



Queen's Hill Primary & Nursery School

Physical Education Policy 2017

Physical Education Policy

POLICY STATEMENT AND CURRICULAR AIMS

The 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 achieve and enjoy through PE. 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.

Aims:

The School's aims for Physical Education are:

To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency

To develop an increasing ability to select, link and apply skills, tactics and compositional ideas ***[selecting and applying]***.

To improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance ***[improving and evaluating]***.

To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising, and the need to sustain this throughout life ***[knowledge and understanding of fitness and health]***.

To develop the ability to work independently, and communicate with and respond positively towards others whilst making a positive contribution to their own and others learning ***[working alone and with others]***.

To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being ***[applying safety principles]***.

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 approximately 1 hour duration. Additional Physical Education time is made up from Wake and Shake and Brain Gym activities as well as continuous provision in Reception and KS1. 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 using Val Sabin Lesson Plans in conjunction with the REAL PE scheme from Create Education.

EYFS:

Physical Education in the EYFS is taught through the strand of Physical Development. Physical activities are planned and the outside area is utilised. When Reception does Gymnastics they must follow REAL PE and Val Sabin Lesson plans and **must only use equipment suitable for their age**. This is detailed in the Appendix and also identified in the PE cupboard using photographs.

Key Stage 1

(x 2 lessons - 1 hour duration each lesson)

Key Stage 2

(x 2 lessons - 1 hour duration each lesson)

We endeavour to ensure that each class is timetabled so that they can access the hall / dance studio for the duration of the unit that they are studying.

Curriculum Planning:

Where appropriate PE is organised in themes to promote greater cross-curricular planning, teaching and learning.

The school follows the progressive schemes of work provided by the REAL PE scheme and the Val Sabin scheme of work in Gymnastics, Dance, Athletics and Games at Key Stages 1 and 2. Relevant units will be made available to all staff who teach them and they will be expected to annotate plans, evaluate these units and feed back to the subject leader. This allows for curriculum review in relation to content, progression, continuity, teaching and learning.

Individual lessons should be evaluated to inform planning and ensure differentiation. These units deliver the national curriculum for physical education.

At key stage 2, swimming is taught by the Swimming Instructor (UEA) with support from the staff. Information on progress, assessment of attainment is provided by this person in consultation with the lead TA.

A specialist PE teacher will deliver some of the PE for each Key Stage but it is important to keep alternating the schemes of work so that teachers teach REAL PE and Val Sabin games units during the year.

Outdoor and Adventurous Activities (which are linked to the Summer Residential) and Athletic Activities are taught using the Val Sabin Units of work.

Teachers must ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas and fitness and health.

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. Pupils spend sufficient time on each area of activity as to secure the learning and enough depth to secure their understanding. This is approximately 8 - 12 hours per unit of work in line with guidance from Norfolk County Council.

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 of demonstrating 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. This scheme of work specifies progression of skills, knowledge and understanding.

Assessment and Recording:

Pupils' work will be assessed throughout each unit of work using formative, summative, peer and self-assessment methods from the REAL PE scheme.

Pupils' progress will be monitored and recorded by the individual class teacher to set realistic targets for the individual pupil, based on their strengths and weaknesses and in line with national guidance and expectations. At the end of each unit an indication of whether children are working below, at or above age related expectations will be recorded - this is reflected as having achieved the expectation, gone beyond it or working towards it.

Each unit of work from REAL PE scheme will allow the children to assess their own progress against set criteria based on the learning intentions and expectations of the unit. This is achieved using the Pupil Self-assessment sheets.

Pupils will also use ICT where appropriate to record their achievements and to enhance learning. This should include digital photography/ video and data handling.

Equipment and Resources:

All resources are recorded on the resources for PE list (available from the PE coordinator). These are regularly reviewed (annually) in order to ensure they are appropriate to the range of ages, abilities and needs of the children in order to enhance learning. A budget is available for PE and it is a focus subject every 3 years.

Resources are kept in the store cupboard in the hall. Resources should be counted out and counted in, returned in good condition and working order. **It is everyone's responsibility to ensure the cupboard is kept orderly and safe. This ensures safe practise and that equipment is kept in good 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.
- **Staff should teach children how to carry, move and lift equipment safely.**

- **There should be progression in the expectations of what children are expected to 'set up' and move. KS1 only moving mats and benches. KS2 moving mats, benches and frames.**

Any damage, breakage or loss of resources should be reported to the PE Coordinator and site manager as soon as possible. Any damage observed done to a piece of apparatus which could cause subsequent injury 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.

