

Physical Education Policy

October 2020

Baines Endowed VC Primary School

PE CURRICULUM POLICY DOCUMENT

#### Document purpose

This policy reflects the school values and philosophy in relation to the teaching and learning of physical education. It sets out a framework in which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

# Rationale

Physical education is a statutory requirement of the National Curriculum and is an integral part of the total education of every child. Through a high quality physical education programme pupils develop physical competence and confidence and are given opportunities to be physically educated and become physically literate. Through a combination of entitlement and choice of activity, the physical education provision will contribute to the personal development, health and well-being, enjoyment, success and achievement of all pupils across the whole curriculum and beyond.

Physical education is needed to increase physical competence, health-related fitness, self-esteem and enjoyment of physical activity. Physical education teaches pupils how to add the habit of physical activity into their daily lives by providing learning experiences that develop the skills and desires to be active for life. Physical education promotes the development of qualities such as commitment, integrity, fairness, enthusiasm and concern for quality as well as success. Physical education provides pupils with the opportunity to be creative, competitive and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards a healthy and active lifestyle. Pupils learn how to think in different ways and make decisions in response to creative, competitive and challenging activities. They learn how to reflect on their performance, plan, perform and evaluate actions, ideas and performances to improve the quality of their work.

Physical education helps pupils develop personally and socially. They work as individuals, in groups and teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership and coaching.

Using the Lancashire PE Scheme of Work as our framework for teaching curricular PE across Key Stage 1 and 2, it is our aim to offer opportunities for children to:

* become skilful and intelligent performers
* acquire and develop skills, performing with increasing physical competence and confidence
* learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking
* develop their ideas in a creative way
* set targets for themselves and compete against others
* understand what it takes to persevere, succeed and acknowledge others’ success
* respond to a variety of challenges in a range of contexts and environments
* take the initiative, lead activity
* make informed decisions about the importance of exercise
* discover own aptitudes and preferences for different activities
* develop positive attitudes to participation in physical activity
* learn how to make healthy choices

# Aims and Objectives of this Policy

# Through a high quality, safe and challenging physical education programme, the school aims to develop successful learners, confident individuals and responsible citizens who develop as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators.

# Provide a broad, balanced and relevant curriculum taught by the class teacher (or *supported* by a qualified external coach) that satisfies the needs of the current National Curriculum and provide pupils with appropriate challenge with acceptable risk.

# Develop a whole school approach to physical development which takes pupils through progressive stages of learning and challenge, enabling them to fulfil their potential, develop competence and control in the Fundamental Movement Skills that pupils need to take part in PE and sport.

# Educate pupils about, and involve them in, the process of risk management in order for them to participate independently in physical activity and to establish good habits and awareness of safety and personal hygiene.

# Ensure pupils have the opportunity to demonstrate that they know and understand how to apply their competence and make appropriate decisions for themselves by challenging pupils to select and use skills, tactics and compositional ideas.

# Ensure pupils understand that PE and sport are an important part of a healthy, active lifestyle and understand the contribution physical activity has on having a healthy body and mind.

# Develop pupils’ stamina, suppleness, strength and the mental capacity (determination and resilience) to keep going.

# Develop an environment in which pupils have the confidence to get involved in PE and sport and are committed to make it a central part of their lives both in and out of school.

# Provide an out of school hours programme of activities which *extends* and *enriches* curriculum provision and provides opportunity for activities to *enable* pupils to make sufficient progress to access curriculum sessions with greater success

# Provide opportunities for competition appropriate to the stage of the individual pupil’s development

# Ensure that pupils enjoy PE and school sport and establish community links and pathways for pupils to engage in life-long participation

# Provide links to other areas of the curriculum and wider school, county and national agendas

# An outline of facilities for physical activity

On-site facilities: Playground (Separate KS1 and KS2)

Playing fields

Hall with fixed gym apparatus

KS1 Adventure Play Area

Off-site facilities (used within the last calendar year):

Rossall Swimming Pool

Rossall Sports Centre

Fleetwood Rugby Club

Poolfoot Farm

Millfield High School

Stanah Park

Thorton-Cleveleys Sports Centre

LEA Outdoor centres

# Equal Opportunities

All opportunities to take part in Physical Education and Physical Activity at Baines Endowed Primary School within the curriculum and through extra-curricular activities incorporate all children regardless of ability, gender, and cultural background.

Children with English as a second language are supported through clear concise instructions, the playing of games and are given additional help as required to be a fully integrated participant of all activity.

