

HORNSEA BURTON & SKIPSEA PRIMARY SCHOOL FEDERATION

Physical Education Policy

Introduction

Physical education encompasses games, gymnastics, athletics, swimming and dance. It contributes to a pupil's physical and emotional health, development and well-being by providing a broad and balanced stimulating and enjoyable learning experience.

P.E. Vision Statement

At Hornsea Burton and Skipsea Primary Schools, we believe that Physical Education and Sport have a vital role to play in the physical, social, emotional and intellectual development of children. Physical Education and Sport are important in giving children the knowledge, understanding and the tools to make informed choices about healthy living and have a positive impact on their own health and well-being.

The Physical Education curriculum at Hornsea Burton and Skipsea Primary Schools aims to provide for pupils' increasing self-confidence through an ability to manage themselves successfully in a variety of situations. Children will have the opportunity to take part in a wide range of sports and physical activities, carried out in a safe and supportive environment, where effort and hard-work, as well as success, is celebrated and enjoyment and working together is promoted.

Objectives

- To provide a curriculum that satisfies the requirements of the National Curriculum.
- To provide two hours of high quality physical activity per week for all pupils.
- To provide an environment in which pupils enjoy and are committed to P.E. and Sport.

- To ensure pupils understand that physical activity is an important part of a healthy lifestyle, including social and emotional well-being; both in and out of school and now and in the future.
- To provide **all** pupils, irrespective of ability, opportunities to experience and succeed in positive, enjoyable and stimulating P.E. and Sport.
- To provide opportunities within the school (intra) and between schools (inter), for pupils to participate in a range of competitive, creative and challenge-type activities, as individuals and as part of a team.
- To develop competence in the fundamental movement skills and control in gross and fine motor skills.
- To develop stamina, suppleness, strength and agility and the determination and resilience to keep going.
- In lessons, to establish: clear learning objectives and success criteria, opportunities for pupils to demonstrate their knowledge, understanding and competence, challenges to enable pupils to select and use skills with regards to tactics and composition and other opportunities for pupils to communicate, solve problems and make decisions.
- To provide meaningful links to other areas of the curriculum and to national and international agendas.
- To provide an out of school hours' programme of activities which enables pupils to extend and enrich curriculum provision.
- To establish good habits: an awareness of safety and hygiene and being responsible for P.E. equipment.

Curriculum

Long, medium and short term planning embraces the National Curriculum and uses the Chris Quigley Essentials Curriculum plus Val Sabin Schemes of Work to support lesson planning.

The planning and delivery of each unit of work ensures all pupils have the opportunity to:

- Acquire and develop new skills
- Select and apply appropriate skills, tactics and compositional ideas
- Evaluate their own and others' performances in order to improve
- Gain knowledge and understanding of how P.E. and Sport contributes to staying physically, mentally and emotionally healthy

- Experience a range of roles, such as leader, umpire, coach etc

All children participate in two lessons per week.

The Foundation Stage

We teach PE in reception as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage, we relate the PE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children in the Foundation Stage.

The children also have the opportunity to use the sports equipment as well as separate play equipment in EYFS unit during their free play. Various activities are planned and set up for children to select physical development in their self-initiated play. Then during the year they gain confidence and start using the equipment to explore the development of coordination, strength and fitness in a variety of ways.

The children are encouraged to become competent movers, developing their fundamental movement skills in the way they move, balance and handle equipment, both indoors and outdoors.

Bought in Providers and Extra-Curricular

Pupils have opportunities to develop their skills in a range of activity areas. They benefit from P.E. and Sport opportunities provided by Hull Tigers Trust; these include being taught multi-skills sessions each week for children aged 5-7 years old and then for Key Stage 2 children these sessions are developed further by the children being taught the relevant skills linked to different invasion games which lead onto competitions and tournaments which are open to a large number of pupils. From September 2017, Tigers Trust will provide an extra-curricular club which will be accessible to children from Y2-Y6. Other external coaches can also be bought in to provide different P.E. and Sport sessions and/or after-school activities as needed and the children can also go out on visits in order to participate in different activities. Each year, children from Key Stage 2 complete a 10 week swimming program. All children are encouraged to be physically active. A variety of equipment is available for lunchtime activities.

When appropriate, parents and children are sign-posted to local sports clubs and leisure centres.

Information about how each school spends its annual Sports Funding can be found on the relevant school website and a review of expenditure is also completed each year.

Participation and success is celebrated in assemblies.

Teaching, Learning and Planning

Lessons are planned within the context of an enjoyable and evaluative learning environment. The lessons have learning objectives, success criteria, coaching tips, health and safety considerations, resources and ideas for differentiation and assessment. They enable the children to be as active as possible and make suggestions for warm-ups and cool-downs, skill and concept development, drills and games to promote a competitive approach.

Medium Term Plans and Short Term Plans draw on a variety of teaching styles, including visual, auditory and kinaesthetic approaches and challenge pupils to become independent learners, creative thinkers, reflective learners, team workers, self-managers and active participators. It is expected that these plans provide support and progression, however, it is also expected that each teacher would consider the lesson within the context of their class and make the necessary amendments.

