



PE Policy Statement

2016

'High quality PE and school sport produces young people with the skills, understanding, desire and commitment to continue to improve and achieve in a range of PE, sport and health-enhancing physical activities in line with their abilities.'

SAFETY. All staff should be aware of THE ASSOCIATION for PHYSICAL EDUCATION safe practice in the 2012 Safe Practice in Physical Education handbook which is stored in the PE Co-ordinator's room on PE shelf.

Introduction

At Fleecefield Primary School we believe 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, provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. The selection of suitably differentiated and logically developed tasks, will help pupils, irrespective of their innate ability, enjoy success and be motivated to further develop their individual potential and take part in lifelong physical activity.

Providing a balanced range of individual, paired and group activities, in addition to, co-operative, collaborative and competitive situations aims to cater for the preferences, strengths and needs of every pupil. These activities, experienced within a broad physical education curriculum, aim to promote a broad base of movement knowledge, skills and understanding. They also intend to develop the pupils' 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 having a healthy body and begin to understand the factors that affect health and well-being. (This work is closely aligned with the school 'Healthy Schools' Policy).

Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the whole school's planning for the development of pupils' literacy, numeracy, PSHE, science and ICT skills.

Curricular Aims:

1. To develop physical competence to excel in a wide range of physical activities including competitive sports.
2. To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
3. 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.
4. For pupils to be active for sustained periods of time and to develop an understanding of the positive effects of the exercise on the body.
5. To develop the ability to work independently, and respond positively towards them.
6. To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.

Content

All children are entitled to a progressive and comprehensive Physical Education programme, which embraces the Statutory Orders of the National Curriculum 2014 and Early Years Foundation Stage (EYFS) guidance, which takes account of individual interests and needs.

In the EYFS stage, practitioners should:

- Plan activities that offer appropriate physical challenges. Provide sufficient space, indoors and outdoors, to set up relevant activities.
- Give sufficient time for children to use a range of equipment.
- Provide resources that can be used in a variety of ways or to support specific skills.
- Introduce the language of movement to children, alongside their actions.
- Provide time and opportunities for children with physical disabilities or motor impairments to develop their physical skills, working as necessary with physiotherapists and occupational therapists.
- Use additional adult help, if necessary, to support individuals and to encourage increased independence in physical activities.

During Key Stage 1, pupils should be taught the knowledge skills and understanding through motor-skills, dance, gymnastics and games activities.

Key Stage 2, pupils should have access to all components of the National Curriculum Programme of Study, (Athletics, Dance, Games, Gymnastics, Outdoor and Adventurous Activities and Swimming).

Planning the Physical Education Curriculum

The PE curriculum is planned to provide a broad and balanced programme of physical activities. Class teachers or the Sports coach deliver the physical education programme and are fully aware of making cross curricular links where they exist. We feel it is important at Fleecefield School for all teachers to teach physical education to develop and maintain their skills and understanding of the subject.

The long, medium and short term plans and other useful PE resources are stored on Fleecefield School's shared resource and updated by the PE Subject Leader when necessary. Each year group has a folder with all the plans for that year group. Teachers will need to identify their own risk assessments, differentiated learning tasks and assessment opportunities in note form on their short-term plan. For the warm up, all children should be physically active for sustained periods of time in every lesson. Cooling down activity or plenary should also be included in addition to having a clear learning objective with stated outcomes.

The use of visual aids and IT are strongly encouraged to enhance learning.

Implementation and Challenge

The following should be considered when planning lessons to ensure progression:

- Making links between previous experiences and new skills.
- Setting tasks which develop new knowledge and understanding
- Moving from familiar to unfamiliar contexts
- Planning to include elements of difficulty, variety and quality within each activity

As children become older and more mature, progression should involve:

- The application of existing skills and knowledge to more complex situations, e.g. working in larger groups, using different apparatus, etc.
- Increasing confidence to work independently
- Developing children's ability to assess their own work and that of others, against criteria decided by themselves.

Quality PE lessons should include challenges for pupils, which involve developing:

- Feeling of improvement
- A sense of accomplishment/achievement
- Learning something new and wanting to learn more
- Physical well-being
- A feeling of independence
- Wanting to perform well and with imagination and flair

Differentiation

At Fleecefield School, we have the highest expectations of the children and believe that children should have the opportunity to learn from each other, as every child has something unique and interesting to offer. Children can learn from observing excellence, learning from mistakes, sharing judgements and to keep making improvements to develop their skills. Children are, therefore, sometimes placed in mixed ability groups to ensure all children are being appropriately challenged. The teacher will use assessments from the lesson, effective questioning and peer assessment to ensure each child is making progress. Interventions are put into place for the pupils who need additional support.

