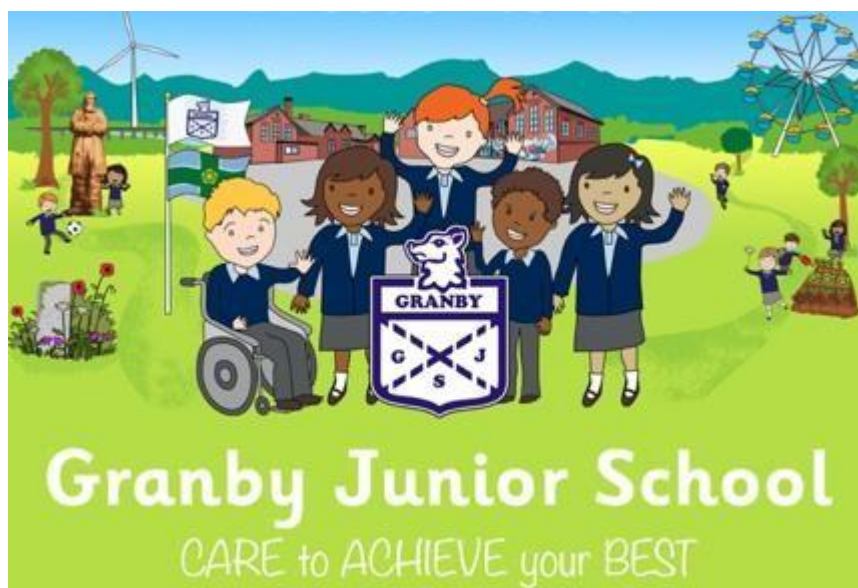


Granby Junior School



Physical Education Policy

Review Date	Approved by	Governor Minute Reference
July 2027		

Date: July 2026

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1. Vision for Physical Education:

At Granby Junior School, we believe that Physical Education is an essential part of every child's education and plays a vital role in supporting pupils' physical, social, emotional and cognitive development.

Our vision is to provide a broad, ambitious and inclusive Physical Education curriculum that enables every pupil to develop the knowledge, skills and confidence required to participate successfully in physical activity and sport, regardless of their starting point or individual needs.

We aim to inspire pupils to enjoy being active, embrace challenge and develop the resilience, teamwork and respect that will support them throughout their education and beyond.

Through high-quality Physical Education, pupils learn to value effort, celebrate personal achievement and understand the importance of maintaining an active lifestyle. By the time they leave Granby Junior School, they will be equipped with confidence and the competence to continue participating in physical activity as they move into secondary education and adult life.

Rationale

Physical Education provides pupils with opportunities to develop movement competence while building the personal qualities that contribute to success both in school and in everyday life.

Through participation in a carefully planned curriculum, pupils learn to:

- develop self-confidence and physical competence;
- work collaboratively and communicate effectively;
- demonstrate resilience and perseverance;
- show leadership, responsibility and respect;
- make informed choices that support their health and wellbeing.

Physical Education therefore contributes significantly to pupils' personal development and prepares them to become active, responsible and successful members of society.

Our Curriculum Principles

Our curriculum is underpinned by five key principles that shape all aspects of Physical Education at Granby Junior School.

1. Ambition

We have high expectations for every pupil and provide a curriculum that is broad, challenging and carefully sequenced to enable all children to achieve success.

2. Inclusion

Every pupil is entitled to participate fully in Physical Education. Teaching is adapted appropriately so that barriers to learning are removed while maintaining consistently high expectations.

3. Progression

Knowledge, skills and understanding are carefully sequenced from Year 3 to Year 6, enabling pupils to build securely on prior learning and apply their learning with increasing assurance and independence.

4. Personal Development

Physical Education develops character as well as competence. Pupils learn perseverance, determination, leadership, teamwork, fairness and respect through meaningful participation in physical activity.

5. Lifelong Participation

Our curriculum aims to foster positive attitudes towards physical activity so that pupils leave Granby with the motivation to lead active, healthy lives beyond primary school.

Links to the School Vision

Physical Education reflects our school vision of "Care to Achieve Your Best."

Through participation in Physical Education, pupils are encouraged to:

- care for themselves, others and their environment;
- demonstrate honesty, fairness and sportsmanship;
- support and encourage one another;
- persevere when learning becomes challenging;
- strive for continual improvement;
- celebrate effort as well as achievement.

These values underpin our approach to teaching, learning and participation in Physical Education and contribute to the positive culture of our school.

2. Curriculum Intent

The Physical Education curriculum at Granby Junior School is designed to provide every pupil with the knowledge, skills and understanding required to participate confidently and successfully in a wide range of physical activities.

Our curriculum is carefully sequenced to enable pupils to build on prior learning, develop increasing competence across different areas of physical activity and apply their learning in increasingly challenging contexts.

We aim for every pupil to leave Granby Junior School with the competence and motivation to continue participating in physical activity, sport and healthy recreation throughout their lives.

National Curriculum

Our curriculum fulfils the aims of the National Curriculum for Physical Education by enabling pupils to:

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

The curriculum has been carefully designed to meet and exceed these statutory expectations through a progressive programme of learning.

Curriculum Design Principles

The curriculum has been designed around four key principles.

1. **Progressive**

Knowledge, skills and vocabulary are carefully sequenced from Year 3 to Year 6, enabling pupils to revisit, practise and apply prior learning with increasing levels of competence and independence

2. **Broad and Balanced**

Pupils experience a wide range of activities including invasion games, net and wall games, striking and fielding, gymnastics, dance, athletics and outdoor and adventurous activities. This breadth ensures that pupils develop transferable physical skills across different contexts.

3. **Knowledge Rich**

Physical Education is more than developing practical performance. Pupils learn the rules, tactics, strategies and vocabulary associated with physical activity and develop the ability to evaluate and improve performance.

