Queens Church of England Academy

Physical Education (PESSPA) Policy

Adopted by the Leadership Team	February 2025
Approved by Governors	March 2025
To be reviewed	March 2027

Physical Education, School Sport and Physical Activity (PESSPA) plays a fundamental role in the development of young people, providing them with the skills, knowledge, and confidence to lead a physically active lifestyle. This document outlines our school's aims, objectives and approach to delivering high-quality PESSPA that aligns with our Christian Vision: *Love in Action, Romans 12:10.*



WHAT IS PHYSICAL EDUCATION, SCHOOL SPORT AND PHYSICAL ACTIVITY?

- **Physical Education (PE):** Is the planned, progressive learning that takes place in school curriculum timetabled time, and which is delivered to all pupils. This involves both 'learning to move' (i.e., becoming more physically competent) and 'moving to learn' (e.g., learning through movement, a range of skills and understandings beyond physical activity, such as co-operating with others).

- **School Sport:** Competitive and non-competitive opportunities beyond the PE curriculum that encourage teamwork, perseverance, and respect.

- **Physical Activity:** A broad term referring to all bodily movement that uses energy and engages children in active play and travel, or structured opportunities for fitness and well-being.

1. CORE INTENTIONS AND PURPOSES

At our school, Physical Education, School Sport and Physical Activity (PESSPA) is built around the belief that 'Love in Action' means honouring and supporting one another in all we do. Through an engaging and inclusive PE curriculum, we aim to:

- Equip children with the skills and confidence to participate, compete, and lead a healthy and active lifestyle.
- Foster an understanding of physical and mental well-being, helping children to care for themselves and others.
- Encourage children to develop their own physical capabilities, decision-making, and resilience, learning to persevere and improve.
- Provide opportunities for children to practice and live out our Christian Vision and Cultural Values, such as respect, sportsmanship, perseverance, and honesty, in a safe and supportive environment.

By embedding these principles, we aim to develop well-rounded individuals who not only grow as *Great Sports People* but also as compassionate and responsible members of our community.

1.1 OUR VISION FOR OUR CHILDREN

"We intend for our children to become Great Sports People"

At our school, we believe that PESSPA should inspire every child to develop both physically and personally, helping them grow into *Great Sports People* who live out our Christian Vision: *Love in Action, Romans 12:10*.

Through an engaging and high-quality physical curriculum, we aim to help children to become inspired by the physical, so that they discover and develop:

- The joy in movement and a lifelong love for being active.
- Build confidence, resilience, and pride in their abilities.
- Develop a strong sense of well-being and positive mindset.
- Live out our Christian values, such as respect, honesty, and perseverance, in all they do.
- Work together with peers, supporting and encouraging one another.
- Celebrate growth, progress, and personal achievements.

By embracing these qualities, children will not only develop as skilled sports people but also as strong, compassionate individuals who contribute positively to their communities. This is turn will help to drive planning, teaching and learning – enabling all children to recognise their ability to learn and feel successful.

2. TEACHING & LEARNING

At our school, **a Primary PE Specialist provides training and skills for life,** helping children grow in confidence, resilience, and well-being. Teaching and learning in **PESSPA** reflects our Christian Vision: *Love in Action, Romans 12:10,* ensuring all children feel valued, included, and supported.

Roles and Responsibilities

Headteacher & PE Subject Lead

- Ensures the **PE curriculum** aligns with the **National Curriculum** and school values.
- Oversees implementation and reports to **Governors and staff** on progress and impact.

PE Subject Lead & Coordinator**.**

1. Curriculum & Planning

- **Plan and deliver** a broad, inclusive, and engaging curriculum.
- Guide and support staff in professional development: **lesson planning, assessment, and curriculum delivery.**
- Ensure learning is **structured, meaningful, and connected to life skills.**
- Monitor **teaching quality, pupil progress, and assessment** to maintain high standards.
- Develop and implement a **PE action plan** for continuous improvement.
- The Wider Curriculum: Organise **extra-curricular clubs and school sports opportunities** to further develop children's skills and experiences.

