions

### Safeguarding Statement

At Ordsall Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Ordsall Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

## **Play learn and grow together**

At Ordsall Primary School we enjoy the exciting opportunities that physical education, sport and activity can bring. We **playing together** to help **learn** key physical literacy skills, how these apply to a variety of games and sport, as well as how physical activity helps us be healthy. Through doing this we **grow together** a passion that last a lifetime helping us to become a physically, mentally and socially healthy community.

## **Subject Vision**

In our school we recognise that everyone should have the opportunity to live healthy and active lives. Pupils at Ordsall Primary School develop physical literacy through high quality, modern PE lessons and activities that engage all pupils. Our aim is that the sport and physical activity that children access at Ordsall improves our children's physical and mental well-being, helping them to develop important life and leadership skills. The vision for PE is that our positive, exciting approach through an active school day, PE lessons, sporting clubs and activities develops healthy and active lifestyles and together we build a lifelong habit of participation in sport. The PE provision across the school is delivered and designed with the aim to foster this within all pupils as well as ensuring that pupils receive the PE entitlement as set out in the National Curriculum 2014.

## **Subject Aims**

Physical education develops children knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitude towards a healthy lifestyle. Thus we enable the children to make informed choices about physical activity throughout their lives.

The objectives of teaching PE in our school are in line the national curriculum PE aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

## **Curriculum and planning**

In every year group planning is used to set clear and achievable goals, ensure work is matched to pupils' abilities, ensure progression, continuity and subject coverage based on the National Curriculum. The subject coverage for each year group can be seen in their contextualised curriculum, progression maps and the long term plan. The Progression Map for PE outlines key skills and vocabulary taught in each year group to ensure a progressive and sequential journey through school.

The national objectives for swimming that are found in the National Curriculum 2014 are taught in isolation through Year 5. The objectives for swimming are seen in the contextualised plans, progression maps and long term plans.

In our school pupils will receive two hours of PE lessons a week. Across a six week half-term this accumulates to 12 hours of dedicated taught PE time. Each week PE lessons will be clearly evident on the class timetables that are presented to the Head Teacher, with a TBAT which taken from the PE progression map. The subject leader will monitor the timetables on a half-termly basis to ensure that pupils are receiving the correct number of hours of taught PE time and that TBATs are from the PE Progression Map.

Teachers can plan PE in a format that they feel most appropriate for their teaching. Within this plan, each lesson delivers four key phases of teaching: warm up, learning of a skill, application of that skill into a drill or game style situation and then a cool down. Teachers who have the use of a specialist sports coach must discuss the sequence of lessons, team teach where appropriate and use the knowledge and skills gained into their own practise as part of the school's sustainable PE CPD opportunities.

### **Teaching and Learning**

PE lessons are taught by staff familiar with the needs of the class, this may either be the class teacher or a phase AP. However, if the year group has a specialist sports coach who is part of the school's sustainable CPD opportunities, the teacher must be supporting as much as possible in order to gain the relevant knowledge and skills.

Through every PE lesson our aim is to develop the children's physical literacy. Therefore, at the heart of every lesson is the acquisition and development of a new skills which can then be applied into a drill or game style situation. In dance or gymnastics this will look slightly different as children learn a new movement or sequence of movements and then incorporate those into a dances or routines. This is achieved through a combination of whole-class teaching and individual or group activities. As well as through the modelling of excellent practise from teachers and by drawing on good examples of individual performances from children to model to one another. Any evidence gathered to support teacher assessment of pupils should be placed on the shared drive for PE.

In our school we teach PE to all children, whatever their ability and individual needs. We adapt planning as necessary to the context of our school and the abilities of our children. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an additional language (EAL) in order for them to reach their full potential and achieve enjoyment and success at their own level. Teachers 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 differentiation strategies:

- Setting common tasks that are open-ended and can have a variety of results
- Setting tasks of appropriate levels, where all children are challenged to improve according to their individual ability
- Providing a range of challenge through the provision of different high quality resources

Teachers keep a running record of pupils who are absent from PE due to illness or injury.

Pupils attend school in their PE kit on their designated PE days. If pupils repeatedly do not wear PE kit on those days Teachers need to ensure that a message is sent home to parents and carers to remind them

of their child's PE days. In order to support parents in knowing when their child should bring in their PE kit, the days in which PE will be planned for are published into the Topic overviews that goes into planners each half term.

Children in all phases who are not taking part on medical grounds need to provide the school with a note from parents as to the problem and the reason that they cannot participate. During the lesson the pupil chooses a peer to assess, thinking about their strengths and what they could improve upon. This assessment uses the ReflectEd systems that we already have in place in the school.

### Wake up Shake Up

A 10-15 minute energetic morning activity is conducted at least twice in a week by every class. These Wake Up Shake Up activity will be published on the weekly timetables. Staff use a variety for resources available in school to provide these routines.

### Promoting and Teaching British Values in the curriculum

We look to teach our British Values throughout our PE curriculum and make links wherever possible. Below is a table which outlines some examples of where British Values are taught in the curriculum across school.