4. Ambitious

All pupils access the same ambitious curriculum. Learning is progressively developed through carefully planned teaching and assessment that enables every child to achieve success.

Physical Literacy

Physical literacy underpins our curriculum.

We aim to develop pupils who have the competence and motivation to participate successfully in physical activity throughout their lives.

Our curriculum develops:

- movement competence;
- confidence;
- motivation;
- knowledge and understanding;
- positive attitudes towards physical activity

End Points

By the end of Year 6, pupils will:

- demonstrate competence across a broad range of physical activities;
- apply increasingly sophisticated tactics and strategies;
- evaluate and improve their own performance;
- communicate effectively within teams;
- demonstrate leadership and responsibility;
- understand how physical activity contributes to wellbeing;
- participate confidently in competitive sport;
- value physical activity as an important part of everyday life.

By the end of Year 6, pupils are equipped with the knowledge, skills and attitudes required to participate confidently in Physical Education and to lead healthy, active lives beyond Granby Junior School.

3. Curriculum Implementation

Curriculum Delivery

The Physical Education curriculum at Granby Junior School is delivered through a combination of high-quality teaching by class teachers and specialist coaching provided through the Erewash School Sport Partnership (ESSP).

Class teachers are responsible for planning, delivering and evaluating one Physical Education lesson each week, using the Get Set 4 PE scheme to ensure consistency, progression and full coverage of the National Curriculum.

Pupils also participate in a second weekly Physical Education lesson delivered by qualified ESSP coaches. These sessions complement the school's curriculum by providing specialist coaching,

broadening pupils' sporting experiences and supporting the progressive development of physical knowledge and skills.

Together, this approach provides pupils with a broad, balanced and ambitious Physical Education curriculum.

Curriculum Structure

The curriculum is organised into progressive units of learning that build knowledge and skills over time.

Throughout Key Stage 2, pupils experience learning across:

- Fundamentals;
- Ball skills;
- striking and fielding games;
- Invasion games;
- Net and wall games;
- Target games;
- gymnastics;
- dance;
- athletics;

Each unit revisits and builds upon previous learning, enabling pupils to develop increasing competence, self-belief and independence.

Get Set 4 PE

Get Set 4 PE supports curriculum planning and assessment across the school.

The scheme supports curriculum planning by providing:

- progressive units of work;
- clear learning objectives;
- subject-specific vocabulary;
- assessment opportunities;
- guidance for progression across Key Stage 2.

Teachers use professional judgement to adapt learning appropriately while maintaining the integrity and ambition of the curriculum.

Professional Development

Granby Junior School is committed to continually improving the quality of Physical Education. The PE Leader identifies professional development needs through monitoring activities and supports staff through coaching, curriculum guidance and professional dialogue.

Through the school's partnership with the Erewash School Sport Partnership (ESSP), staff are offered opportunities each academic year to engage in high-quality continuing professional

development (CPD), ensuring that subject knowledge and pedagogical expertise remain current and effective.

Resourcing the Curriculum

Granby Junior School is committed to maintaining a high-quality Physical Education curriculum through appropriate investment in staff development, curriculum resources, equipment and wider sporting opportunities.

Resources are reviewed regularly to ensure that they remain safe, fit for purpose and support the effective delivery of the curriculum. Decisions regarding resource allocation are informed by curriculum priorities, ongoing monitoring and the needs of pupils, ensuring that Physical Education continues to provide broad, balanced and ambitious learning opportunities for all.

Learning Beyond the Curriculum

The taught curriculum is enhanced through a range of wider opportunities, including:

- extra-curricular clubs;
- inter-school competitions;
- festivals and sporting events;
- Sports Day;
- leadership opportunities;
- participation in ESSP programmes.

These experiences broaden pupils' participation and enable them to apply their learning in meaningful and motivating contexts.

4. Curriculum Progression

The Physical Education curriculum is carefully sequenced to ensure that pupils build securely on prior learning throughout Key Stage 2. Learning is organised so that knowledge, skills and understanding are revisited, refined and applied with increasing ability and independence.

Progression is achieved through carefully planned units of work that gradually increase in complexity, enabling pupils to develop competence across a broad range of physical activities.

Progression Across Key Stage 2

Throughout Years 3 to 6, pupils progressively develop their ability to:

- perform increasingly complex movement skills;
- apply techniques accurately in a range of physical activities;
- select and apply appropriate tactics and strategies;
- evaluate and improve performance;
- work effectively both independently and collaboratively;
- communicate using appropriate subject-specific vocabulary.

Learning is sequenced so that pupils revisit previously taught knowledge while applying it in new and increasingly challenging contexts.

Curriculum Strands

Progression is planned across the following areas of Physical Education:

- Fundamentals;
- Ball skills;
- striking and fielding games;
- Invasion games;
- Net and wall games;
- Target games;
- gymnastics;
- dance;
- athletics;

Each strand builds progressively from introductory learning in Year 3 to increasingly sophisticated application by the end of Year 6.

Knowledge, Skills and Vocabulary

Progression is planned across three interconnected elements.

1. Knowledge

Pupils develop an understanding of:

- rules and conventions;
- movement concepts;
- tactics and strategies;
- health and safety;
- the importance of physical activity.

2. Skills

Pupils progressively improve their ability to:

- move with control and coordination;
- perform techniques accurately;
- apply skills in competitive and cooperative situations;
- adapt performance to different contexts;
- evaluate and refine performance.

3. Vocabulary

Subject-specific vocabulary is introduced, revisited and applied throughout the curriculum so that pupils can discuss, evaluate and explain their learning using appropriate terminology.

Progression Documentation

Detailed progression in knowledge, skills and vocabulary is set out within:

- Get Set 4 PE curriculum documents;
- year group curriculum maps;
- long-term plans;
- progression documents;
- assessment materials.