Teaching books and resources for teachers are located in the hall cupboard. The PD team (Mr Roughsedge and Mrs Pomfret) also have various CPD resources.

Safe Practice:

All teachers should make read the health and safety arrangements for the areas of activity that they are teaching. This school follows the "Safe Practice in Physical Education and School Sport -2016"
A copy of this is kept in the PE cupboard and **is a must read for staff teaching PE.**

All health and safety guidance is taken from "Safe Practice in Physical Education and School Sport -2016" including jewellery, clothing and changing procedures.

In addition to all pupils being taught how to handle and carry apparatus, resources appropriately, they should also 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, Muga).

Staff who lack confidence in teaching areas of activities will be supported by access to INSET training either in school or on appropriate courses delivered by approved County staff. Staff should alert the Head Teacher or PD leader if they feel they have training needs.

Gymnastics and apparatus

The apparatus that children use should be progressive. The equipment should be set up in line with Val Sabin lesson plans. Staff must only use equipment appropriate for the age of the children. This is listed in the PE cupboard using photographs and also as an Appendix to this policy.

The ropes and ladder is only appropriate for KS2 upwards.

The wall apparatus can be used by children in Reception to Yr 6 but children must be taught the boundaries. This is signalled by tape for guidance and labels and photographs in the PE cupboard and as an appendix to this policy.

Mats

Mats should always be stored flat. Defects should be reported to the site manager and PD leader. The mats are to be used for floor work and signalling where to exit the apparatus. The equipment should be set up to allow movement so that there is no queuing. The mats are not crash mats and should not be used as a method to cushion a fall. This encourages children to take unnecessary risks.

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. The SENCo will liaise with all staff to ensure all pupils needs are met in relation to teaching and learning in PE.

All staff need to ensure that they have read the risk assessment for areas where PE is taught.

All staff need to ensure that any medication for their children is in the location where PE takes place (Inhalers / epi-pens etc).

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. The school will take care to ensure potential barriers to any group, such as gender stereotypes will be removed.

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.

Assessment and 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.

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 at the end of the summer 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.

Staff Continued Professional Development (CPD):

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be confident 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 the PE Adviser through INSET. All staff who attend any CPD course must provide feedback/ disseminate the information.

Out of School Hours Learning (OSHL):

The school aims to offer a wide range of lunch-time and after school activities. These are open to any pupil in the relevant year group. Staff will assist the lunch time supervisors by providing lists of pupils who will need early access to the dining hall etc. Staff will notify pupils of any cancellation, rearrangements of clubs as soon as possible. In line with current Government drives the school will strive to offer an additional two to three hours a week OSHL opportunities in sport above and beyond the two hours a week curricular entitlement.

Foul Weather:

In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made (such as "Take 10" activities in the classroom). These may include class based activities around the objectives, 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.

(The basic point behind this is that the LEARNING is paramount, an activity based approach where pupils just "are active" does not achieve or deliver the planned learning intention. This planned learning was how the school planned to achieve and deliver the knowledge, skills and understanding as laid out by the national curriculum. Therefore this should take priority.)

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.

Sports Premium

The government provided an additional funding to improve provision of physical education (PE) and sport in primary schools. This funding - provided jointly by the Departments for Education, Health and Culture, Media and Sport - has been allocated to primary school headteachers and subject leaders and is ring-fenced so it can only be spent on development of P.E and school sports. Primary schools are responsible for the spending of the fund and are responsible for showing the impact that this provision has had on promoting the subject across the school. Future funding will depend on the outcome of the spending review but the school are committed to spending the funding effectively to ensure a legacy of high quality PE provision and opportunities for healthy lifestyles. Historic spend and outcomes can be seen on the school website. The PD team have a Sports Premium Funding Action plan devised alongside the PD SIDP. A link governor should be knowledgeable about how the money has been spent and how this has effected improved outcomes for children.

