



Physical Education Policy

POLICY STATEMENT

St John's Community Primary School believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. A broad and balanced physical education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils.

Through the selection of suitably differentiated and logically developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential. Pupils will be given the opportunity to make a positive contribution to their learning.

A balance of individual, paired and group activities; co-operative, collaborative and competitive situations aims to cater for the preferences, strengths and needs of every pupil. Such activities, experienced within a range of areas of activity, aim to promote a broad base of movement knowledge, skills and understanding. They are also desirous of developing a pupil's ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.

The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem-solving. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness. This work is closely aligned with the school's policy on Health Education.

Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the whole school's planning for the development of pupils' communication, numeracy, PSHE and ICT skills.

CURRICULUM AIMS

Purpose of study: A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.



Aims

The national curriculum for physical education 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.

The School's aims for Physical Education are:

- To develop skilful use of the body and to become physically competent and confident in a broad range of physical activities.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas so that they can develop competence to excel.
- To improve observation skills and the ability to describe and make simple judgements on their own and others work, using this to improve their performance.
- To develop an understanding of the effects of exercise on the body and to support their health whilst improving their fitness allowing engagement in sustained periods of physically demanding activity.
- To develop the ability to work independently, and communicate with and respond positively towards others.
- To promote an understanding of safe practice, and develop a sense of fairplay, responsibility towards their own and others' safety, respect and well-being.

Link Governor

Our PE and sport Link Governor is Jan Evans.

Our detailed plans are available on our website:

<http://hovetonstjohn.co.uk/governors/school-sports/>

Entitlement:

The school provides all pupils with the full entitlement of two hours high quality Physical Education a week. This is delivered through two lessons of 1 hour duration. Units of work are blocked so that for a set period of time all the lessons are on the same area of activity eg. Seven weeks on gymnastics.

EYFS:

Physical Development (PD) – Statutory Framework (2017)

PD is one of the three crucial areas for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food

In our school these are semi-structured and structured so that there are 3 sessions per week aimed at physical development. Physical education in the EYFS is taught through the strand of physical development. Physical activities are planned and the outside area is utilised. Reception takes part in planned PE sessions by at least January. There is one planned session per week that takes place in the school hall. They use Val Sabin and Real PE schemes of work to support this.

Key Stage 1 (x 2 lessons - 1 hour duration each lesson)

Key Stage 2 (x 2 lessons - 1 hour duration each lesson)

Each class is timetabled so that they can access the hall for the duration of the unit that they are studying for one of the weekly lessons. Other year groups are timetabled to outside activities such as Outdoor and Adventure at this time to facilitate this provision.

Lessons are blocked wherever possible, but swimming provision is dictated by access to swimming facilities.

Lessons are enhanced by the use of qualified coaches from local community clubs. Lessons are enriched by planned access to after-school / lunchtime clubs to allow the pupils to extend their learning and develop towards excelling in sport. This is further enhanced by links to outside sports clubs wherever possible.

Curriculum Planning:

The time-table and scheme of work is centrally planned by the PE subject leader and a HLTA who specialises in PE .

Key Stage 1

The school follows a progressive scheme of work provided by Create Developments Real PE scheme, Val Sabin scheme of work in Gymnastics, Dance and Games at Key Stage 1.

Key Stage 2

The school follows a progressive scheme of work provided by Create Developments Real PE scheme, Val Sabin scheme of work in gymnastics, Slanted Dance scheme of work for dance, County Scheme of Work for OAA and UKCC Run, Jump and Throw programme of study for athletics.

Across all key stages relevant units will be made available to all staff who teach them and they will be expected to annotate these plans and evaluate these units, feeding back to the subject leader. This allows for curriculum review in relation to content, progression, continuity, teaching and learning.

Teachers and staff will also be asked to feedback via a yearly skills audit on their confidence, competence to teach PE to facilitate the planning of staff CPD in line with the national indicator (NI3) associated with the PE and Sport Premium.

Individual lessons should be evaluated to inform planning and ensure differentiation.

At key stage 2, swimming is taught by the Swimming Instructor with support from staff. Information on progress and assessment of attainment is provided by the swimming instructor in consultation with the class teacher.

Contribution of PE to teaching to wider curriculum

English

PE contributes to the development of Speaking and Listening skills by encouraging children to:

- follow instructions
- understand and respond to instructions
- understand the task and terminology used to express it
- act on advice given
- learn from others
- ideas exchanged, team tactics, peer evaluation

Personal, social, health and citizenship education (PSHE)

- Children are taught the benefits of exercise, healthy eating, and how to make informed choices about their lifestyle.
- In PE children are encouraged to work cooperatively across a range of activities and experiences. They learn to respect the views and abilities of others.

Maths

- Children learn to apply maths skills when counting, measuring and timing.
- They are also encouraged to use mathematical terminology for shapes, space and position.

Links to other curriculum subjects are made where meaningful.

Teaching and Learning:

The organisation of PE in the school promotes teaching and learning. Lessons are blocked in units of work to promote greater depth of understanding, developing of skills, contextual application of these skills and the ability to perform reflectively. Children will be presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams. They will learn how to think in different ways to suit the different challenges. They will be given the opportunity to demonstrate their learning, using a range of communication styles, allowing for effective assessment. This assessment will be used to inform planning and promote greater learning.

The structure of the scheme of work will promote teaching and learning as it provides both continuity and progression. These schemes of work specify progression of skills, knowledge and understanding.

Monitoring of Standards of Teaching and Learning:

The PE Subject Leader and PE instructor will conduct sampling of lessons across the year. Using the subject specific exemplification material from Ofsted and the learning nutrition framework from the Real PE scheme, they will look at what they observe and compare that with the exemplification material to ensure standards of teaching and learning and pupil achievement are high.