Detailed progression for each year group, including knowledge, skills, vocabulary and assessment expectations, is contained within the school's Get Set 4 PE curriculum maps and progression documents. These should be read alongside this policy

These documents support teachers in planning learning that is appropriately sequenced and builds securely over time.

Transition to Secondary Education

By the end of Year 6, pupils are equipped with the knowledge, skills and understanding required to access the Key Stage 3 Physical Education curriculum with confidence.

They leave Granby Junior School able to:

- participate confidently in a wide range of physical activities;
- apply increasingly sophisticated skills and strategies;
- evaluate and improve performance;
- demonstrate independence, resilience and responsibility;
- understand the value of maintaining an active lifestyle.

5. Teaching and Learning in Physical Education

Principles of High-Quality Teaching

At Granby Junior School, high-quality teaching enables every pupil to acquire the knowledge, skills and understanding needed to make sustained progress in Physical Education.

Teaching is characterised by high expectations, clear routines and ambitious learning opportunities that enable all pupils to participate, achieve and experience success.

Lessons are carefully planned to build upon prior learning, develop increasingly secure physical competence and encourage pupils to apply their learning in a range of contexts.

Effective Teaching

Teachers deliver Physical Education through a consistent approach that promotes active participation and sustained progress.

Effective teaching includes:

- clear learning intentions and success criteria;
- explicit explanation and teacher modelling;
- carefully sequenced learning;
- regular opportunities for guided and independent practice;
- effective questioning to deepen understanding;
- timely feedback to improve performance; • retrieval of previously taught knowledge and skills;
- opportunities for reflection and self-evaluation.

This approach enables pupils to develop skills, independence and increasingly secure performance over time.

Lesson Structure

Whilst individual lessons are adapted to meet the needs of different activities, teaching follows a consistent structure that supports effective learning.

Lessons typically include:

- retrieval of prior learning;
- warm-up activities;
- introduction of new learning;
- guided practice;
- independent application; • reflection and evaluation;
- cool down.

Further guidance is provided in Appendix E – High-Quality PE Lesson Structure.

Learning Environment

Teachers establish learning environments that are:

- safe;
- inclusive;
- purposeful;
- respectful;
- ambitious.

Positive relationships and consistent expectations encourage pupils to participate confidently, persevere through challenge and celebrate personal improvement.

Developing Independence

As pupils progress through the school, they are given increasing opportunities to take responsibility for their own learning.

This includes:

- organising equipment safely;
- leading activities where appropriate;
- evaluating performance;
- setting personal goals;
- working collaboratively;
- demonstrating leadership and responsibility.

These opportunities prepare pupils for successful participation in Physical Education beyond primary school.

Use of Technology

Teachers use the school's agreed planning and assessment systems to support high quality Physical Education.

Where appropriate, technology may also be used to enhance learning through video analysis, performance review and self-reflection.

Supporting Consistent Practice

To ensure consistency across the school, teaching is supported by a range of agreed guidance documents, including:

- Appendix A – PE on a Page
- Appendix C – Adaptive Teaching (STEP Framework)
- Appendix D – High-Quality PE Lesson Structure
- Appendix E – Staff PE Expectations

These documents provide practical guidance that complements the principles outlined within this policy.

6. Assessment

At Granby Junior School, assessment is integral to effective Physical Education teaching and is used to monitor progress, inform future learning and support accurate teacher judgement.

Assessment enables teachers to:

- identify pupils' starting points;
- monitor progress over time;
- recognise strengths and next steps;
- evaluate the impact of teaching;
- ensure that all pupils make sustained progress through the curriculum.

Assessment is continuous and forms part of everyday teaching and learning.

Assessment Approach

Teachers use a combination of formative and summative assessment throughout the academic year.

Formative Assessment

Formative assessment takes place throughout every Physical Education lesson.

Teachers gather assessment information through:

- careful observation;
- effective questioning;
- discussion;
- teacher feedback;
- pupil self-assessment;
- peer assessment;
- demonstration of practical skills;
- application within competitive situations.

Assessment information informs teachers' professional judgement and supports future planning.

Summative Assessment

Summative assessment provides an overview of pupils' attainment at key points throughout the year.

Teachers use professional judgement alongside evidence gathered through lessons to determine whether pupils are working towards, meeting or exceeding the expected standard for their year group.

Assessment outcomes contribute to whole-school monitoring of curriculum effectiveness and pupil progress.

Get Set 4 PE Assessment

Granby Junior School uses the Get Set 4 PE assessment platform to support assessment, monitor progression and inform future teaching.

The assessment tools within Get Set 4 PE enable teachers to:

- monitor pupils' progress across each unit of work;
- assess pupils against the intended learning outcomes;
- identify strengths and next steps;
- inform adaptive teaching;
- support accurate teacher judgement;
- monitor progression across year groups.

Teachers use professional judgement alongside assessment information to ensure that decisions reflect pupils' overall achievement.

Self and Peer Assessment

Pupils are encouraged to reflect upon their own learning and provide constructive feedback to others.

Self and peer assessment enable pupils to:

- recognise strengths;
- identify next steps;
- evaluate performance using technical vocabulary;
- develop independence;
- take increasing responsibility for their own learning.

Teachers model effective feedback and ensure that peer assessment remains respectful, supportive and purposeful.

Using Assessment Information

Assessment information is used continuously to:

- identify pupils' next steps in learning;
- inform future planning;
- monitor curriculum coverage;
- support reporting to parents;
- evaluate curriculum effectiveness.

Assessment is used to improve learning and ensure that pupils continue to make secure progress throughout the Physical Education curriculum.

Further guidance is provided in Appendix B – PE Assessment Cycle.

Reporting

Teachers report pupils' attainment and progress to parents through the school's annual reporting arrangements.