2. Resources & Safety

- Monitor the use of **PE equipment and facilities**, ensuring **safe, well-maintained equipment and learning/play environments**.
- Promote safe practice in **all physical activities**.
- Carry out and complete relevant risk assessments and policy and guidance for PESSPA.

3. Collaboration & Development

- Build **links with other schools and the community**.
- Engage with **external agencies and sports organisations**.
- Provide **ongoing training and support** for staff and coaches.

By working together, we ensure that PE at our school **inspires, challenges, and empowers every child,** supporting their physical, mental, and personal growth, in our aim to help children to become inspired by the physical.

2.1 OUR INTENTIONS AND EXPECTATIONS FOR PE

"Great Sports People: Accomplished and Confident Thinkers"

At our school, PE is more than just physical activity; it is about developing children into accomplished physical and confident thinking beings who apply their skills with intelligence, purpose, and enjoyment. This aligns with our Christian Vision: *Love in Action, Romans 12:10*, encouraging children to grow in confidence, resilience, and sportsmanship while valuing and respecting others.

WHAT WE AIM TO DEVELOP

Accomplished physical beings – developing core physical skills (that will be learnt and applied)

- Agility
- Balance
- Coordination

Confident Thinking Beings – Decision-Making in game (that will be learnt and applied):

- Tactics and Strategies (e.g., problem-solving in games)
- Composition and Choreography (e.g., dance and gymnastics sequences)
- Exercise for Health and Well-being (e.g., understanding fitness and mental well-being)

Positive Attitudes – Encouraging (to feel) a love for movement:

- I Can – Believing in their ability to improve
- I Want To – Developing self-confidence
- I Will – Showing perseverance and determination

How we achieve this:

Children will develop these skills and attitudes through a broad and balanced curriculum that includes, but is not limited to, Athletics, Dance, Gymnastics, Games, Outdoor Adventurous Activities, and Swimming.

By fostering skilfulness, decision-making, and a positive attitude, this enables our core intentions and vision to live on as we prepare them for a lifelong love of movement and well-being.

The table below defines what each of the elements of these two aspects are.

Physical Skilfulness	
Agility	Agility is a combination of both coordination and balance where children react quickly and suddenly to a stimulus that frequently takes them out of balance and standard movements. It is also about having the coordination, balance, and condition to complete challenging and dynamic skills and actions.
Balance	Balance is both maintaining stillness and being equally controlled on and with movement on both sides of the body.
Coordination	This is about all intentional movement ranging from large whole-body movements such as walking, running, standing up, sitting down etc. to fine small movements of specific parts of the body such as handwriting, gesturing etc. The better the coordination, the better the movements are controlled and completed with minimum effort and maximum accuracy.

Decision Making	
Tactics and Strategies	**Tactics** are the actions used to outsmart an opponent or succeed in a challenge. **Strategies** are the bigger plans that organise people and resources for success. Strategies include multiple tactics. For example, a strategy might focus on attacking more than defending, while a tactic could be using the widest areas of the pitch or court to create space and width as often as possible.
Composition and Choreography	**Composition** is about creating a sequence of movements that follow a set of guidelines. It focuses on design, flow, and specific required elements to make the movement artistic and visually pleasing. **Choreography** builds on this further by adding meaning and connection. It considers how movements relate to space, people, objects, and the stimulus provided. The goal is to communicate with an audience, allowing them to interpret and respond to the performance.
Exercising and Healthy Living	**Exercising and Healthy Living** is about knowing how to stay active and train for specific goals or overall well-being. It includes creating exercise routines and developing regular activity habits. A well-planned routine and increased exercise can improve **fitness, personal well-being, and social well-being**.