**Curricular physical education programme**

Each child in Key Stages 1 and 2 will experience a minimum of 90mins physical activity during curricular time. These lessons should consist of 2x45mins sessions. The units of activity and their time allocation are evident on the curriculum map contained within the school’s scheme of work. Provision is increased to 120mins per week through other active opportunities in other subjects.

We have one scheme planned from Reception to Year 6, the Lancashire Scheme of Work 2014/19. The scheme is based upon the QCA scheme of work and uses QCA Core tasks to assess prior knowledge and learning that occurs during the unit.

This scheme has been in place since September 2010 but has been updated in2019. An electronic copy of this document is available on the Primary PE Passport app.

**SMSC**

PE offers many opportunities that support the social development of our children. Groupings allow children to work together and give them the chance to develop respect for the abilities of other children through collaborative and co-operative work, while gaining a better understanding of themselves. British values will be taught alongside key character traits and as result support the aim of Prevent.

**Differentiation**

Planning for differentiation should be based on the S.T.E.P. principles i.e. making changes to SPACE, TASK/TIME, EQUIPMENT and PEOPLE taking account of:

* The size of the area in which a pupil works, smaller spaces until pupils develop spatial awareness and control over themselves and equipment, larger spaces to challenge more able pupils
* Pupil activity, e.g. different task, different roles and responsibilities, different allocations of time and variations of pace within the lesson to meet needs of different levels of ability.
* Resources, e.g. different equipment for different levels of ability across the key stages.
* Pupil groupings, e.g. ability or mixed ability groups; or group, paired or individual activities, the opportunity to work with adult support where needed
* Other opportunities, e.g. extracurricular activities, club links and interest groups, for the development of excellence.

# Inclusion of children with Special Educational Needs

Children with SEN are encouraged to take part whenever possible through differentiated activity, which effectively, safely and sensitively targets their needs. Physical Education lessons are differentiated to provide interesting and challenging experiences for children of all levels of ability.

Our approaches to including children with SEN include:

MODIFIED ACTIVITIES-rules, area of play, timing of the activity and /or equipment is adapted to meet individual needs.

PARALLEL ACTIVITIES-individuals or groups can take part in the same activity but in a different way such as in ability groupings, using modifications (as outlined above) or according to the way they play.

INCLUDED ACTIVITIES-all children in the class participate in activities specially designed for children with SEN.

SEPARATE ACTIVITIES-where particular activities are inaccessible to an individual with SEN an alternative activity is provided, where possible with 1:1 support.

# Assessment and record keeping

The attainment target for physical education sets out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of each Key Stage.

Teachers should ensure that when evaluating and improving performance, connections are made between acquiring, developing, selecting and applying skills, evaluating and improving performance as well as demonstrating a knowledge and understanding of health and fitness and performance in different roles.

Teachers are expected to assess progressions at the end of each half term using the Primary PE Passport app.

Refer to National Curriculum documentation and the Lancashire PE Scheme of Work for details relating to physical education strands.

***Assessing Progress***

To assist in formative assessment, teachers may use the following:

* The use of assessment video clips stored under the Primary PE Passport app.
* To complete a general assessment grid for one lesson each half term on the Primary PE Passport app.
* Lancashire County Council core tasks and assessment tasks to involve pupils in self and peer assessment, helping them understand where they are at the beginning of a unit of work, and identify what they need to do to make progress.
* Assessment through the Lancashire County Council Key Stage 1 Baseline Assessment Unit conducted at the beginning of each new school year (these results will be passed up to Year 2 and assessed again at the end of Year 2).
* Watch children work, talk to them about what they are doing and listen to them describe their work.
* Receive feedback from pupils to inform teachers and pupils of what has been successful and allow them to set their own future targets.
* Use ICT such as iPad’s and Primary PE Passport app to develop portfolios of children’s work in physical education to show progression and quality of performance as well as use to help children to reflect on their Fundamental Movement Skills.

Records should be selective and brief and teachers should have a clear reason for recording information. Significant achievements or weaknesses may be noted on an evaluation of the lesson and used to:

* Inform future planning for themselves or a new class teacher
* Form part of the statutory annual reporting process, and in discussions with parents
* Help children as a basis for future target setting
* Inform during transfer between classes and key stages to ensure continuity of progression

# Monitoring and evaluation of curricular and extra-curricular physical activity

The P.E. co-ordinator will carry out triangulation lesson observations each year (observing lessons, asking pupils questions and monitoring assessment.) and, where required will work alongside other teachers. This time is to be used to monitor the quality and standard of P.E. throughout the school.

# Safety

Baines considers the safety and welfare of its pupils to be a top priority. Activities should not be undertaken without an assessment of the risks involved and the procedures required for each child to participate in the activity in a safe manner. Any doubts or queries should be discussed with the P.E. co-ordinator. Every member of staff has access to Health and Safety information with regards to PE.

