

Policy: Physical Activity	Grazeley Parochial C of E (Aided) Primary School 	Reviewed: Nov 2018
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Review cycle:	24 months
Next review due:	Nov 2020

1 Policy: Physical Activity

2 Vision Statement and Rationale

Our school recognises the contribution that high quality PE, a healthy lifestyle and sporting opportunities can make to each and every child in terms of their overall confidence and development. By increasing the quality and quantity of PE provision and extra-curricular activities, including competitive sport, children will develop physically, socially and mentally, thereby enhancing their attainment on many levels.

At Grazeley Primary School, our physical activities programme aims to ensure that all pupils have the opportunity to develop their fundamental skills and competence in a wide range of physical activities, preparing them and enabling them to remain active beyond their school years.

Activities include a diverse range of team games including invasion, ball, net and outdoor adventure activities to promote and build both physical and social skills and an awareness of leadership, sportsmanship and tactical thinking.

Athletics, swimming and water safety further develop stamina, agility, body awareness and are another opportunity to compete and improve against oneself as well as others.

Finally, dance and gymnastics activities further enhance posture, strength agility, balance and coordination, thereby promoting an understanding of physical processes and how to review and improve performance both individually and as a group.

Essentially, PE promotes an understanding of the body in action. It involves thinking, selecting and applying skills, whilst promoting positive attitudes towards a healthy lifestyle. It involves cooperative activities in a range of increasingly challenging situations, preparing and enabling children to make informed choices about their own physical activity while supporting a legacy of lifetime knowledge.

3 Aims

We aim to increase the activity level of the whole school through providing a supportive environment conducive to the promotion of physical activity. We utilise our Sports Funding to improve the teaching and learning opportunities, increasing engagement in sport for all as well as encouraging individual talented children to excel.

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This will be achieved by:

- Teaching a diverse range of activities where everyone has an opportunity to excel.
- Providing additional opportunities where individual children have particular gifts or talents.
- Providing a range of extra-curricular activities and after-school clubs which appeal to a wide audience.
- Offering opportunities for children to take part in competitions within school, against other schools and as part of extra-curricular activities.
- Offering both formal and informal physical activity at break times and lunchtimes through the provision of equipment and resources to support a healthy and active lifestyle. Also Providing children with regular opportunities or movement breaks such as flash mob routines and the 'daily mile' and incorporating physical movement in the classroom learning when appropriate.
- Training Year 6 Sports Leaders to support younger children to engage in sports and games at lunchtime, thereby further embedding the values of leadership, fairness and respect.
- Providing continual professional development opportunities through specialist coaching, to support a legacy of knowledge amongst teachers within the school.
- Providing an increasing variety of electronic resources to support the planning of well structured, imaginative, dynamic and progressive lessons across a broad number of activities which also support the wider curriculum..

4 Teaching and learning style

4.1 We use a variety of teaching and learning styles in PE lessons. Whilst our principal aim is to develop confidence and competence in a broad range of physical activities, we continue to strive to increase the children's knowledge and understanding in terms of leading healthy and active lives. Teaching involves a mixture of whole-class, group and individual activities. Fundamental skills are taught as a foundation for developing the skills of more specific disciplines. Teachers encourage children to demonstrate, review and revise their own work in addition to their peers. Within lessons, children are given the

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opportunity to collaborate and to compete against each other or themselves over a wide range of activities.

4.2 We recognise that all children have different ranges of physical ability, so teachers ensure that all children are able to excel by providing a variety of opportunities to challenge each child. We achieve this through a range of strategies:

- TASKS - provide a range of tasks with differing degrees of difficulty
- RESOURCES – use a variety of equipment to make activities more/less challenging
- RESPONSE – allow pupils to work at a different pace
- SUPPORT – provide additional support where appropriate
- GROUP STRUCTURE – organise groups as appropriate and according to the activity
- MODIFY – change activities and equipment according to the needs of the pupils
- TARGETS – set children a range of targets and encourage them to compete against themselves

5 PE curriculum planning

PE is a foundation subject in the National Curriculum. In Key Stage 1 we teach dance using a variety of simple movement patterns and incorporating the topics we are teaching within the wider curriculum. We further develop the children's agility, balance and coordination through activities such as gymnastics and athletics. We teach the children to master the basic fundamental movements of running, jumping, throwing and catching and apply these skills in a range of activities and team games where they begin to learn the simple tactics of attacking and defending.

In Key Stage 2, the children continue to develop and apply these skills taught in Key Stage 1; learning how to use them more broadly and linking them to make actions or sequences of movements within specific sporting activities. Children learn how to communicate effectively, collaborate and compete with each other. Children are taught how to evaluate their skills and recognise their own success.

In Key Stage 2, the athletic skills of running, jumping, throwing and catching are developed and taught in isolation and in combination. Children play competitive games such as basketball, cricket, football, tag rugby, hockey, netball, rounders and tennis, applying basic attacking and defending tactic.