Differentiation

Differentiated planning linked to the national curriculum done by the Class teachers is based on the Chris Quigley principals of Basic, Advanced and Deep learning. Flexibility in outcome is also allowed for - encouraging the pupils to compare their own improvements and setting their own targets. As well, the children are taught to consider what they themselves might need to do to simplify or challenge and so initiate their own differentiation.

Equality, Diversity and Accessibility

All pupils will access a broad and balanced P.E. curriculum, which meets the specific needs of individuals, including those who have diverse special educational needs, who are disabled, who have English as an additional language

and who are more able. This will be carried out by effective lesson planning, delivery and assessment and using support staff and appropriate resources.

The contribution of PE to teaching in other curriculum areas

PE can contribute to teaching and learning in all curriculum areas. For example, results from activities are used in data handling (maths) and recount of sporting events can be used in the development of English skills. PE contributes strongly to enhance PSHE (linked to the Primary Edge Resources), SMSC and the development of British Values. Lessons of tolerance, working with others and contributing to the success of others are good examples of how this is used.

Assessment and Recording

P.E. plans set a key indicator which on completing; the pupils are assessed against, either as Basic, Advanced or Deep. However, a section in the Short Term Planning outlines how the teacher can assess during each lesson, which maybe via what to observe, questions to ask or suggesting videoing the children's work. This also enables the children to self-assess. Notes can be recorded on the lesson plans, informing the following week's planning. Every teacher makes an annual assessment of every child - at, above or below age related national expectations- and this is used to inform parents and the child's next teacher. The teacher may also make specific reference regarding attainment or progression in the general comments to parents.

Health and Safety

The safe use of equipment is encouraged at all times, and the children are taught to move and store equipment in a safe manner. The handling of the large apparatus is always carried out under the close supervision of an adult. Each teacher is responsible for the checking of equipment before use. Teachers are also responsible for the safe use of equipment and must assess risk of use. This would include safe distribution and layout of equipment as well as checking the individual integrity of each apparatus/equipment.

PE kits

All children must change into appropriate clothing before PE activities.

Indoor activities: shorts, white t-shirt, bare feet.

Outdoor activities:

Winter - tracksuit bottoms, white t-shirt, trainers

Summer - shorts, white t-shirt, trainers.

No jewellery should be worn and long hair tied back.

Resources

Resources are stored in the PE cupboard in the hall.

Roles and responsibilities

The Head will:

- . Work alongside the PE Coordinator and Governing Body to monitor and evaluate the impact of the Sports Funding expenditure
- . Set high expectations and monitor teaching and progress
- . Determine ways in which PE can support, enrich and extend the curriculum
- . Ensure a whole school approach, keeping parents, governors and support staff well informed.
- . Support the PE co-ordinator and other teachers

The Governors will:

- . Be well informed through the leadership of the Headteacher and the PE coordinator
- . Support the staff in implementing the school's policy for PE
- . Help monitor and review progress on the PE action plan
- . Monitor and review the impact of Sports Funding expenditure alongside the Head and PE Coordinator

The PE co-ordinator will:

- . Support colleagues in planning, teaching and assessment
- . Provide expertise and advice on the use of resources

- . Write, monitor and review progress on the PE action plan
- . Will act as a point of contact between the school and appropriate outside visitors/coaches and liaise with Hull Tigers Trust coaches and other bought in Professionals and coaches
- . Work alongside the Head teacher to monitor and evaluate teaching and progress
- . Coordinate the evaluation and review of the school's PE policy
- . Work alongside the Head teacher and Governing Body to monitor and evaluate the impact of the Sports Funding expenditure
- . Manage the provision and deployment of resources

Teachers will:

- . Use the Chris Quigley Essentials Curriculum (which is linked to the new National Curriculum) to aid short term planning
- . Share clear learning objectives and success criteria with the children
- . Use a range of teaching styles
- . Plan activities that allow for different levels of achievement by pupils
- . Use the learning outcomes at the end of each unit as an aid to record and monitor pupil progress.
- . Record pupil progress on end of year assessment grids to show their current level (in conjunction with the Tigers Trust coaches).
- . Inform Parents/Carers of their child's progress through annual reports

Support staff will

- . Be included in staff training for PE where appropriate
- . Have a clear understanding of the PE skills to be developed
- . Share the learning objectives and success criteria for the lesson and know the key vocabulary to be developed

Parents will:

- . Be encouraged to develop positive attitudes to PE
- . Be given opportunities to view pupils work
- . Be informed of their child's progress through annual reports
- . Be given opportunities to attend any PE Celebration lessons or Cluster Sports Competitions at the end of a taught unit led by coaches, if appropriate.

Monitoring

The PE Coordinator is responsible for the continued monitoring and assessment of lessons, purchasing and organising resources, and keeping up-to-date with local and national initiatives.

This policy has been reviewed and updated Summer term 2017. It will be reviewed at least every 2 years.