

Forest Academy
§
Elveden C of E
Primary Academy



*Physical Education
Policy*

Date Completed: 14th May 2018

Completed by: Z Maguire

Review Date: April 2021

Ethos and Purpose

We believe in giving all pupils, irrespective of their academic and physical ability, the opportunity to discover and develop their physical potential through a balanced and developmental programme of activities, which are to be conducted in a safe, supportive and challenging environment. Our ethos is to support children to become the best they can; we do so in the belief that physical education is a vital component in the development of children's physical and emotional health and wellbeing. This includes qualities such as enjoyment, tolerance, co-operation and the development of expertise to build a foundation and inspire lifelong participation and love for physical activity.

The policy aims to provide guidance on the teaching of physical education across the schools. It should be used in conjunction with the 2014 National Curriculum for Physical Education and the Cambridge PE Schemes of Work for each sport to be found in the PE cupboard and on the staff share system (these resources include rules, set up and recommended activities to ensure progression to a high standard).

The policy will:

- Provide a corporate statement of purpose for the schools, setting out the high expectations to be modelled by all members of staff teaching physical education.
- Ensure that each pupil's entitlement to physical is realised.
- Provide a clear basis from which to plan programmes of work.
- Make clear expectations for the safe delivery of physical education.
- Provide a source of reference for visitors to the school.

Aims and Objectives

- Engaging all pupils in regular physical activity is paramount to our policy- as the Chief Medical Officer Guidelines recommend that all children should engage in at least 60 minutes of physical activity a day, 30 minutes of which should be in school. Our ethos is that Physical Education should play a part in the whole education of the child. It makes a significant contribution to pupil's self-esteem and interpersonal skills. Physical Education involves pupils in a continual process of planning, performing and evaluating so that they can perform with increasing competence and confidence in a range of physical activities. These activities are in line with the 2014 national curriculum, which include: gymnastics, dance, games, swimming and water safety. Physical education should promote an understanding of their bodies in action. It should build upon foundations laid in the early years to develop competent movers and build positive attitudes towards a healthy lifestyle, which will allow children to make informed choices about physical activity. Competition is encouraged at all levels. Children compete against each other, for it is recognised that all children should be given the opportunity to be challenged, to succeed and have their personal bests acknowledged.

Teaching and Implementation

In line with the National Curriculum (2014) we believe that Physical Education should provide opportunities for all to:

Key Stage1:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns and becoming aware of rhythm

Key stage 2:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply tactical principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance [for example, through athletics, gymnastics and Fundamental skills (Real PE)].
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming:

- Swim competently, confidently and proficiently over a distance of at least 25 meters.
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- Perform safe self-rescue in different water-based situations.

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual /group activities. Teachers draw attention to good examples of individual and group performance as models for the other children. A variety of "models" are to be used to ensure the same aren't always selected; this can even be the teacher. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources. Teachers should aim to make competition more competitive, narrowing the gap between more and less able pupils, e.g. handicaps etc.

The class teacher is expected to:

- Prepare fully for all aspects of the lesson, including retrieving equipment from the cupboard.
- Adhere to school policies and guidelines.
- Help develop the agreed scheme of work and follow the agreed long and medium-term plans for physical education; teaching one lesson a week as a sport and the other developing skills through Real PE.
- Have due regard for safe practice and procedures to follow by reading the relevant sections of the 'safe practice' document.
- Attempt to achieve the highest standards of achievement and quality of learning.
- Be suitably dressed with appropriate footwear and ensure hair is tied up.
- Monitor progress and assess in accordance with the school assessment policy, delivering assessments to the subject leader in accordance with the assessment overview.

Good and Outstanding lessons should contain the following elements:

- **Active:** lessons should be **active for at least 80% of the lesson** and should aspire to higher

than this.

- **Model:** Teachers should be wearing the appropriate kit, demonstrating enthusiasm and demonstrate a positive attitude to exercise.
- **Purpose:** Lessons should have clear objectives and defined learning outcomes, which should be explained to the pupils at the beginning of the lesson and revisited throughout.
- **Progression:** Pupils capabilities should be developed with increasing demand made on physical and mental processes. Building on previous learning is essential and so to be working to achieve successful outcomes through repetition, application and refinement of skills.
- **Pace:** High levels of activity, avoiding children sat doing nothing, having clear expectations for high work rate. The physiological benefits of exercise should be explained and understood and their association with health emphasized. All children should understand how their body reacts to exercise and why it is important.
- **Coherence:** All teachers should reinforce previous understanding and establish links between curricular experiences.
- **Challenge:** High Expectations will be set for individual and group achievements. Pupils extended both physically and intellectually through interesting and competitive tasks.
- **Differentiation:** Will be achieved through using equipment appropriate to their ability and confidence, ensuring safe progression. Activities will challenge and extend, whilst also ensuring confidence and chance to succeed for all.
- **Pupil's responsibility:** children should be encouraged to set up and tidy away equipment, construct their own warm ups, exercises, practices and devise their own games with scoring systems. They will be aware of what they wish to achieve and how they can through training, practice and producing quality performances.
- **Feedback:** Teachers will provide constructive feedback and the opportunity for children to reflect on their learning through key questions to ensure children make significant gains.
- **Coaches:** When a coach has been funded through the sports grant, teachers are to work alongside the professional, providing behaviour management support, learning the rules and necessary skills for that sport and eventually working in partnership to ensure sustainable allocation of the sport grant. Teachers are to record notes on the teaching observed by the professional, submitting these to the PE coordinator to be stored for future reference.