Assessment information may also be shared during parent consultations to discuss achievement, progress and future learning priorities

Monitoring Assessment

The PE Leader reviews assessment information throughout the academic year to:

- monitor pupil progress;
- identify whole-school trends;
- evaluate curriculum effectiveness;
- identify priorities for improvement.

Assessment findings contribute to subject self-evaluation and future action planning.

7. Equality, Inclusion and Adaptive Teaching

At Granby Junior School, we believe that every pupil is entitled to access a broad, balanced and ambitious Physical Education curriculum. We are committed to ensuring that all pupils, regardless of their starting point, background or individual needs, are fully included in Physical Education and have the opportunity to achieve their full potential.

We maintain high expectations for all pupils and work proactively to remove barriers to participation through thoughtful curriculum design and inclusive practice.

Adaptive Teaching

Teachers recognise that pupils learn in different ways and may require different levels of support to achieve the same ambitious learning outcomes.

Adaptive teaching enables all pupils to access the curriculum without reducing expectations.

Teachers adapt learning through the STEP Framework, considering:

- Space – adapting the learning environment or playing area;
- Task – modifying activities or levels of challenge;
- Equipment – selecting appropriate resources;
- People – using flexible grouping, peer support or adult guidance.

Adaptations are carefully planned to enable pupils to participate successfully while continuing to work towards the same curriculum objectives as their peers.

Further guidance is provided in Appendix C – Adaptive Teaching (STEP Framework)



Supporting Individual Needs

Teachers consider the needs of all pupils when planning and delivering Physical Education. This includes appropriate provision for:

- pupils with Special Educational Needs and Disabilities (SEND);
- pupils with English as an Additional Language (EAL);
- disadvantaged pupils;
- pupils requiring additional challenge;
- pupils with temporary injuries or medical needs.

Support is designed to maximise participation, independence and achievement while maintaining ambitious expectations.

Diversity

At Granby Junior School, our curriculum reflects the diversity of modern Britain and promotes respect, equality and inclusion.

Pupils are introduced to a wide range of sports, athletes and sporting experiences that celebrate diversity and challenge stereotypes.

This includes opportunities to explore:

- female sporting achievement;
- Paralympic sport;
- athletes from diverse cultural backgrounds;
- inclusive participation;
- equality within sport.

These experiences broaden pupils' understanding of sport and encourage respect for individual differences.

Inclusive Culture

Physical Education contributes to an inclusive school culture by encouraging pupils to:

- respect others;
- work cooperatively;
- celebrate individual achievement;
- support teammates;
- demonstrate fairness and sportsmanship;
- value diversity.

Through these experiences, pupils develop self-belief, empathy and a strong sense of belonging within the school community.

8. Personal Development, Health and Wellbeing

At Granby Junior School, Physical Education makes a significant contribution to pupils' personal development by providing opportunities to develop positive attitudes, behaviours and values that support success both within and beyond school.

Through participation in Physical Education, pupils develop:

- resilience;
- perseverance;
- confidence;
- independence;
- responsibility;
- leadership;
- teamwork;
- communication;
- respect for others.

These qualities are developed through progressively challenging learning experiences and opportunities to reflect upon individual and collective achievement.

Health and Wellbeing

Physical Education encourages pupils to understand the importance of maintaining healthy, active lifestyles.

Through the curriculum, pupils learn about:

- regular physical activity;
- physical fitness;
- healthy lifestyle choices;
- emotional wellbeing;
- the positive impact of exercise on physical and mental health.

We aim to foster positive attitudes towards lifelong participation in physical activity.

British Values and SMSC

Physical Education makes an important contribution to pupils' spiritual, moral, social and cultural development.

Pupils learn to:

- respect rules;
- demonstrate fairness;
- value diversity;
- cooperate with others;
- show empathy and encouragement;
- celebrate achievement;
- resolve conflict positively.

These experiences promote the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance.

Through Physical Education, pupils develop the knowledge, attitudes and personal qualities that enable them to lead healthy, active and responsible lives. The curriculum prepares pupils not only for continued success in Physical Education but also for positive participation within school, their local community and wider society.

9. Competitive Sport, Enrichment and Wider Opportunities

Competitive Sport

At Granby Junior School, pupils are provided with regular opportunities to participate in competitive sport. Competition enables pupils to apply the knowledge and skills developed through the curriculum in authentic sporting contexts while demonstrating determination, teamwork and sportsmanship.

Competitive opportunities include:

- intra-school competitions;
- inter-school competitions;
- festivals;
- School Games events;
- Sports Day.

Participation is encouraged for pupils of all abilities, with opportunities designed to promote enjoyment, achievement and personal success.

Extra-Curricular Opportunities

The Physical Education curriculum is enhanced through a wide range of extracurricular opportunities.

These may include:

- before-school clubs;
- lunchtime activities;
- after-school clubs;
- sports festivals;
- community sporting events.

The programme is reviewed regularly to provide a broad range of sporting experiences that encourage lifelong participation.

Erewash School Sport Partnership (ESSP)

Granby Junior School works in partnership with the Erewash School Sport Partnership (ESSP) to broaden pupils' experiences beyond the taught curriculum.

This partnership provides opportunities for pupils to:

- participate in festivals and competitions;
- experience a wide variety of sports;
- access specialist coaching;
- represent the school in local events;
- engage with county-wide initiatives promoting physical activity.

The partnership also supports staff professional development and contributes to the continued development of Physical Education across the school

Leadership Opportunities

Pupils are provided with opportunities to develop leadership through practical experiences beyond curriculum lessons.

These opportunities may include:

- Sports Leaders;
- organising equipment;
- supporting younger pupils;
- leading warm-ups where appropriate;
- assisting with sporting events.

Leadership opportunities encourage pupils to develop responsibility, organisation and communication skills while making a positive contribution to school life.

Community Links

The school values partnerships with families and the wider community in promoting active lifestyles.