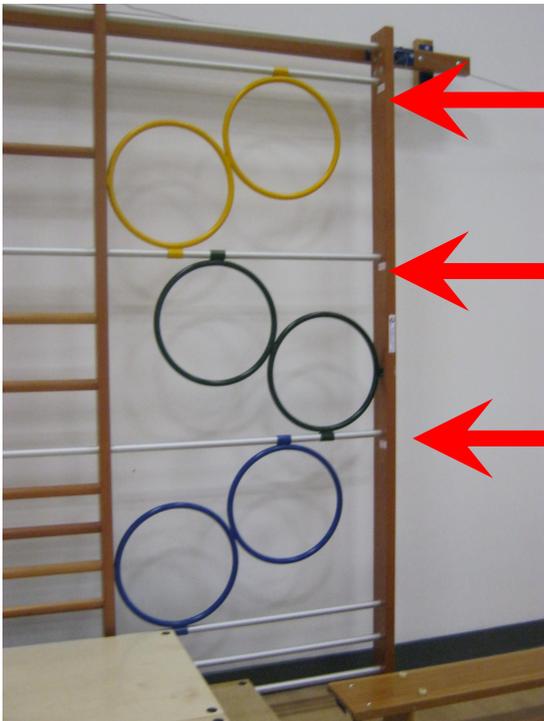
Review of Policy: November 2017

Policy agreed by	Staff:	Date:
	Governors:	Date:
	Review Date:	

Appendix 1
Guidance for use of apparatus

Equipment; wall apparatus

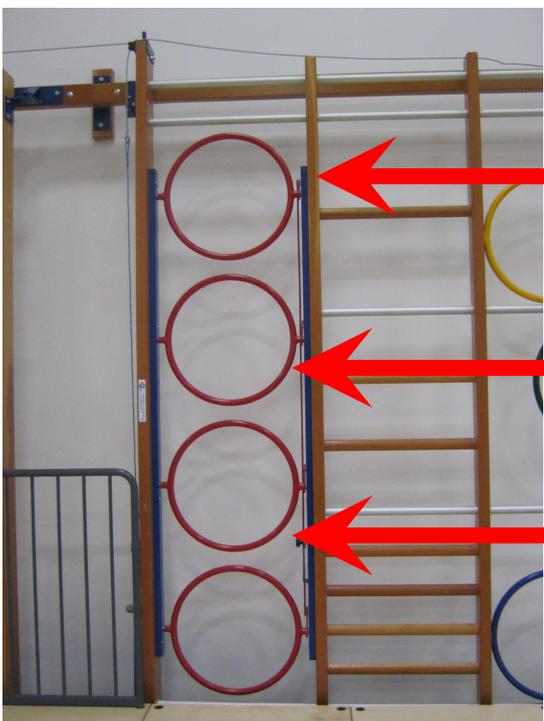
Children should always have 3 points of contact with the apparatus.



← Key Stage 2

← Key Stage 1

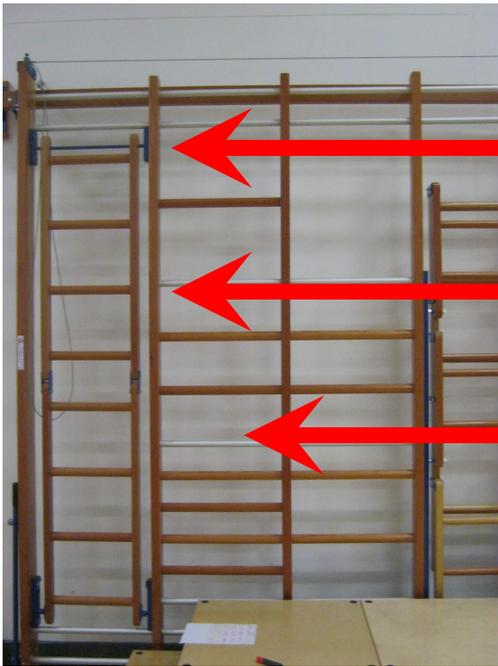
← Some EYFS if teacher thinks appropriate.



← Key stage 2

← Key Stage 1

← Some EYFS if teacher thinks it is appropriate.



Key Stage 2

Key Stage 1

Some EYFS if teacher thinks it is appropriate.



Ropes and Ladder for climbing; NOT FOR SWINGING.



Suitable for EYFS, KS1, KS2



Suitable for some EYFS, KS1, KS2



Suitable for KS1 and KS2.

Not to be used by EYFS.



Suitable KS2.

Not to be used by EYFS or KS1.

ALWAYS ENSURE THAT THE RUBBER FEET ARE ON THE ENDS OF LEGS