British Value	How is it taught?
Democracy	From early on in the PE curriculum pupils are taught about the need for different roles and responsibilities, including team work, leadership and decision making. Children from Year 1 to Year 6 develop an understanding and acceptance of the roles at their own level. Discussion about what a good leader, coach and team mate looks like are held throughout all year groups with children within Phase 3 evaluating their own performance.
Rule of Law	Within every year group PE curriculum, pupils have to look at rules of different games and activities. All pupils are taught about age appropriate rules, fairness and respect whether that be in Year 1 Movement, where children have to ensure that only one pupil is on the equipment at a time, Year 3 learning how to play a fair game in the Net and Ball sequence of lessons or Year 5 learning and practising the pool side health and safety rules.
Tolerance of religions and beliefs	Tolerance of religions and beliefs is taught throughout our curriculum as we work together in teams, respect our team mates and competitors. This sportsmanship is highlighted when the school engages in competition within and across the community particularly in Year 5 and 6.
Mutual Respect	Just like tolerance of religion and beliefs, mutual respect is embedded within the culture of PE. Working together within small groups and teams is practised within all year groups. Pupils understand and practise that by working together, despite any differences that there may be, we can learn and grow together.

Individual Liberty	Within our PE curriculum there is an ethos where the views of individual pupils are listened to and respected within an acceptable framework, this can be seen through listening to advice and guidance from pupils to pupils or demonstrated through pupil modelling which is encouraged through all phases of the PE curriculum. The achievements of personal goals and personal bests are celebrated as well as the achievements of peers. Promotion of the concept of “fair play”, following and developing rules, accepting defeat and participating in activities that promote cooperation with others and inclusion for all, form an integral part of the PE curriculum.

### Developing and promoting Cultural Capital

At Ordsall Primary School we recognised that for pupils to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital. In PE we seek to develop their Cultural Capital through working alongside local sports communities, teams and professionals such as Bridon Cricket Club, Ben Ennals from New Tactics and Chance to Shine. We ignite and develop the passion for sport by offer an ambitious range of sporting clubs after school, whilst also ensuring that children have opportunities to apply their skills, knowledge and passion for PE and sport to internal competition (games within a PE lesson, Sports day), external competition (Bassetlaw Schools Partnership competitions such as dodgeball, football) and sporting events (Sporting Festivals, Multi-Sports).

Area	Example
Personal Capital	Pupils from Year 1 – 6 develop the skills to communicate their thoughts, ideas and assessment to their peers about a performance and/or game. Pupils develop a growth mind-set through the use of ReflectEd colours and develop a range of learning strategies in PE. Pupils develop resilience and build self-esteem as they progress through the ambitious, sequential curriculum. Pupils understand and identify how PE and sport can help create good wellness and mental health.
Social Capital	Through PE lessons pupils collaborate together when working in teams or small groups such as Movement (Phase 2) Orienteering (Phase 3) and creating net and ball games (Year 6). Pupils have the opportunity to take part in events and activities which raise money and/or awareness of community projects, groups and charities.
Physical Capital	Through all age phases we ensure that children get the recommended hours of PE a week and have active school days through the use of Wake Up Shake Ups, active playtimes and a wide range of sporting clubs and activities during school and after school for example Tri-Golf, Lacrosse, Ultimate Frisbee and so many more.

	<p>Pupils are made aware of the importance of staying fit and healthy for physical health and mental health. For example working with Trent Bridge on the Healthy Hearts project (Year 5).</p> <p>Pupils sporting success and achievement, including personal fitness as well as competitive sport, which is celebrated through gaining a brick for the Wall of Success.</p> <p>Children are given opportunities to take part in physical sports and activities that they have never done before, inspiring them to take part in different forms of sport and activities for example when on Residential to the Peak District (Year 6).</p>
Spiritual Capital	Throughout PE lessons, activities and clubs the values of inclusivity, fair play and sportsmanship are promoted, practised and celebrated for example on a brick on the Wall of Success.
Moral Capital	Through every year groups PE curriculum, pupils have to look at rules of different games and activities. All pupils are taught about age appropriate rules, fairness and respect whether that is in Year 2 early orienteering skills, where children have to follow instructions carefully in a pair or Year 5 learning and practising the pool side health and safety rules.
Cultural Capital	<p>Pupils have a variety of opportunities to go on sporting trips and competitions to local schools and clubs. This could be to take part in a Multi-sports event (Phase 2) or Rugby Tournament (Year 5 and 6).</p> <p>The school works with sporting clubs teams and professionals who come in and develop the children's sporting ability whilst also promoting their sport and club such as Retford FC, Chance to Shine Cricket, Bridon Cricket Club. This helps to develop and sustain that lifelong participation in sport that we foster at Ordsall.</p> <p>At this school we pride ourselves on the diverse opportunities for sport and activity which is available for all pupils of all abilities. We have ensured that the sporting clubs offered to pupils are diverse for example we have some high impact sports clubs such as Football and lower impact sport Boccia, that the wake up shakes provided can be accessed by all pupils and that there is equipment that all children can access and play with at playtime.</p>

## Health and safety

At Ordsall Primary School we encourage the children to consider their own safety and the safety of others at all times. We expect them to be dressed for PE into the agreed clothing for each activity. All teachers set a good example by wearing appropriate clothing when teaching PE. Long hair is to be tied back at all times. As well as this, jewellery should be removed for all P.E. activities. Based on the UK sporting regulations across team sports, gymnastics and dance we expect smartwatches to be removed when in PE.