How We Measure This

The table below outlines learning goals that show how **skills and decision-making** improve over time. This helps us track progress and ensure children meet our expectations for learning (**Progression of Skills).**

Development Stage	Learning Goals
Early Years Foundation Stage and Key Stage 1 *At this **stage**, in primary years, children are still learning and developing their movements. They tend to often play next to a friend rather than with them. They are enthusiastic and eager to try new things, as they have not yet developed fear or awareness of danger. Their understanding of space and others is still limited.*	*Our children will start to build on previous experiences and learn specific skills, whilst refining, and improve existing ones.*
Lower-Key Stage 2 Year 3 and 4 *Milestone 2* *During the **second stage**, basic movements have been learned, and children start to develop these into more recognisable skills, though, control and accuracy, and articulation are still inconsistent. Children like to play with one or more friends and need to be noticed as individuals as they become more self-aware. They tend to enjoy physical activity but want more structure and rules as they begin to recognise some risks. They are also much more aware of space and others.*	*Invasion* • *To throw and catch with control and accuracy.* • *Dribble a ball with control and accuracy.* • *Maintain possession of a ball (with, e.g., feet, hands, or a hockey stick).* • *Pass to teammates at appropriate times.* • *Explore and apply a range of basic tactical, compositional and exercising ideas, and principles for attacking and defending with basic understanding (i.e., finding and using space in game situations).* • *Be able to use their own and others' ideas for movements, tactics, composing and exercising.* • *Follow the rules of the game and play fairly.* • *Lead others and act as a respectful team member.* *Net & Wall* • *Perform basic skills needed for games with control and accuracy (i.e., forehand/backhand action).* • *Throw/send a ball using a variety of techniques.* • *Send/hit a ball into space.* • *Keep a rally going.* • *Begin to apply basic movements in a range of activities in combination.* • *Explore and apply a range of basic tactical, compositional and exercising ideas, and principles for attacking and defending with*

	basic understanding (i.e., finding and using space in game situations). • *Be able to use their own and others' ideas for movements, tactics, composing and exercising.* • *Compete with others (and follow the rules of the game and play fairly).* *Striking & Fielding* • *Show control, coordination and consistency when throwing and catching.* • *Hit a ball with increasing control and accuracy and technique – with or without the use of a tee.* • *Intercept and stop the ball consistently.* • *Take up spaces/positions that make it difficult for the opposition.* • *Be able to use their own and others' ideas for movements, tactics, composing and exercising.* • *Communicate, collaborate, and compete with others (following the rules of the game).* • *Explore and apply a range of basic tactical, compositional and exercising ideas, and principles for attacking and defending with basic understanding (i.e., finding and using space in game situations or skills that make it difficult for your opponent).* *Target Games* • *Show control when moving at speed.* • *Show control to make accurate shots.* • *Move the ball in different ways, with increasing accuracy and control.* • *Explore and apply a range of basic tactical, compositional and exercising ideas, and principles for attacking and defending with basic understanding.* • *Develop and demonstrate the ability to 'putt' accurately.* • *Be able to use their own and others' ideas for movements, tactics, composing and exercising.* • *Demonstrate good teamwork skills.* *Dance* • *Change speed and levels within a performance.*

	• *Develop physical strength and suppleness by practising moves and stretching.* • *Plan, perform and repeat sequences.* • *Move in a clear fluent and expressive manner.* • *Refine movements in sequences.* • *Create dances and movements which convey a definite idea.* • *Be able to use their own and others' ideas for movements, tactics, composing and exercising* • *Explore and apply a range of basic tactical, compositional and exercising ideas.* *Gymnastics* • *Move in a clear fluent and expressive manner.* • *Show changes of direction, speed, and level during a performance.* • *Show kinaesthetic sense in order to improve the placement and alignment of body parts.* • *Travel in a variety of ways including flight by transferring weight to generate power.* • *Plan, perform and repeat sequences.* • *Refine movements in sequences.* • *Be able to use their own and others' ideas for movements, tactics, composing and exercising.* • *Explore and apply a range of basic tactical, compositional and exercising ideas.* *Athletics* • *Sprint over a short distance up to 60 metres.* • *Run over a long-distance conserving energy in order to sustain performance.* • *Use a range of throwing techniques.* • *Throw with accuracy to hit a target or cover a distance.* • *Jump in a number of ways using a run up where appropriate.* • *Compete with others and aim to improve personal best performances.* • *Explore and apply a range of basic tactical, compositional and exercising ideas, and/or principles.*