Assessment of Pupil Progress and Attainment in PE

The National Curriculum (2014) sets out the aims, purpose of study and content for physical education and although it does not specify a detailed overview of the nature and content of learning, it does present the expectations that pupils should reach by the end of each key stage. These expectations are the minimum entitlement. The Enfield Scheme of Work, written by the Enfield PE Team, has the KS1 & KS2 National Curriculum expectations at the forefront of their work. The National Curriculum expectations are:

At KS1: Pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

At KS2: Pupils should continue to implement and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to succeed in different activities and sports and learn how to evaluate and recognise their own success.

At Fleecefield Primary School, class teachers teach PE and use the Enfield Scheme of work to support planning. There are units of work for all six areas of PE and these have been divided across the year groups to achieve a broad and balanced programme.

Summative assessments are made by the class teacher at the end of each unit of work (usually the end of each half term). Each child in the class is assessed against the statements in the Expectations document, (Fleecefield School PE assessment document) which can be found on the hard drive under - Curriculum/PE/Assessment.

The statements which directly relate to the unit that has been taught should be highlighted and pupils are identified as follows:

Emerging - not quite met the learning objective (or only met with support)

Expected - successfully met the learning objectives

Exceeding - achieved over and above what is expected

Assessment information recorded in this way is kept as sampled evidence. There are 'Expectations' in each area of activity and these are presented on the front cover of each unit or work.

The overall judgements will be transferred onto a class assessment list.

Gifted and Talented pupils, emerging groups or causes for concern, will be noted (identified in pupil progress meetings) and appropriate interventions put into action if required.

Time Allocation for PE

At Fleecefield Primary School PE is delivered throughout the whole day and a timetable showing when each class is displayed in the corridor, on the school website and in each classroom file. All classes have two hours of PE.

All class teachers will seek opportunities to develop the learning through a cross curricular approach where possible. We will also be working on increasing this to reflect the Department of Health guidelines for daily physical activity as follows:

Early Years/Under 5s: Children of pre-school age who are capable of walking unaided should be physically active daily for at least 180 minutes (3 hours), spread throughout the day. All children should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day.

5 to 11 years: All children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day. Vigorous intensity activities, including those that strengthen muscle bone, should be incorporated at least three days a week.

PE is rarely cancelled. The school values regular and frequent lessons to develop children's skills and abilities. In the event of weather conditions making it unsuitable to complete the activity planned, alternative arrangements should be made. These include class based activities around the activity (e.g. evaluating and improving work based on watching video clips from previous weeks learning) 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.

On no account is PE used as a sanction.

Out of School Hours Learning

Fleecefield Primary School offers a wide range of lunchtime and after school 'physical' opportunities. These are open to any pupil in the relevant year group.

PE Kit

All children should have a clearly named PE kit at school every day. Our PE kit consists of:

A white T-shirt

black shorts - with no stripes, logos or other colours

Plimsolls or trainers - that fit properly and are different to shoes worn in school

A PE bag - a proper bag clearly named, not a plastic carrier bag.

The PE kits should be taken home in the holidays for washing.

Tracksuits may also be worn for outdoor activities in cold weather. For gymnastics and dance bare feet is recommended for improved quality of movement and safety. The class teacher should assess the condition of the hall floor before asking children to work with bare feet.

For year 5 children, a swimming kit should be brought to school on the day when swimming lessons take place and taken home afterwards. Goggles should be discouraged unless on medical advice. Children with long hair must wear swimming hats. (A copy of what the children can wear for swimming is in the Borough swimming handbook).

No jewellery should be worn for PE activities, including swimming lessons, and the extra-curricular programme (children wearing earrings that cannot be removed will be asked to cover them with Micropore tape).

Long hair should be tied back.

Children who persistently forget PE kit should be reminded of the importance of PE and a letter (available from the school office) should be sent to their parents asking for their co-operation. Spare clothing is not available in school.

In the summer, children are expected to wear hats and sun cream (which should be applied before coming to school in the morning).

If the child is well enough to be in school, they are encouraged, unless on health grounds (e.g. broken bone) to take part. They should only miss PE lessons and swimming if this is requested by their parents, either by direct contact with the school or in a note to the teacher.