Where appropriate, pupils are encouraged to:

- participate in local sports clubs;
- attend community sporting events;
- continue participation beyond school;
- access opportunities provided through local organisations.

These partnerships support pupils in maintaining participation beyond the primary curriculum.

Celebrating Achievement

Granby Junior School celebrates pupils' participation and achievement in Physical Education through assemblies, newsletters, displays, certificates and sporting events.

Recognition is given not only for sporting success but also for effort, commitment, improvement and positive sportsmanship.

This reinforces the school's commitment to encouraging all pupils to value participation and personal achievement.

Promoting Lifelong Participation

Our enrichment programme aims to inspire pupils to remain physically active beyond primary school.

Through a wide range of experiences, pupils are encouraged to:

- a. discover activities they enjoy;
- b. develop skills to participate independently;
- c. understand the benefits of regular physical activity;
- d. access opportunities within the local community;
- e. develop habits that support lifelong health and wellbeing.

By broadening pupils' experiences and providing positive sporting opportunities, we aim to foster a lifelong appreciation of physical activity and healthy living.

10. Health, Safety and Safe Practice

Granby Junior School is committed to providing a safe learning environment in which all pupils can participate confidently in Physical Education.

Teachers promote a culture of safety by establishing clear routines, maintaining high expectations for behaviour and ensuring that pupils understand and follow safety instructions during every lesson.

Staff Responsibilities

Teachers are responsible for ensuring that activities are appropriate for the age, ability and needs of the pupils.

Before each lesson, staff will:

- assess the learning environment;
- check equipment is safe and fit for purpose;
- identify potential hazards;
- ensure appropriate supervision;
- adapt activities where necessary to minimise risk.

Pupil Responsibilities

Pupils are expected to contribute to a safe learning environment by:

- following instructions;
- using equipment responsibly;
- demonstrating respect for others;
- wearing appropriate PE kit;
- reporting any concerns or injuries immediately.

Developing safe practice forms part of pupils' learning throughout the curriculum.

Learning Environment

Teaching areas are checked before each lesson to ensure they are safe and suitable.

Teachers ensure:

- surfaces are appropriate for the planned activity;
- equipment is positioned safely;
- hazards are removed where possible;
- sufficient working space is available;
- emergency access routes remain clear.

Where learning takes place outdoors, staff also consider:

- weather conditions;
- ground conditions;
- visibility;
- hydration;
- sun protection;
- cold weather clothing.

Activities may be adapted or postponed where conditions present an unacceptable level of risk.

Equipment

All equipment used in Physical Education is maintained to a high standard.

Teachers ensure that:

- equipment is appropriate for pupils' age and ability;
- equipment is checked before use;
- damaged equipment is removed immediately;
- pupils are taught how to carry, set up and store equipment safely.

Large apparatus is only used by staff who have received appropriate training and are confident in its safe use.

The PE Lead oversees the maintenance and annual inspection of equipment.

Clothing and Personal Presentation

Appropriate clothing is essential for safe participation.

From September 2026 Granby is adopting an 'Active Uniform'. This enables children to be appropriately attired for physical education at all times, including breaks and lunchtimes. It also supports sensory issues for neurodiverse pupils, prevents issues with changing, and enables all PE time to be used for sport.

Pupils are expected to wear black jogging trousers, black leggings or black shorts.

White or blue polo shirts, and a Granby logo sweatshirt.

Black trainers.

All items, apart from the logo sweatshirt, are to be unbranded.

For gymnastics and dance, pupils normally work barefoot unless medical or individual circumstances require alternative arrangements.

Long hair must be tied back securely.

Jewellery should be removed before participating in Physical Education wherever possible.

Where jewellery cannot be removed for religious or medical reasons, appropriate risk assessments and reasonable adjustments will be made in accordance with PE guidance.

Medical Needs

Teachers are aware of pupils' medical needs before lessons begin.

Appropriate arrangements are made for pupils with medical conditions including, where appropriate:

- asthma;
- diabetes;
- allergies;
- physical disabilities;
- temporary injuries.

Individual healthcare plans are followed, and emergency medication remains readily accessible in accordance with school procedures.

Participation Following Injury or Illness

Where pupils are temporarily unable to participate fully, teachers seek to ensure they remain engaged in learning.

Depending upon individual circumstances, pupils may contribute through:

- observation;
- performance analysis;

- coaching;
- officiating;
- scoring;
- evaluating performances;
- supporting peers.

Participation is adapted according to medical advice and parental guidance.

Behaviour and Safe Participation

Positive behaviour contributes significantly to safe Physical Education lessons.

Teachers establish clear routines and expectations so that pupils understand how to:

- use equipment safely;
- move around learning spaces responsibly;
- work cooperatively;
- respect others;
- follow instructions promptly;
- recognise potential hazards.

Pupils are encouraged to develop increasing responsibility for their own safety and the safety of others.

Swimming Safety

Swimming lessons are delivered by appropriately qualified instructors in partnership with approved providers.

All swimming provision follows national guidance relating to:

- supervision ratios;
- water safety;
- emergency procedures;
- risk assessment;
- safe pool management.

Water safety is explicitly taught as part of the swimming curriculum.

Educational Visits and Outdoor Learning

Where Physical Education takes place beyond the school site, appropriate educational visit procedures are followed.

Risk assessments consider:

- transport;
- venue safety;
- staffing ratios;
- medical information;
- emergency arrangements;
- safeguarding procedures.

All visits are planned in accordance with school policy and local authority guidance.

Accident Reporting

Any accident, injury or near miss occurring during Physical Education is managed in accordance with the school's first aid and accident reporting procedures.

Where necessary:

- first aid is administered by appropriately trained staff;
- parents and carers are informed;
- accidents are recorded;
- risk assessments are reviewed;
- appropriate follow-up action is taken.