	• *To be able to use their own and others' ideas for movements, tactics, composing and exercising.*
Upper Key Stage 2 Year 5 & 6 *Milestone 3* *At the **third stage**, children have more refined and controlled movements, developing specific skills that are easier to recognise. They enjoy being part of a team or group, gaining a sense of belonging and recognition. As they explore other interests, some may become more selective about the physical activities they take part in.* *They understand and follow rules, think more creatively when solving challenges, and are able to evaluate their own performance, offering their own ideas and solutions.*	*Invasion* • *Choose and combine techniques in game situations (running, throwing, catching, and jumping).* • *Work alone, or with teammates in order to gain points or possession.* • *Develop control while performing skills a speed and change speed and direction to get away from a defender.* • *Field, defend and attack tactically by anticipating the direction of play.* • *Choose the most appropriate tactics for a game.* • *Be aware of key positions for some games and that position's impact on attacking and defending (e.g., such as showing some understanding of netball positions).* • *To show some ownership in the generation of ideas, decisions, and performances.* • *Uphold the spirit of fair play and respect all competitive situations and encourage this in others – leading others when called upon and acting as a good role model.* *Net & Wall* • *Use forehand and backhand with control and accuracy.* • *Hit the ball with purpose, varying speed, height, and accuracy, directing the ball towards the opponent's side or target area.* • *Adopt a good ready position and show good use of positioning on court.* • *Identify spaces and understand the tactic of hitting into gaps.* • *Apply the principles of attacking.*

	• *Participate in competitive games, modified where appropriate.* • *To show some ownership in the generation of ideas, decisions, and performances.* • *Uphold the spirit of fair play and respect all competitive situations and encourage this in others – leading others when called upon and acting as a good role model.* *Striking & Fieldling* • *Hit the ball with purpose, varying speed, height, and accuracy.* • *Retrieve, intercept and stop a ball when fielding with control, accuracy, and confidence.* • *Work as part of a team to make it hard for the other team to score runs (i.e., cover different areas to make it hard for the batter to score runs).* • *Participate in competitive games, modified where appropriate.* • *Use skills and tactics to meet the needs of the situation (i.e., outwitting opponents when fielding).* • *Show good awareness of others in game situations.* • *To show some ownership in the generation of ideas, decisions, and performances.* • *Uphold the spirit of fair play and respect all competitive situations and encourage this in others – leading others when called upon and acting as a good role model.* *Dance* • *Perform expressively and hold a precise and strong body posture.* • *Perform and create complex sequences.* • *Perform complex moves that combine strength and stamina gained through gymnastic activities (such as cartwheels or handstands).* • *Plan to perform with high energy, slow grace or other themes and maintain this throughout a performance.*

	• *Compose creative and imaginative dance sequences.* • *To show some ownership in the generation of ideas, decisions, and performances.* *Gymnastics* • *Create complex and well-executed sequences that include a full range of movements.* • *Hold shapes that are strong, fluent, and expressive.* • *Vary speed, direction level and body rotation during floor performances.* • *Practise and refine the gymnastic techniques used in performances.* • *Use appropriate equipment to vault and to swing (reaming upright).* • *Include in a sequence set pieces, choosing the most appropriate linking elements.* • *Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).* • *To show some ownership in the generation of ideas, decisions, and performances.* *Athletics* • *Combine sprinting with low hurdles over 60 metres.* • *Throw accurately over a distance with clear direction and refine performance by analysing technique and body shape.* • *Show control in take-off and landings when jumping.* • *Choose the best place for running over a variety of distance.* • *Experiment with a range of running techniques to find a strategy that helps you run for longer distances (e.g., continuous, interval, fartlek).* • *Compete with others and keep track of personal best performances, setting targets for improvement.* • *To show some ownership in the generation of ideas, decisions, and performances.*

	Swimming • *Swim between 25 and 50 meters unaided.* • *Use more than one stroke and coordinate breathing as appropriate for the stroke being used.* • *Coordinate leg and arm movements.* • *Turn efficiently at the end of a length.* • *Swim at the surface and below the water.* • *To show some ownership in the generation of ideas, decisions, and performances.*

2.2 APPROACH TO TEACHING

"More important than the curriculum is the question of the methods of teaching and the spirit in which the teaching is given."