When moving around the school to their PE area children should be wearing appropriate footwear. Shoes and socks should be removed when taking part in gymnastics by all participants. Pupils must never participate in socks on polished surfaces.

Any accidents are reported as soon as possible on the accident form. The forms are kept outside the staffroom and require specific information such as details of the incident, date, time, child's class and what action was taken and the first aid administered. A copy is then kept in school and a copy also goes home with the child. Staff ensure children with asthma take their inhalers into each lesson. Staff ensure that children with epi-pens take those with them into each lesson.

If an incident occurs where a serious injury takes places, the safeguarding lead should be informed, who will report the incident to Riddor online through Nottinghamshire County Well Workers System Council.

### **Monitoring**

The provision for PE will be monitored throughout the year by the subject leader. This will be conducted through:

- Using evidence from Nursery to Year 6 to identify and show progression using vocabulary/knowledge progression grids
- Monitor pupil work regularly to check teaching matches intended learning.
- Lesson drop ins to identify teacher subject knowledge, child engagement
- Completing regular timetable checks will be carried out and triangulated with the contextualised curriculum plans
- Social media audits to show promotion of PE
- Where applicable, collect evidence of the learning environment in school linked to PE to show use of vocabulary and promotion of the subject
- Communicate with staff and provide CPD opportunities to staff to develop their ability and confidence in teaching PE.

## Appendix 1

### PE Recovery and Reintegration Plan

#### Aims:

- To identify gaps in the children's learning of PE caused by prolonged periods of absence due to the COVID pandemic.
- To plan for gaps to identified, planned for and addressed to ensure pupils rebuild existing knowledge and skills whilst learning and embarking upon new knowledge and skills.

The Youth Sport Trust published Primary Education Response to COVID-19 which stated that there were six consequences of the lockdown that should be considered when creating the recovery curriculum plan for PE:

- Loss of functional capacity
- Lack of movement competence
- Suffering loneliness, social isolation and lack of belonging
- Anxiety, bereavement, trauma and stress
- Inactivity
- Lack of motivation

At Ordsall Primary School based on the 2019 summary of Nation Child Measurement Programme, 25% of children from reception were overweight or obese and 33% of our year 6 were overweight or obese. It is due to both the COVID crisis and the continued obesity problem that has led us to adapt the provision of PE and physical activity that we will be delivering in school over the next academic year.

The aims of the new provision of PE and physical activity that we deliver at Ordsall Primary School are:

- To build stamina and strength
- Increase in basic movements (agility and coordination) stability (balance) and object control
- Provide opportunities social interaction, connection, collaboration, and teamwork.
- Controlling breathing, controlling emotions and mindfulness
- Engaged, confident and showing a willingness to try new things

Our focus at Ordsall Primary School is to create a plan which will promote mental and physical health and therefore we will be prioritising outdoors sports, and not using the hall for PE, in order to maximise the distance between pupils and paying scrupulous attention to cleaning and hygiene. During the week the children will access two sessions of physical activity with one developing their physical fitness and wellbeing and the other on rebuilding, developing and learning skills and knowledge of Physical Education. See Long Term Curriculum Plan.

After looking at the 2019/2020 Long Term Plan these are the objectives which need recovering or were missed. In red is the term that these objectives will now be achieved in.

Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>- Master basic movements such as jumping. HT2/ HT3/ HT4</li> <li>- Master basic movements such as catching. HT3/ HT4/HT5/HT6</li> <li>- Perform routines using simple movement patterns. HT5/HT6</li> </ul>	<ul style="list-style-type: none"> <li>- Engage in competitive sports and activities. HT3/HT4</li> <li>- Develop simple tactics for attacking and defending. HT3/HT4</li> </ul>	<ul style="list-style-type: none"> <li>- Use running in isolation and combination. HT1/HT2/HT3/HT4</li> <li>- Play competitive games and apply tactics such as attacking and defending. HT3/HT4</li> <li>- Use throwing and catching as skills on their own and together. HT3/ HT4/HT5/HT6</li> </ul>	<ul style="list-style-type: none"> <li>- Use throwing and catching as skills on their own and together. HT3/ HT4/HT5/HT6</li> <li>- Play competitive games and applying basic principles when striking and fielding. HT3/ HT4/HT5/HT6</li> <li>- Use running and jumping in isolation and combination. HT1/HT2/HT3/HT4</li> <li>- Develop tactics for attacking and defending. HT3/HT4</li> </ul>	<ul style="list-style-type: none"> <li>- Take part in outdoor and adventurous activity challenges both individually and within a team. HT1</li> <li>- Perform gymnastics routines using a range of movement patterns HT5</li> </ul>

As the pandemic continues, we expect changes to be made to the guidance for school. Therefore, the plan that we have put in place at Ordsall will be under constant review in accordance with the guidance provided to schools by the DFE.