Learning from incidents contributes to the continual improvement of safe practice across the curriculum.

Monitoring Safe Practice

The PE Leader monitors safe practice through:

- lesson observations;
- learning walks;
- staff discussions;
- equipment audits;
- annual equipment inspections;
- curriculum reviews.

Regular monitoring ensures that safe practice remains embedded throughout Physical Education and reflects current afPE guidance and statutory requirements.

11. Leadership, Monitoring and Continuous Improvement

Effective subject leadership is essential to ensuring that Physical Education remains ambitious, inclusive and of the highest quality at Granby Junior School.

The PE Leader works collaboratively with senior leaders, governors and staff to ensure that the curriculum continues to meet statutory requirements, reflects current educational research and provides all pupils with high-quality learning experiences.

Monitoring and evaluation are integral to continual school improvement. Evidence gathered throughout the academic year informs curriculum development, professional development, resource management and future improvement priorities.

The Role of the Governing Body

The Governing Body provides strategic oversight of Physical Education and supports leaders in ensuring that the curriculum meets statutory requirements and reflects the school's vision and values.

Governors are responsible for:

- ensuring statutory requirements for Physical Education are met;
- monitoring the effectiveness of the Physical Education curriculum;
- receiving reports on curriculum development, participation and pupil outcomes;
- providing challenge and support to school leaders;
- ensuring that pupils have equitable access to high-quality Physical Education.

Governors receive regular updates through reports, monitoring visits and the school's self-evaluation processes.

The Role of the Headteacher

The Headteacher provides strategic leadership for Physical Education by:

- promoting high expectations for teaching and learning;
- ensuring sufficient curriculum time is allocated;
- supporting professional development;
- ensuring appropriate staffing and resources;
- monitoring curriculum quality;
- supporting the PE Leader in implementing whole-school priorities.

The Role of the PE Leader

The PE Leader is responsible for leading, developing and evaluating Physical Education across the school.

Key responsibilities include:

1. Curriculum Leadership

- leading curriculum development;
- ensuring progression across Key Stage 2;
- reviewing curriculum planning;
- ensuring the curriculum reflects current guidance;
- promoting participation and high standards in Physical Education.

2. Teaching and Learning

- supporting colleagues to deliver high-quality Physical Education;
- identifying professional development needs;
- promoting consistency across the school;
- providing curriculum guidance and support.

3. Assessment

- monitoring assessment information through Get Set 4 PE;
- evaluating pupil progress;
- identifying strengths and areas for development;
- informing curriculum review and subject development.

4. Resources

- ensuring equipment is safe, appropriate and fit for purpose;
- maintaining and auditing curriculum resources;
- identifying future resource needs to support curriculum delivery.

5. Enrichment

- coordinating extra-curricular sport;
- organising competitions and festivals;
- overseeing Sports Leaders and Playground Leaders;
- developing partnerships that enhance pupils' experiences.

6. Quality Assurance

- leading monitoring activities;
- evaluating the impact of the curriculum;
- contributing to whole-school self-evaluation;
- producing and reviewing the Subject Development Plan.

The Role of Teachers

Teachers are responsible for:

- planning and delivering the Physical Education curriculum;
- assessing pupils' learning and progress;
- maintaining high expectations for all pupils;
- promoting inclusion and safe practice;
- encouraging positive attitudes towards physical activity.

Teachers use Get Set 4 PE to support planning and assessment while applying professional judgement to meet the needs of individual pupils.

The Role of Teaching Assistants

Teaching Assistants support learning by:

- encouraging participation;
- reinforcing teacher instruction;
- supporting pupils to access learning;
- promoting independence;
- contributing to safe practice.

Teaching Assistants work under the direction of the class teacher and complement, rather than replace, high-quality teaching.

External Coaches and Specialist Providers

External coaches and specialist providers enrich the curriculum by sharing expertise and providing additional sporting opportunities.

Where external providers work within school they are expected to:

- hold appropriate qualifications;
- follow safeguarding procedures;
- adhere to school policies;
- work collaboratively with teaching staff;
- promote inclusive practice;

- maintain high expectations for all pupils.

Teachers remain responsible for the quality of learning, behaviour and assessment within lessons delivered by external providers.

Monitoring and Evaluation

The quality of Physical Education is monitored throughout the academic year through a range of evidence, including:

- lesson observations;
- learning walks;
- planning scrutiny;
- assessment analysis using Get Set 4 PE;
- pupil voice;
- staff discussions;
- equipment audits;
- participation analysis;
- extra-curricular participation;
- Sports Day evaluation;

Monitoring focuses on:

- curriculum implementation;
- pupil progress and achievement;
- curriculum coverage and progression;
- inclusion and participation;
- health and safety;
- staff confidence and professional development.

Monitoring outcomes are used to identify strengths, priorities for development and future actions.

Professional Development

Granby Junior School is committed to continually developing staff expertise in Physical Education. Professional development opportunities may include:

- whole-school training;
- Get Set 4 PE training;
- Erewash School Sport Partnership CPD;
- Coaching and mentoring;
- peer observations;
- team teaching;
- subject leader networking;
- national guidance updates.

Professional learning is informed by monitoring outcomes, staff feedback and wholeschool priorities.

Continuous Improvement

Physical Education is reviewed regularly to ensure it continues to meet the needs of pupils and reflects current educational research and national guidance.

Leaders evaluate the impact of the curriculum through:

- pupil outcomes;
- assessment information;
- participation rates;
- pupil voice;
- staff confidence;
- monitoring evidence;
- governor feedback.

This evidence informs the Subject Development Plan and supports the school's wider cycle of self-evaluation and continuous improvement, ensuring that Physical Education remains ambitious, inclusive and responsive to the needs of all pupils.

12. Policy Review and References

This policy is reviewed annually by the PE Leader in consultation with senior leaders and governors to ensure that it reflects current statutory guidance, educational research and the needs of Granby Junior School.