Our approach to teaching PE is rooted in our Christian Vision: 'Love in Action', ensuring that every child feels supported, challenged, and inspired to become a Great Sports Person. Teaching follows the National Curriculum and is designed to be inclusive, engaging, and progressive.

How We Teach

PE lessons combine whole-class teaching, small-group activities, and individual challenges/intervention to develop knowledge, skills, and understanding. Children are encouraged to collaborate, compete, reflect, and evaluate their own progress with teacher support. Teachers highlight positive examples of performance and foster a culture of encouragement, perseverance, and respect. A variety of teaching and learning styles and strategies are combined to engage and challenge all learners, including but not limited to:

- **modelling, guided discovery, peer-coaching, questioning and answering, and call and response.**
- explanation, discussion, instruction, listening and observation, role play and problem solving.

ensuring that every child can develop their skills and understanding in a way that suits them best.

What Makes a Great PE Teacher? A great PE teacher:

- *Inspires children by being enthusiastic, welcoming, and passionate.*
- *Models our school values, showing commitment, confidence, and a belief that every child can succeed.*
- *Creates a positive learning environment, where effort and resilience are celebrated.*

Effective PE Teaching Includes:

- *Clear planning with high expectations for all learners.*
- *Maximising space, task/time, equipment and people to enhance learning and safety.*
- *Providing constructive feedback to guide progress.*
- *Encouraging effort, commitment, and perseverance.*

Good Teaching Requires:

- Strong classroom relationships built on respect and encouragement.
- A balance of different teaching styles to meet all needs.
- Assessment for learning to track and support progress.
- Pace, challenge, and engagement to keep children motivated.
- A stimulating environment that fosters curiosity and enjoyment.

By following these principles, we ensure that PE is meaningful, enjoyable, and impactful, helping children develop physically, mentally, and socially while staying true to our Christian and cultural values.

How do we Monitor the Effectiveness of Teaching and Learning at Queens?

Observation, informal drop-ins and pupil voice are used to monitor and evaluate the effectiveness and quality of teaching and learning and the provision of PESSPA at Queens C of E Academy. They also form an important part of the process of reviewing the performance of the subject through whole school evaluation.

During the monitoring process, senior leaders and the **PE subject lead & coordinator** will look for certain elements including:

- Level of Challenge
- Clarity of explanation
- Effective teacher modelling
- Pupils moving quickly towards independent learning
- Higher order questioning and quality of oracy opportunities
- Levels of progress
- Presentation of work
- Learning behaviours

(this is not the complete list)

“Monitoring the effectiveness of teaching and learning enables leaders to plan for precise targeted professional development, serving to continuously improve pupil attainment and progress. It is important that teaching and support staff recognise the monitoring process as a supportive rather than judgemental; this will ensure that their wellbeing is not negatively affected, enabling them to be the best practitioners possible.”

*****This section has been taken from Queen’s Teaching and Learning Policy.

2.3 SESSION MANAGEMENT AND SESSION DESIGN: INCLUSION AND SAFE PRACTICE

"We want a culture that is safe, inclusive, and where everyone feels they have the opportunity to succeed and grow."

Ensuring safe practice is a key part of great teaching. It helps make lessons memorable, meaningful, and engaging while protecting all children. The best teachers naturally create a safe environment through careful planning and awareness.

Safe Practice in PE

To maintain a safe learning environment, we follow four key steps:

- Identify potential risks
- Assess the seriousness of risks
- Find ways to reduce risks
- Take action to manage risks effectively

This process involves two linked areas:

1. Risk Assessment – Identifying potential dangers related to:

    - Space – Ensuring enough room for activities with minimal clutter.
    - People – Organising children so they stay focused and engaged.
    - Equipment – Using safe, appropriate resources for each child's needs.
    - Challenge – Setting tasks suited to the children's physical and emotional abilities.