Curriculum Time

Early Years Foundation Stage: Nursery 1x45, Year R 1x45 minutes, but due to the EYFS curriculum including Physical Development, it is provided for everyday in continuous provision with equipment specifically bought for this purpose through the sports grant.

KS1 and KS2 2x1hour – 2 hours per week.

We encourage the physical development of our children in the early years as a prime area for their development. We relate the physical development of the children to the objectives set out in EYFS curriculum, which underpin the planning for the curriculum planning for children aged three to five years of age. We teach dance, games, gymnastics and athletics at KS1 and 2, as well as swimming and water safety in KS2. KS2 children swim weekly for 30 minutes for one term each year at Thetford Leisure Centre Swimming Pool. The children receive swimming badges and certificates for

their achievements.

The school uses a modular approach to timetabling PE units. An overview for both schools and all age phases can be found in the PE subject leader's folder and is given to key stage leaders. The use of the hall and outdoor areas are timetabled and this is shown in the staff room.

The school follows the Cambridge scheme of work for PE, as outlined by the national curriculum, which is tailored to meet the requirements of the FHSSP tournaments; this is supplemented by supporting materials from courses, coaches and schemes of work for each sport (all of which are kept in the PE cupboard).

Equal Opportunities

All children are provided with equal opportunities to participate in a curriculum in which there are no barriers to access based on race, sex, culture or ability.

Special Educational Needs

Wherever practical, provision will be made for children with special educational needs where it affects their performance in PE, and work in PE will take into account the targets set for individual children in the Individual Support Plans (ISPs). It is important to concentrate on children's abilities and needs, not their disabilities. The aim is to improve their movement skills and helps to change feelings of disaffection, under-achievement and low self-esteem. In some cases, it may not be practical to provide sufficient physical activities within school, so the SEND Coordinator, in liaison with the PE Coordinator, will contact appropriate agencies to make additional arrangements for these pupils.

Gifted and Talented

We believe in creating opportunities and experiences to extend and develop our gifted and talented PE pupils. A register is collected and activities, coaching and contacts are given to these pupils to extend and develop their talents further.

Cross Curricular Links

PE contributes to a variety of other areas of the curriculum including:

- Literacy- Encouraging children to describe what they have done and to discuss how they might improve their performance through key questions.
- Mathematics -measuring, distance, time and counting.
- Computing- through the use of cameras, recording through photographs and playing back video footage.
- PSHE – benefits of exercise and healthy eating and how to make informed choices.
- Science – movement and physical development of the body in action.

Differentiation

Physical Education is an entitlement for all, so programmes are planned and implemented to enable learning for each individual to progress at the optimum rate, as in all classes there are children of differing physical ability.

This can include:

- Different grouping or equipment within the class.
- Tasks, skills and drills which allow a different range of outcomes.
- Various levels of support by the teacher or peers.
- A range of different tasks [for example, Real PE FUNS cards].
- Having available a range of different resources.
- Ensuring resources used are appropriate for ability and confidence level.

Assessment

The class teacher carries out assessment as they observe children working during lessons. The 2014 national curriculum clearly states the expectations of a child based on age phase and children will be assessed as having acquired the skills or not. Records are kept and annual reports sent home. The PE subject leader keeps photographic and written evidence of children's work (in PE subject leader's folder). This demonstrates whether children are making progress appropriate to their age. This information is collected and used to advise of strengths and weaknesses, which in turn are to be fed into action plans and schemes of work.

Continuity and progression

Continuity is achieved through coherent planning across each key stage, communication between teachers within parallel classes and across key stages, monitoring of lessons and planning by the subject leader and use of record keeping and documentation. The monitoring of standards in the delivery of PE and the quality of children's work is the responsibility of the PE Coordinator. It is also the responsibility of the PE Coordinator to induct and support new staff in the safe running of a PE lesson and ensure they have the appropriate kit to wear.

The PE Coordinator provides the head teachers with an annual action plan, which includes the planned allocation of the sports grant, which is continually evaluated and updated throughout the academic year.