Monitoring considers:

- curriculum effectiveness;
- pupil outcomes;
- staff feedback;
- pupil voice;
- national guidance;
- curriculum developments;
- school priorities.

Where necessary, amendments are made to ensure the policy remains current and continues to support high-quality Physical Education across the school.

Linked Policies

This policy should be read alongside the school's:

- Curriculum Policy
- Teaching and Learning Policy
- Assessment Policy
- SEND Policy
- Equality Policy
- Behaviour Policy
- Health and Safety Policy

- Safeguarding and Child Protection Policy
- Educational Visits Policy
- Accessibility Plan

References

This policy has been informed by:

1. Department for Education. National Curriculum in England: Physical Education Programmes of Study (Key Stages 1 and 2).
2. Ofsted. Research Review Series: Physical Education.
3. Association for Physical Education (afPE). Safe Practice in Physical Education, School Sport and Physical Activity.
4. Get Set 4 PE Curriculum and Assessment Guidance.
5. School Games.
6. Erewash School Sport Partnership guidance.

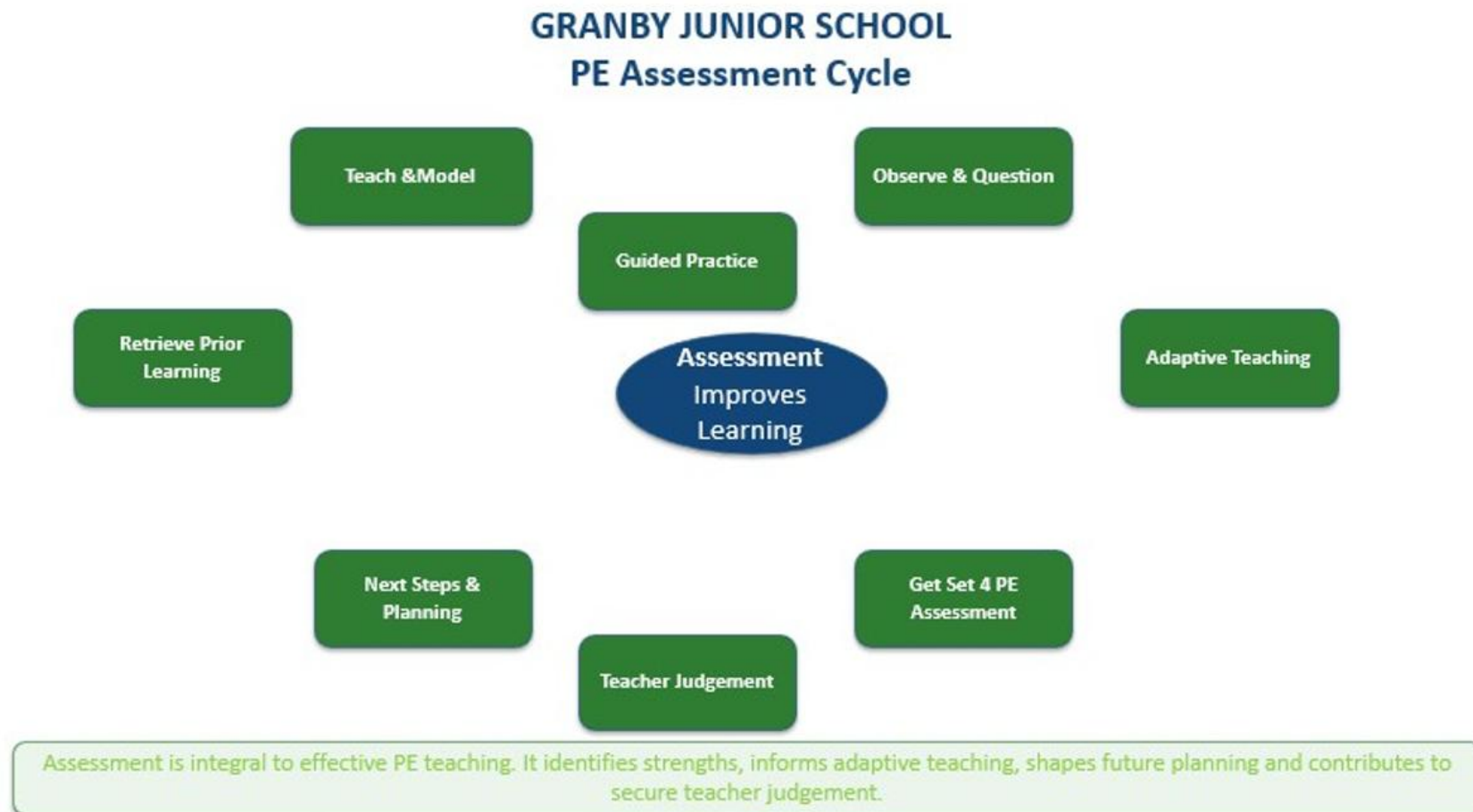
Appendix A –

PE on a Page

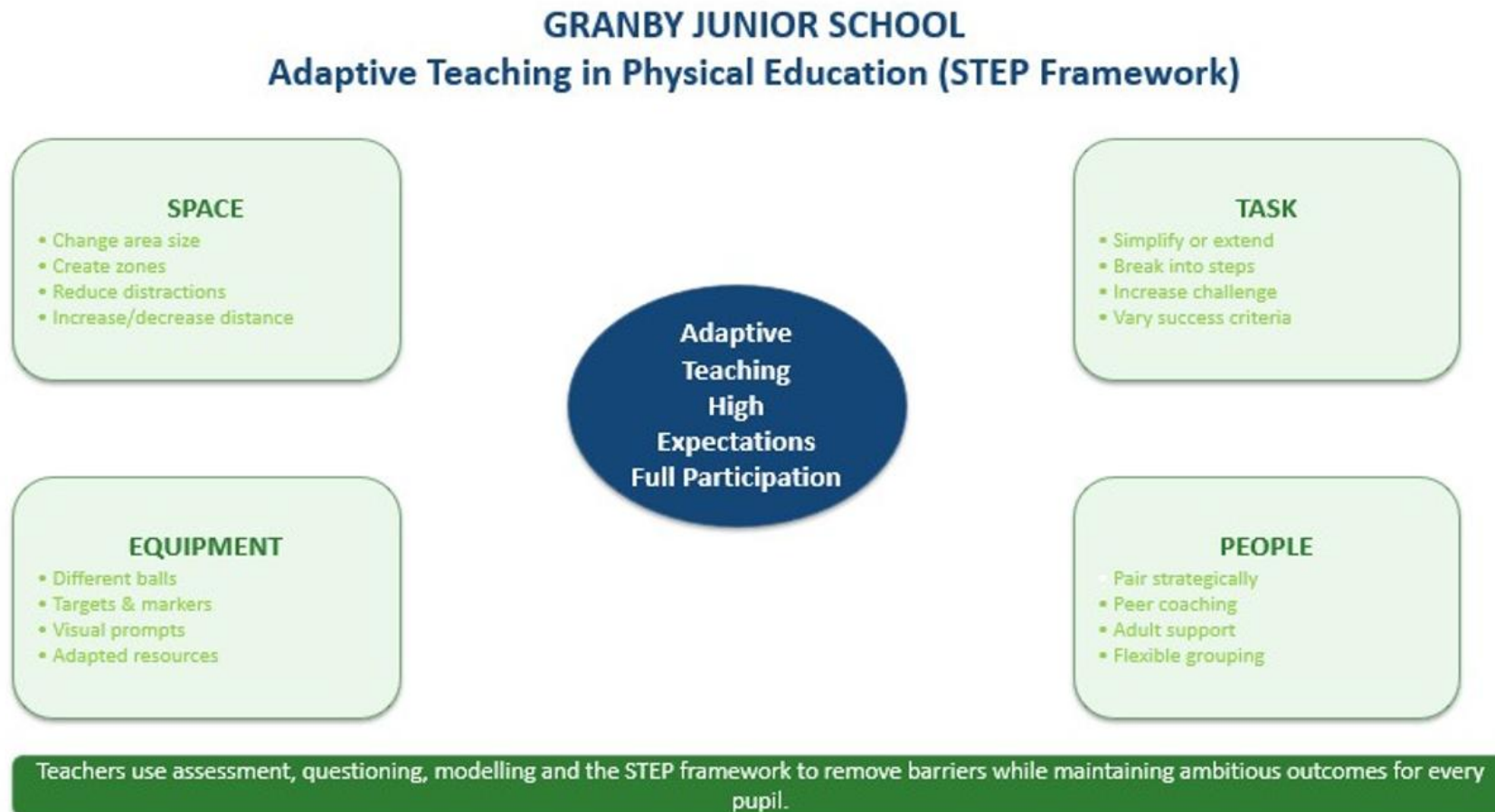
A two-page operational summary for all teaching staff covering:

- Curriculum intent
- Lesson structure
- High-quality teaching
- Adaptive teaching