2. Risk Management – Taking steps to minimise or eliminate risks and create a safe learning environment.

Equipment and Lesson Routines

- All PE and play equipment are appropriate to the needs, abilities, and preferences of the children.
- The PE Subject Lead & Coordinator is responsible for maintaining all resources, ensuring they are stored safely in the PE equipment cupboard, are readily available when needed, and returned after use. Any faulty, damaged, or broken equipment must be reported to the PE Subject Lead or Coordinator.
- Lesson routines ensure that equipment is distributed, retrieved, and stored safely.
- Multiple equipment stations allow children to independently collect and return resources.
- A water bottle station is used in lessons and extra-curricular activities to encourage hydration.
- Annual inspections of indoor and outdoor play equipment are carried out by the Royal Society for the Prevention of Accidents (RoSPA) to assess:

    - Safety and condition
    - Compliance and risk assessment
    - Long-term issues and maintenance

Inclusion in PE

We believe every child should have access to PE, school sport, and physical activity, regardless of gender, race, disability, or learning needs. Our inclusive approach ensures:

- Mixed groups – all children, boys and girls, participate in the same activities.
- Fair access – clubs and extra-curricular activities are available for all ability levels.
- Personal growth – PE develops teamwork, respect, resilience, and sportsmanship.
- Leadership opportunities – children take on roles as leaders, referees, and team members.
- Outdoor and Adventurous Activities (OAA) – opportunities to explore and build confidence in different environments.
- Adapted learning – activities are adjusted to support children with sensory, physical, or learning difficulties.
- Emotional well-being – we consider every child's emotional and behavioural needs when planning activities.
- Privacy and respect – where possible, children can change privately for extra-curricular activities; currently children attend school in their PE Kit on the day id their PE lessons.

By prioritising safety, inclusion, and structured routines, we create an environment where all children can develop their skills, confidence, and a love for physical activity.

2.4 PE Kit

"Dress to Impress"

On PE days, children are expected to come to school wearing their PE kit to ensure safe participation in lessons. Teachers and coaches should also set a good example by wearing appropriate clothing when teaching PE.

PE Kit:

- Plain white t-shirt
- Black shorts or joggers
- Pumps or suitable trainers
- A plain tracksuit or warm clothing for outdoor sessions (when necessary)

Swimming Kit:

- Swimming shorts/trunks (must not go below the knee)
- One-piece swimming costume
- Towel
- Swimming goggles (optional)

Children who are unwell or injured must still bring their swimming kit but may also wear a t-shirt, shorts, and flip-flops while assisting outside the pool.

Safety & Expectations:

- All clothing and footwear should be suitable for the activity — teachers and parents/carers should check this regularly.
- Jewellery must not be worn during PE. Items such as earrings, necklaces, watches, and rings must be removed. If earrings cannot be removed, they should be covered with surgical tape.
- Long hair must be tied back with a bobble or hairband.
- If, on arrival to school, children are not in their PE kit a phone call home to parents/carers will be made to remind them of expectations for PE kit.

If a child is unable to take part physically in PE, active cards will be used to provide them with an engaging and supportive role within the lesson, ensuring they remain involved beyond physical participation.

3. THE WIDER PHYSICAL EDUCATION CURRICULUM

Our wider PE curriculum helps bring our vision to life, offering opportunities beyond the physical that enrich our children's school experience. It:

1. Makes school enjoyable and engaging.
2. Supports physical and mental well-being.
3. Builds confidence and a sense of identity.
4. Encourages family involvement in school life.
5. Reinforces and extends PE learning.
6. It is often what children come to school for, and this is what makes attending school worthwhile.

Research shows that children who regularly take part in sports and volunteering are happier, healthier, and more successful. To support this, we offer:

- Breakfast Club Activities – A variety of physical activities to energize children for the day.
- Active Playtimes – Structured activities that encourage participation and movement.
- After-School Sports – Clubs covering sports, dance, and other identified physical activities.
- Competitions & Events – Opportunities to represent houses, teams, or the school in sporting competitions.

These activities not only enhance physical skills and decision-making but also promote:

- Higher physical activity levels.
- Improved fitness, well-being, and personal growth.

Through which, help our children to develop an ‘I can’, ‘I want to’ and ‘I will’ approach.

I can	The attitude of 'I can' is something many children need to acquire. When they reach the point of believing ‘they can’, there is an emerging sense of self-confidence and joy in moving.

