



Old Buckenham Primary School

Physical Education Policy

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Review Body	Teaching staff
Approved	To be approved by Governing Body
Next Review Due	To be reviewed every three years

Old Buckenham Primary School

Physical Education (PE) and Physical Activity Policy

PHYSICAL EDUCATION

Aims and objectives

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities.

Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Through PE we enable children to make informed choices about physical activity and safety throughout their lives.

The aims of PE are:

- to enable children to develop and explore physical skills with increasing control and co-ordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way children perform skills and apply rules and conventions for different activities;
- to increase children's ability to use what they have learnt to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to develop the children's enjoyment of physical activity through creativity and imagination;
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.

Teaching and learning style

We use a variety of teaching and learning styles in PE lessons. Our 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 and we encourage the children to evaluate their own work as well as the work of other children. 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.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child / groups of children.

PE curriculum planning

PE is a foundation subject in the National Curriculum 2014. Our school uses a scheme of work as the basis for its curriculum planning in PE. The scheme offers Long Term, Medium and Short Term planning. We follow the overarching plan but adapt it to the circumstances and yearly designed curriculum of the school.

As required, we teach dance, games and gymnastics at Key Stage 1.

In Key Stage 2 we teach dance, games, gymnastics and athletics.

We teach swimming to children in Year 3 and Year 4.

Our medium-term plans give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term and over a child's time in school. The subject leader reviews these plans. Teachers use the learning outcomes and can teach making sure progression learning is achieved. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school. The class teacher can then assess pupils on whether they exceeded or did not meet the progression expected.

Lesson plans should include information about the risk assessment about the space and equipment to be used, and less about the activity. A good approach is for plans to include STEP's - information about the space, task, equipment and people (where people include all children and adults present)

Links to Old Buckenham High School / Cluster co-ordinator

The school has continued to maintain the links with the high school and cluster co-ordinator which were established when there was a School Sports Partnership. They offer use of equipment, they organise events and tournaments for the cluster schools and they will also offer to support teachers in school by coaching sessions. The school is a member of the School Games network.

The EY Foundation Stage

We encourage the physical development of our children in Early years as an integral part of their work. We relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle 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.

Teaching PE to children with special needs

We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of all children and take into account the targets set for individual children.

Assessment and recording

Teachers assess children's work in PE by making assessments as they observe them working during lessons. At the end of a unit of work, teachers make a judgement against the learning outcome for each core task. They use this information to inform their planning for the future work of each child.

Budget and Resources

There is a wide range of resources to support the teaching of PE across the school. Resources are mainly stored in the outside shed for easy access for outdoor PE. The hall contains a range of small and large equipment and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field for games and athletics activities and we travel to Wymondham swimming pool for swimming lessons.

The Sports Premium Grant expenditure is managed through a written plan which is updated each term and evaluated at the end of the school year. A copy is available via the school website or on request.

Health and safety

General teaching requirements for health and safety applies in this subject, details of which can be found in the Primary Code of Practice document section 4. One member of the senior staff will have received up to date training in the use of the AfPE document (currently completed in March 2017) and all staff teaching PE, including HLTA's will review this and the associated risk assessments each year.

We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. The school expects teachers to set a good example by wearing appropriate clothing/shoes when teaching PE.

The basics to be applied are -

- no jewellery is to be worn for any physical activity and all earrings are removed (refer to the Code of Practice for details of what to do in this case)

- the wearing of glasses is dependent on advice from individual advice from parents and opticians.
- gym and dance sessions in the hall should be done in bare feet
- shoes should be worn when walking between the classroom or area where children have changed for PE to the hall for a gym and dance session. Children should not walk around school with bare or socked feet
- in gym, mats should only be used for floor work and not as a 'safety net' for apparatus. Children should be taught how to managed themselves safely on apparatus without believing the mat will protect them
- a register should be taken at the start of each session with any children absent noted on the lesson plan. This would be used if an accident occurred to check that a child had been present for previous sessions where perhaps, rules and safety had been covered in details.
- pairing and grouping of children must take into account their size and experience in the activity, i.e. a very petite child with no experience at tag rugby should not be paired with a much larger child who plays at county level.