- Assessment
- Competition
- Healthy lifestyles
- Staff expectations

Assessment Cycle

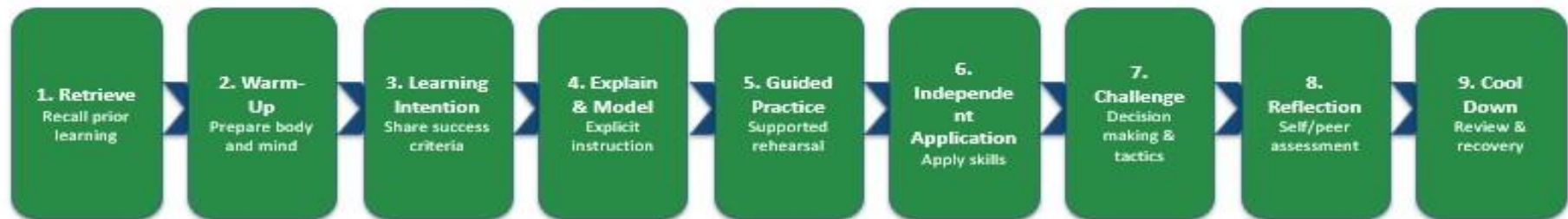


Adaptive Teaching in PE (STEP Framework)



High-Quality PE Lesson Structure

GRANBY JUNIOR SCHOOL High Quality PE Lesson Structure



Throughout every lesson teachers:

Use effective questioning • Model excellent practice • Adapt learning using STEP
Assess continuously using Get Set 4 PE • Develop subject vocabulary • Promote inclusion and high expectations

Staff PE Expectations

GRANBY JUNIOR SCHOOL Staff PE Expectations

Before the Lesson

- ✓ Plan using Get Set 4 PE
- ✓ Check equipment and teaching space
- ✓ Review learning intentions
- ✓ Consider adaptive teaching (STEP)
- ✓ Be aware of medical needs

During the Lesson

- ✓ Retrieve prior learning
- ✓ Model new learning
- ✓ Use effective questioning
- ✓ Assess continuously
- ✓ Adapt teaching as required
- ✓ Promote inclusion
- ✓ Develop subject vocabulary
- ✓ Maintain high expectations

After the Lesson

- ✓ Reflect on pupil progress
- ✓ Record assessment in Get Set 4 PE
- ✓ Identify next steps
- ✓ Celebrate achievement
- ✓ Store equipment safely

Every PE lesson should be safe, inclusive, ambitious and enjoyable, enabling all pupils to develop confidence, competence and a lifelong love of physical activity.

Appendix E

Appendix E