I want to	Having an 'I want to' attitude is based around the deep enjoyment children get from the activity they are involved with. Enjoyment and success drive children to keep participating and striving for more.
I will	A deep love for movement leads to a lifelong commitment to physical activity. Children with an 'I will' attitude have reached the point when they have a deep affinity with their physical selves, the joy of moving, and the desire to be physically active. They know how to use it to let their spirits shine and show who they really are.

4. EVALUATING THE IMPACT OF THE PE CURRICULUM

Having set ambitious and valuable outcomes to achieve and ensuring that our PE curriculum truly benefits every child, ***how can we know that things are better now?***

PE is more than just a checklist of activities – It's about shaping our children's futures. By carefully monitoring progress and making meaningful adjustments, we can give every child the best chance to succeed and be inspired by the physical.

Below are 6 steps, and as set out, these are based on our ongoing observations and almost all the information we use is gathered from our day-to-day contacts and recordings of learning with our children. The process we will use simply helps us to make sense of what we see, hear, and sense, and then identify areas for improvement and implement changes that will make a real significance to our children.

The areas of focus are set out in our Intentions:

1. Our vision for our learners
2. Our expectations of the standards they will achieve
3. Our expectations of them as '*Great Sports People'*

Step 1	Baseline: Where are our learners now in relation to our vision and expectations?
Step 2	Evaluating Progress: How well are children developing in each area of focus?
Step 3	Identify and Set Priorities: How much better will our pupils be doing and in what? What specific improvements do we need to make?
Step 4	Setting Goals: what progress should we see in 1–3 years?
Step 5	Improving our provision – what will we do to bring about the difference we want to make and why will it work? What changes will help us reach our goals?
Step 6	Measuring Impact: Describing the differences in our learners and what improvements have we seen since we started?

This ongoing process ensures every child gets the best possible experience and opportunities, helping them to grow as Great Sports People: 'Accomplished and Confident Thinkers'.

Assessment

Assessment in PE helps us understand children's progress and ensure they receive the best opportunities to improve, progress and achieve. It highlights learning achievements and sets clear next steps for growth in:

- Individual lessons and across multiple lessons.
- Skill development over different units.
- Overall progress throughout the school year.

Beyond skills, we also assess students' on how they've *Dressed to Impress* in PE. While these aspects don't require formal recording, they are vital in shaping well-rounded learners.

Teachers and coaches assess students during lessons by observing their skill development and progress. They record achievements based on the learning goals for each unit (section 3.1).

PE skills are structured into two milestones:

- **Milestone 2 –** for Years 3 & 4.
- **Milestone 3 –** for Years 5 & 6.

This gives children two years to master a skill before progressing to the next stage.

At the beginning, a baseline score is carried out and at end of each unit, teachers/coaches use a skills checklist to determine if students have:

- **Met** expectations
- **Exceeded** expectations
- **Are working towards** expectations
- **Are working below** expectations

These records contribute to annual progress reports shared with parents.

The table below defines what the criteria for assessment are.

Expected Standard (EXS) indicates that our children are working at the expected level for a child in their year group.
Working at Greater Depth within the expected standard (GDS) indicates that our children are working at the expected level for a child in their year group and are being stretched through encouragement to think deeper about it.
Working Towards (WTS) indicates that our children are currently working towards the expected level for a child in their year group.
Working Below (WB) indicates that our children are working below the expected level for a child in their year group – they will be receiving specialised support from their class teacher or another adult in the school.

By continuously monitoring progress, we ensure our children are inspired by the physical, and develop the skills, confidence, and enthusiasm to succeed in PE and beyond.

5. POLICY: REVIEW AND UPDATES

This policy will be reviewed annually to ensure:

- It aligns with current educational standards and best practices, school policies and procedures.
- It reflects the needs and values of our school community.
- It continues to support our vision for PE, School Sport and Physical Activity.

CONCLUSION

Through our commitment to high-quality PE, School Sport and Physical Activity, we nurture Great Sports People: Accomplished and Confident Thinkers who embody our Christian values in all aspects of their lives.

"Above and beyond the physical"