Safe participation is ensured by:

* Each teacher implementing safe procedures for each area of activity at the start of each unit eg. each individual aware of their responsibilities when putting out/storing gym equipment.
* Regular checks are carried out on all equipment and on all areas where physical activity is to take place. Potential hazards are removed and warnings are in place where required.
* Areas for PE have been risk assessed with these assessments being shared by all staff members.
* Jewellery is not to be worn during P.E./extra-curricular activity.
* Children must wear specified school P.E. kit.
* Teachers must also wear PE kit when taking the lesson and change back into classroom attire afterwards.
* Children understand that poor behaviour is not tolerated under the context that they are not participating in safe activity when they are behaving badly or not listening to instructions.
* All staff are suitably trained and hold appropriate qualifications to teach and /or supervise the relevant activity.
* There are sufficient qualified first aiders in the school who are well known to all those leading physical activity sessions. A first aider is always available in school during extra-curricular activities.
* All activity sessions are preceded and concluded with warm and cool down activities. Children are offered the opportunity to take responsibility for leading groups in warm ups and cool downs with support from the teacher.
* Records are kept of all children with medical conditions. These records are passed between current and future teachers.

**Outside coaches**

Any coaches coming into regular contact with the children for curriculum or after-school activity must present DBS details on their first visit (to the school secretarial staff and/or Mrs Finney). External coaches must be qualified to a level 2 or above in their coaching area. Independent external coaches provided through the school will be checked at the head teachers discretion.

**Parental Involvement**

* Parents are informed of curriculum content at the beginning of each term.
* Parents are expected to support children in an appropriate manner (see FA code of practise)

**Sports Premium Funding**

**Please refer to the PE School Improvement Plan, the school website and our ‘Evidencing the Impact of Primary PE and Sport Premium’ document for action plan and evidence.**

(Below are Key Outcomes for the funding).

The Government is providing funding for primary school Sport for the academic years 2019/2020. This funding is being jointly provided by the Departments for Education, Health and Culture, Media and Sport, and this will go to primary schools so that the quality of sport and PE for all their children can be improved.

The sport funding can only be spent on sport and PE provision in schools. Schools will have to spend the money on improving their provision of PE and sport, but they will be able to choose how they do this.

School staff believe the support beneficial as the WYFSS coaches help develop staff and provide CPD opportunities. Staff will develop a greater sense of confidence through sharing good practice and assisting in the PE lessons.  We are able to do this as the school has purchased the PE Primary Passport app and a high end package through the Wyre Fylde and Sports Premium Offer. This ensures we are utilising the lump sum offered by the Government in an effective way.

Our Year 5/4 class swim at Rossall Pool every week. This is because the pool is more adequately equipped for the older children and up to three trained swimming teachers teach the children.

* **Providing places for pupils for after school sport club**

Our school already offers a range of after school clubs or lunchtime clubs which are accessed by children from both Key Stages One and Two. These clubs will continue to run as before, but the sports clubs offered by the Partnership ensure that more clubs are available for the children.

* **Increasing participation in school sport**

As well as working in partnership with Wyre and Fylde Schools Sports Partnership, we have football coaches who are very committed to football and practices with the children every week and extra times if a match is pending. They help prepare the children for taking part in competitive sport and to play as many matches as possible whether they be league fixtures or friendlies.

* **Representing the school in a sport**

For the majority of school sports and especially football and HI 5s the teams will be picked first and foremost from Year 6 and Year 5. This is in order to give more pupils the opportunity to represent the school during their time at Baines Endowed. Pupils will represent the school if their behaviour is fully compliant with the school Behaviour Policy. Pupils can be excluded from a school team by the head teacher if they have broken any of the school rules outlined in the Behaviour Policy. Parents/Carers must ensure they have clearly stated ‘picking up’ details on return slips prior to their child’s involvement in the fixture.

* **Development of the Teaching Staff**

Staff are given the opportunity to attend courses to improve the skills they are lacking confidence in. As well as the above we have staff observe and assist with lessons as part of team teaching exercises in order to improve their skills. The school is committed to providing the staff with every opportunity to attend courses to develop their personal skills and so ensure the provision of physical activity is both successful and effective.

# Resource provision

* There is a variety of equipment to enable pupils to achieve objectives, which are best suited for their age and stage.
* Large equipment/ mats and some indoor PE resources are stored in the hall store room and at the back of the school hall.

This policy will be reviewed once a year and revised as necessary in the ongoing process of the School Development Plan.

Policy last reviewed: 10110/2020

Signed: T Jurczak