Non participants should be included in the lessons. They can take the role of an evaluator, coach, score keeper, etc. Teachers are expected to wear suitable footwear for teaching PE.

PE Dress Code for Staff

Teachers and support staff involved in the lesson are expected to wear suitable footwear and clothing for teaching PE and be a role model.

Equal Opportunities

All children should be provided with equal opportunities to participate in a curriculum where there are no barriers to access based on race, sex, religion, culture or ability. PE lessons should aim to provide quality experiences, which challenge all children.

Schools fall under the Public Sector Equality Duty and must eliminate discrimination; provide equality of opportunity; and foster good relations between minority groups and others.

Daily Physical Activity

In addition to the weekly 2 hours curriculum provision for PE, it is our aim to engage the children in a 5 - 10 minute 'Take 10' session into our daily timetable (including during Breakfast Club and lunchtime activities). These sessions can be dance routines performed in the classroom or hall, but can also be brain gym type activities, action rhymes or outdoor physical activities such as skipping or running. Our Take 10 sessions give pupils a daily opportunity to be healthy, active and fit as well as improving co-ordination and concentration.

Safety

Safety should be paramount when planning PE activities.

All teaching and non-teaching staff should be aware of the following document and know where it is located in the school. This document can be found on the PE Co-ordinator's shelf, 'Safe Practice in Physical Education' (2012).

First aid equipment should be available, and all staff should know what to do and who to call for assistance in the event of an accident. Inhalers for children suffering from asthma must be readily accessible.

PE Equipment

- Storage of games equipment is kept in the PE cupboard in the Whitecross Hall and in the outside cupboard in playground B. It is the responsibility of all staff to ensure that equipment is replaced in the cupboards tidily.
- Children should not be allowed in the PE cupboards unless closely supervised.
- The Co-ordinator should make frequent visual checks for wear and tear and security of major items,
- Site managers are responsible for risk assessing halls, playground and the field.
- All large items of PE equipment are inspected annually by an independent safety officer under a contract. ('Continental Sports' undertake this task, usually in the summer term).
- All staff are responsible for reporting to the co-ordinator when any items need replacing or repairing. Any items constituting a danger should be taken out of use immediately.
- Children should be taught how to move and use apparatus safely under the supervision of a teacher or responsible adult. (See Apparatus Handling Document, Appendix 1.1).
- Children should be made aware of safe practice when undertaking any PE activity, (e.g. not lifting Unihoc stick too high, not jumping or running in front of others, etc).
- Children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery.
- Good class control is fundamental to safety.
- Staff should be aware of medical conditions which may affect or limit a student's ability to participate in physical activity. Such information can be found in the medical room.

Planning the PE Curriculum/Evaluation

The PE Curriculum offers a broad and balanced menu of physical activities. The Local Authority scheme of work is used at Fleecefield Primary School. TOP resources and other useful PE resources are available in school. Assessment is based on the PE QCA Levels of Attainment.

- Long term (Curriculum map).
- Medium term plans with learning objectives and outcomes.
- Weekly plan and progression sheets.
- Video assessment and photographs of work (all Class teachers have digital cameras/tablets).

Swimming lessons take place at Edmonton Leisure Centre for all Year 5 pupils, during the autumn and spring term. Because of time restrictions and availability of the pool, each class will receive 15 weeks of swimming, approximately 7 hours in the water. They will also receive 1 session on Water Safety. This usually takes place at the end of the block of swimming, at school, led by a LEA Swimming Instructor.

Risk Assessments

In accordance with the 2012 Safe Practice in Physical Education handbook issued by the LA.

- All large items of PE equipment are inspected annually by Continental Services.
- Children should be taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- Children should be made aware of all safety points when undertaking any PE activity (e.g. not lifting hockey sticks or cricket bats dangerously, not jumping or running in front of others, etc.).
- Children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery. It is recommended that children do not wear any jewellery for PE lessons.
- Good class control is fundamental to safety.
- Children must know the importance of responding readily to instructions (refer to school behaviour policy).
- First aid equipment should be available and all staff should know what to do and who to call for assistance in the event of an accident. Inhalers for children suffering from asthma must be readily accessible.

Active Lunchtimes

At lunchtimes pupils are supervised by trained Play Leaders who, along with our Young Sports Leaders (see below), provide purposeful skill and health enhancing activities that aim to improve behaviour, attitudes to learning and healthy living.