Non-Participant

If, for any reason, a pupil is unable to take a practical role in the lesson, he/she should provide a note of explanation signed by the parent/carer. The child should still accompany the class for the PE lesson in the role of coach/referee/equipment monitor, so that they may still learn through observation and in helping others. If it is unsuitable for them to join, alternate arrangements will be made with a partner class, a child should never be left behind in the classroom unsupervised.

Children without a PE kit will simply need to borrow a spare kit, which each class should have in their cupboards. Where spare kit is unavailable, children should make suitable alterations to their uniform. i.e remove school ties in KS2.

Clothing, footwear and jewellery

It is essential that this is consistent throughout the school to maintain high standards and reinforce behavioural expectations. P.E kits should be brought into school on a Monday and taken home on Friday, if they need washing. P.E kits should consist of the following:

For indoors: Plain white t-shirt, black shorts and plimsolls /trainers

For outdoors: Trainers, plain white shirt, jumper and tracksuit bottoms/shorts

Additional winter: Plastic studded boots, gripping gloves, hat, thermal, Outdoor school P.E jacket (Elveden).

Children **may not** wear scarves or hooded tops to ensure safety.

No jewellery may be worn during PE. In the event that studs cannot be removed, these are to be covered with tape. Teachers are not to remove the tape once applied.

Health and Safety

Each lesson should begin with a check of the children's kit, the boundaries and procedures established to ensure a safe PE lesson. As they progress through the curriculum they should develop their own ability to risk assess.

Teachers must ensure that asthma pumps are brought to the lesson if required.

The wearing of glasses is dependent on advice from parents and opticians.

Headbands that have teeth may not be worn and long hair must be tied back.

First aid kit equipment is available throughout the school and staff are trained in what to do and will follow the school's first aid policy.

Miss Lancaster holds medical records and each class teacher has a copy of these (Forest).

Mrs Mathers holds medical records and each class teacher has a copy of these (Elveden).

Regular checks are made on all equipment and an independent safety officer, who carries out all repairs, makes an annual check. The coordinator should make frequent visual checks for wear and tear and all staff are responsible for reporting any items that are damaged or missing.

Extracurricular activities

The school provides a range of PE-related extra curricular at the end of the school day. These are run by both staff and hired coaches and allow for 50 % participation by girls and boys, except for in the instance of a single sex team e.g. UKS2 football. Clubs aim to both further the opportunities of gifted and talented and encourage any child who wishes to participate. These opportunities foster a sense of team spirit and co-operation amongst our children, as well contributing to the wider enjoyment of school.

Partnerships

The partnership between Elveden and Forest strives to be a strong one with the sharing of expertise, equipment and extracurricular activities across both schools. This is ultimately realised in the progress of the children and opportunities to showcase this in inter-academy tournaments.

Both Forest and Elveden are members of the Forest Heath School Sports Partnership as led by the excellent Forest Heath School Sports coordinator. This enables us to access a calendar of tournaments, staff training and shared equipment. Being an active member requires attendance to termly meetings held at schools across the partnership and completion of central entry forms for tournaments and special events by the PE coordinator.

Successes of school teams within FHSSP tournaments will also open the way for competition at

county level, as enjoyed by previous teams such as Athletics, Gymnastics, Rounders, Swimming and Orienteering.

Resources

Resources are available across both schools and have been heavily invested in thanks to the sports grant.

At Forest all indoor equipment can be found stored, boxed and clearly labeled in the PE cupboard. It is the responsibility of the member of staff who used the equipment to ensure it is returned correct and in order. It is the responsibility of the PE coordinator to monitor this, perform audits and make arrangements for the repair or replacement of damaged or missing equipment. The same applies to the outdoor PE equipment stored in the shed only to be accessed by adults and locked of a night. The hall contains a range of apparatus and it is expected that children help in the set up and put away as part of their work. By doing so they learn to handle equipment safely and spot when it is unsafe to use the apparatus.

At Elveden all indoor equipment can be found stored, boxed and clearly labeled in the PE cupboard. It is the responsibility of the member of staff who used the equipment to ensure it is returned correct and in order. It is the responsibility of the PE coordinator to monitor this, perform audits and make arrangements for the repair or replacement of damaged or missing equipment. The same applies to the outdoor PE equipment stored in the shed only to be accessed by adults and locked of a night. The hall contains a range of apparatus and it is expected that children help in the set up and put away as part of their work. By doing so they learn to handle equipment safely and spot when it is unsafe to use the apparatus.

At Elveden The children use the school field and the adjacent cricket field (Elveden Estate have granted permission) for games to take place on there, which is to be monitored for health and safety by the PE Coordinator and any issues reported to the caretaker.

Review

This policy will be reviewed as necessary and amendments made by the PE Coordinator in consultation with the Senior Leadership Team at Forest and Elveden Academy.

Amended April 2018 by J Baxter (PE Coordinator @ Forest)

Amended May 2018 by Z Maguire (PE Coordinator @ Elveden)