Where standards are not met a personalised timetable of CPD and support will be put in place along with challenge from the subject lead. The expectation is standards will be met rapidly.

Staff Continued Professional Development (CPD):

All staff should take part in professional development to ensure secure subject knowledge, consistency and awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader or appropriate other through INSET.

All staff who attend any external CPD course must provide feedback/ disseminate the information.

Assessment Recording

Pupils work will be assessed throughout each unit of work using formative and summative assessment methods. Pupils' progress will be monitored by the individual class teacher who will use these methods to support learner lead targets for individual pupils, based on their strengths and areas for development. At the end of each unit an indication of the progress that they have made will be recorded. This will allow an overview of all progress made over that academic year. This will allow a comparison to be made with national expectations.

Pupils in KS2 will also record their achievements through their own Portfolio. Each unit of work from Real PE will allow them to assess their own progress against set criteria based on the learning intentions and expectations of the unit.

Pupils will also use ICT to support, reflect and evaluate their progress to enhance their learning. This should include digital photography/ video and data handling.

Reporting

Assessment is normally carried out by teachers in the course of the normal class activity. Formative assessment and summative assessment methods will be used. These will allow a picture to be built up of the pupil's progress, any areas of strength or weakness. Individuals will be set challenges appropriate to their attainment and will be involved in making judgements on their own progress – suggesting how they need to improve.



Pupils will be given the opportunities to provide evidence of their knowledge, skills and understanding by contextual tasks, performances and questioning. Knowledge and understanding must underpin the skill demonstrated; this is best achieved through contextual tasks and not in isolation. Lessons are not the only place that pupils demonstrate their knowledge, skills and understanding, wherever practicable staff will consider pupil's outside interests eg. Lunch-time or after school clubs, local teams etc.

In accordance with the school's policy parents will receive a written report on all aspects of a pupil's school work during the spring term. This will include PE and should indicate to the parents the range of activities covered and areas of personal strength and weakness. It will also indicate to the parents whether the individual is working in line with, above or below national expectations.

Equipment and Resources:

All resources are recorded on the resources for PE list (available from the PE coordinator). These are regularly reviewed in order to ensure they are appropriate to the range of activities undertaken, pupil ages, abilities and needs of the children in order to enhance learning.

Resources are kept in the store cupboard in the hall and in the outdoor PE shed.

Resources should be counted out and counted in, returned in good condition and working order. The pupils should be encouraged to:

- Look after resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place (staff should oversee)
- Be told of any safety procedures relating to the carrying or handling of resources.

Any damage, breakage or loss of resources should be reported to the PE Coordinator as soon as possible. If any damage to apparatus or equipment is observed, which could cause subsequent injury; it must be isolated from use, and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.

Safe Practice and Risk Management:

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. This school follows the "Safe Practice in Physical Education, Physical Activity and School Sport" (2016) guidance provided by the Association for Physical Education (afPE). A copy of the afPE manual is located in the resources room.

The School employs the P.I.E. model extolled by afPE – 'Prevent, Inform, Educate'. All pupils must be taught how to handle and carry apparatus, resources appropriately. They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.

The hall must be kept in a tidy state and free from hazards. Staff should always conduct a visual risk assessment in the area they are teaching PE to ensure that it is safe to do so (hall, playground and field). Specific guidance on all areas of activities is given by afPE- additional local authority guidance is available on the website. The PE subject leader will provide all staff teaching PE with the appropriate guidance and access to the risk assessments. All staff need to ensure they have read risk assessments for the areas they will be teaching PE in.

Children and Staff teaching PE are expected to change into agreed clothing for PE. Children are required to wear footwear to and from the school hall. This will be removed as necessary depending on planned activity.

NO jewellery is allowed. ALL hair must be tied back off face.

If an incident occurs where a child is injured and there is sufficient cause for concern, a qualified first aider must immediately be contacted. In NO circumstance should a child be moved until a qualified First Aider has been called and assessed the situation.

Differentiation:

Physical education in the school will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils

The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. Some pupils may need specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists, or in exceptional circumstances, with a statement of special educational needs. Any classroom support provided must extend into physical education lessons as appropriate. Teachers and Adults Other Than Teachers (AOTTs) working with the children will be made aware of any pupils who have special educational needs or medical conditions. All staff need to ensure any medication for their children is in the location where PE takes place (inhalers for children on the asthma register and epi pens etc). The SENCO will liaise with all staff to ensure all pupils' needs are met in relation to teaching and learning in PE.

Equal Opportunities and Inclusion:

Every pupil has equal access to national curriculum physical education. Learning experiences are differentiated in such a way as to meet the needs of all pupils.

All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

**Foul Weather:**

In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made. These may include class based activities around the activity, an alternative activity (speed stacking or static challenges) or rescheduling the activity for another day. If the indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning intentions to be achieved.

Loss of Teaching Time / Space:

Whenever it is impossible to teach the planned PE lesson, this should be recorded and teachers should endeavour to revisit the learning as soon as is practical. The school has a policy of spreading activities throughout the curriculum to ensure detailed and sufficient coverage.

Sports Premium

The government provided additional funding to improve provision of physical education and sport in Primary Schools. This funding is ring-fenced so it can only be spent on the development of PE, school sport and opportunities for promoting healthy lifestyles. Primary schools are responsible for the spending of the fund and evidencing the impact this provision has had on pupils and promoting the subject across the school. For further information on this please see the school website: <http://hovetonstjohn.co.uk/governors/school-sports/>

Ratified by Governors on

2018

Chair of Teaching and Learning Committee _____