&&& qualified teachers only and HLTA NPECTS

Hair

Standard Accident procedures are used with a red card indicating that an ambulance is required, amber that the parent needs to be contacted to take the child to a medical specialist (doctor) and green that school first aid is required. These procedures will be reviewed on a termly basis.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leader provides the stakeholders with an annual action plan (currently a Sports Premium Plan) which evaluates the strengths and weaknesses in the subject and indicates areas for further improvement along with costing for training or equipment.

Extra-curricular activities

The school provides a range of PE-related activities for children at the end of the school day, which are either provided via outside agencies, parents or staff. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term. Activities include tennis, football, rugby, netball, cricket and dance. These sessions allow the children to put into practice the skills that they have developed in their lessons and they foster a sense of team spirit and co-operation amongst our children.

Links to the other policies –

- Physical Activity Policy (below)
- Health and Safety Policy
- Primary Code of Practice policy
- Safeguarding Policy
- Assessment for Learning Policy
- Marking and Feedback Policy

PHYSICAL ACTIVITY

Aim

We have a responsibility to help pupils, staff and parents establish and maintain lifelong habits of being physically active. Regular physical activity is one of the most important things people can do to maintain and improve their physical health, mental health and overall well-being.

Definition of Physical Activity

Physical activity is defined as 'any force exerted by skeletal muscle that results in energy expenditure above resting level' and includes 'the full range of human movement from competitive sport and exercise to active hobbies, walking and cycling or activities of daily living'

Provision of PA in our school

Physical activity is promoted through -

- The school Vision, Values and it's ethos
- PE lessons
- Wake and Shake sessions
- Extra-curricular activities
- Break and lunchtime activities, including activities arranged by playground leaders
- The school facilities
- Involvement with parents/carers
- Involvement with the high school PE department and school competitions organisers
- Involvement with other community clubs
- Inclusion of healthy lifestyles within the curriculum
- Celebration assemblies
- Equal opportunities
- OAA
- Forest school
- Orienteering

In more detail –

PE lessons – all children will participate in around 2 hours of PE lessons each week. All aspects of the PE curriculum are taught including swimming. See the PE policy for details.

Active lessons – where possible staff will find opportunities to plan active lessons across all curriculum areas, such as drama, brain gym, outdoor learning, Forest School etc

Extra Curricular activities – our school offers a good range of extra-curricular activities and after school clubs. These have included football, netball, dance/zumba, games club, cricket, tennis and self-defence . All activities are supervised by a qualified coach (DBS checks and certificates in first aid are required)

Break times – the school has wonderful outside resources which include a large playground and field, outside play equipment, amphitheatre and nature area. Children in KS2 are responsible for organising games using the equipment in the playtime storage boxes. MDSA's are also encouraged to set up or support children in games and activities.

EYFS – Children in EYFS have access to an outdoor learning area, offering free flow provision throughout the day. Provision includes activities which promote learning in all areas, but especially physical activity through use of bikes, climbing equipment and large construction.

Involvement with parents – family members are encouraged to support the schools work by having a positive attitude to physical activity, in allowing their child to attend after school clubs, in supporting the school when teams play in tournaments and in accessing the varied clubs which are run in the local area. The school signposts clubs and events to parents via leaflets which are available in the foyer and those which are posted in the parents notice board.

Sports events and tournaments – the school continues to work with the cluster sports co-ordinator and School Sports Partnership. Competitions are organised through the pyramid of schools for all year groups. Children in KS2 visit the high school to work with their Sport Leaders as they complete their training.

Celebration assembly – each Monday the whole school meet to celebrate children's achievements as well as academic performance. Certificates are given out for awards within and outside of school (such as swimming club certificates)

Equal opportunities – physical activity serves the needs and interests of all pupils and staff and takes into account the differences such as gender, culture, abilities and fitness levels.

Monitoring

All staff are involved in the monitoring and evaluation of the provision of physical activity. The head teacher monitors levels of participation and activity inside and outside of the curriculum regularly. Children and parents are consulted about the range of activities and to identify barriers to participation.