Children develop their flexibility, strength, technique, control and balance through athletics, gymnastics and dance and are encouraged to develop their thinking and team skills through the participation of outdoor and adventurous activity challenges.

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Children also have the opportunity to attend a residential trip in Oak Class where they enjoy a range of these activities.

Additionally, the school aims to teach all children to swim competently, confidently and proficiently over a distance of at least 25 metres. A range of strokes are taught alongside basic water safety and self-rescue activities.

6 The Foundation Stage

We encourage the physical development of our children in Chestnut Class as an integral part of their work. We encourage the children to develop confidence, control of the way they move, and care in the handling of tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills; such as core, gross and fine motor skills.

7 Extra Curricular Activities

We offer a wide range of extra-curricular sporting activities for children in all age groups. We actively encourage children to take part in extra-curricular sport by utilising Sports Funding to subsidise all sporting activities and providing free clubs where possible. A variety of clubs are held during the lunchtime break and after school.

8 Clothing

- All clothing must be in keeping with the school uniform policy and children will receive a letter home if they forget to bring their PE kit.

9 Equal Opportunities (See The Equal Opportunities Policy)

All pupils in this school, including those with special needs, are entitled to a comprehensive programme of physical activity which:-

- Fulfils the statutory National Curriculum requirements.
- Takes into account their individual needs and interest.
- Provides them with opportunities to pursue activity beyond school.

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10 Health and Safety

(See risk assessments relating to PE/games, Weather Policy, Health and Safety Policy) the following steps must be taken to ensure the safety of pupils participating in physical activity.

- Regular risk assessments are carried out to minimise the risks associated with PE and games.
- Staff and pupils should know and understand the procedures and information to minimise the risks associated with the activities being taught.
- Staff teaching PE and games receive appropriate training and have a working knowledge and understanding of their liabilities and legal responsibilities relating to health and safety procedures and duty of care.
- Be familiar with the 'Safe Practice in PE 'document.
- Annual/Termly checks are carried out to ensure the safety of PE and Games equipment (including the adventure playground).
- Be knowledgeable concerning particular medical conditions that may be affected by exercise – plan and adapt lessons to minimise the risks for these pupils.
- Be able to assess the impact/ safety of specific exercises or activities

In addition staff must ensure:-

- All pupils with foot infections wear plimsolls or a swim sock.
- Parents/guardians have written a letter asking permission for a child to be excused from PE or games if the child is suffering from a medical condition that would prevent them from taking part in a lesson.
- During hot weather sun hats are worn and pupils take a water bottle to the lesson.
- During sustained high temperatures of over 30°C, PE lessons should take place during the cooler times of the day.
- All jewellery and watches are removed.(If not possible be covered in the case of earrings).
- Basic rules regarding behaviour in activities are adhered to (according to the staff members plans).
- The staff member is aware of any pupil with a medical condition and knows where any medication is kept if required.
- All lessons begin with a warm up and end with a cool down.
- Staff are suitably first aid trained.

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- Appropriate numbers of staff and support staff are present for each activity.
- Staff should be appropriately clothed for leading a Physical Education lesson.

11 **Assessment**

Monitoring/assessing pupil's ability and improvement will include:-

- Assessment criteria in lesson plans.
- Teacher observation of pupil performance in lessons considering:
 1. Physical skills specific to activities
 2. Behavioural, social and emotional and co-operational skills including cooperation, competitive character and sportsmanship.
 3. Thinking skills eg: decision making, confidence and understanding
- Pupils responses to specific tasks/ questions
- Question pupils to find out what they did/did not enjoy.
- Involve pupils in the assessment of themselves and others.
- Consider pupil involvement in out-of-hours learning activities and other physical activity opportunities.

11.1 **To pupils:**

- Highlighting objectives at the start of lessons and reinforcing these throughout, then providing feedback on how well these have been achieved at the end of the lesson.
- Setting pupils targets and telling them how well they have met these.
- Giving children verbal feedback so that they know how they are they are progressing.
- Celebrate through the awarding of certificates for achievement in different activities, focusing on effort, skill, participation and support.
- Celebrating pupils' successes via assemblies, newsletters and a PE board

11.2 **To parents:**

- Including a PE section on the end-of year school report
- Including targets for children identified as talented in PE on their Parent Consultation Sheet and discussing progress against these.

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- Inviting parents to sports day and inter school matches and tournaments and cluster events, where they can see their children taking part in physical activity.

12 Other agencies:

- Providing regular/annual assessments for pupil reports.
- Arranging transfer meetings with other schools and providing relevant documents (See Off Site Activities policy).
- Informing colleagues of successes and progress through cluster group meetings.
- Introducing pupils to local clubs through competitive events.
- Informing the local press of physical activity and sporting successes.

13 Monitoring and Evaluation

This policy will be monitored and its effectiveness evaluated through staff discussion. The PE Subject Leader and School Business Manager will report annually on the use of the Sports Premium Grant and this will be published on the school website. Outside agencies will be consulted where appropriate. The policy will be reviewed biennially.