

White Laith Primary School

Physical Education Policy

Agreed by Governors: October 2021

Review date: October 2024

Safeguarding

At White Laith we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at White Laith. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

We also exercise this responsibility by educating our children so that they grow in their understanding of their rights and responsibilities to themselves and others, in safety consciousness, and, in their maturity and abilities to keep themselves and others safe.

We perceive this to be part of our role in promoting British values

School Aims

Through commitment, determination and a willingness to embrace change we will:

- Develop independent, effective learners who enjoy school and who will become life-long learners
- Create a cohesive school community in which there is mutual understanding, trust and respect
- Empower staff and children by raising confidence, self-esteem and self-belief
- Equip children with the attitudes, qualities, skills and understanding they need for success in our ever-changing, diverse world
- Bring about optimum achievement for every child
- Become an excellent school

Our Vision

‘We aim to be healthy, happy, fit and active.’

White Laith Primary School recognises the vital contribution of Physical Education to a child’s physical, cognitive, social and emotional development. Physical Education (PE) is an integral part of the process of education and plays an important role in the total development of each pupil. PE, along with sport and physical activity, can bring about whole school improvement through impacting on attendance, behaviour and pupil attainment. We aim to provide a broad and balanced P.E. curriculum to aid children’s increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Through a balance of individual, paired and

group activities, we aim to cater for the different strengths, needs and preferences of each child, using differentiated activities where appropriate. We believe that through the variety of opportunities that PE offers, children can develop a sense of personal achievement, fair play and teamwork. We use some of our Sports Premium funding to support the development of our curriculum in order to sustainably support our vision. More details can be found our Sport Premium Funding Plan and End of Year Impact Statement.

In the development of this policy staff, children, governors and parents have all been consulted and have fed into its content. This policy links to the School Development Plan, Physical Activity policy, PSHE Policy and SEN policy.

Objectives:

Through our provision for physical education and sport we will:

Ensure every child has the opportunity to participate in a wide range of sports and activities in and outside of the PE curriculum Promoting equal opportunities for all and valuing the contribution of all irrespective of gender, ability, social/cultural background

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- Provide all children with a broad base of movement knowledge, skills and understanding, which they can refine and expand throughout their primary school years.
- Develop children's teamwork, organisation, listening and communication skills through physical activity and sport.
- Develop children's understanding of active and healthy lifestyles
- Provide opportunities to participate in competitions and clubs. Promoting the celebration of sporting events/ achievements in and outside of school
- Ensure every child experiences high quality teaching and learning within the PE curriculum
- Ensure safe practice at all times.
- Encourage a lifelong enjoyment of sport and physical activity

Progression and continuity

The basis for each year groups' work is found in the National Curriculum for Physical Education. There is a sequential scheme of work for PE that we follow called REAL PE, REAL DANCE and REAL GYM, which involves moderate to vigorous physical activity on a regular basis. The scheme encourages children not only to develop physical skills, but also to develop other essential holistic skills linked to lifelong physical activity and health and well-being: personal skills, social skills, cognitive skills, creative skills, health and fitness skills

In the Reception Class (EYFS), opportunities are provide for children to be active and to develop their co-ordination, control and movement through moving and handling activities which involve the use

of a range of equipment and involve different spatial experiences. Structured lessons and opportunities for outdoor physical activity amount to at least 1 hour 30 minutes each day.

Pupils in both KS1 and KS2 engage in at least 45 minutes of high quality PE during the course of each day. In KS1 the curriculum focuses on fundamental movement skills to develop agility, balance and co-ordination. The curriculum includes ball skills and team games, gymnastic and dance activities. At KS2 pupils continue to apply and develop a range of skills and units of work include a range of invasion, net / wall, and fielding and striking games, gymnastics, dance, athletics and swimming. In lower ks2 the element of competition against self (personal best) is introduced. In upper ks2, with higher confidence in applying fundamental skills, we look toward inter and intra school competition. We also enrich children's experiences through opportunities for outdoor and adventurous activities.

A range of resources are used to support progression across the curriculum with the main resource being Jasmine- the learning platform from create development which includes: Real Foundations (EYFS), Real Gym, Real Play, Real Dance and Real PE. Other resources we access include: Move with Zip Active; Ready.Set.Ride bike riding scheme and some short term sport specific programmes introduced via specialist coaches.

The long, medium and short term planning; as well as progression documents, ensure that clear learning objectives, outcomes and assessment criteria are highlighted at each stage.

Swimming

At White Laith Primary School children learn swimming in Years 3 and 4 with qualified swimming coaches and school staff who have attended swimming training. Intensive swimming lessons of 1 hour are offered to increase the percentage of children who leave year 6 being able to confidently swim 25m. Parents are kept informed of children's progress and children who do not meet these requirements are targeted through extra sessions and are encouraged to continue with swimming lessons outside of school.

Differentiation and Entitlement:

Our aim is to present a differentiated curriculum that extends and fulfils the needs and potentials of every learner. Differentiation is provided through:

- the modification of tasks and activities that take into account individuals' strengths and weaknesses and enable them to participate at an appropriate level
- the provision of support by a teacher or TA
- the expectations of outcomes of tasks and valuing individual achievements and contributions.

Children who are identified as being below age related in terms of their fundamental movement skills take part in the Fit2learn motor skills intervention, which is delivered in small groups and monitored by the SENCO.

Inclusion and Equality of Opportunities:

Our school aims to be an inclusive school. Within the teaching of physical education, we aim to ensure that all pupils regardless of gender, ethnic origin, cultural background or ability have full access to the physical education curriculum. Teachers respond to diverse learning needs so that pupils are appropriately supported and challenged to experience success in learning and achieve as high standard as possible.

Embedding physical education in the curriculum and exploiting opportunities

We aim to link PE to other subjects where possible, e.g. Literacy, (recount/report/instructions), Science (body parts/pulse rates) and Maths (shape/position/directions/counting and data handling). ICT can also be used to record movements and actions to develop children's ideas and help them evaluate and improve.

Assessment, record keeping and reporting

The National Curriculum descriptors are used to describe the range of performance that the majority of pupils' will characteristically demonstrate at the end of each year. It is expected that most children will achieve the standard of the appropriate End of Key Stage Description. Teachers will indicate the extent to which a pupils' attainment relates to this expectation. This will be based on the ongoing informal assessments the teacher makes which is integral to teaching. Records of planning for each year group will provide information on the range of experiences and activities our children have encountered.

Assessment is both formative and summative and is used to support teaching and learning and inform future planning. (See assessment policy). Create development schemes of work (REAL PE etc) offer opportunities for formative and summative assessment not only of physical skills but also the holistic skills developed across each unit of work through use of their online assessment wheel.

Monitoring and review:

Monitoring is carried out regularly by the Physical Education subject leader in the following ways:

- Informal discussion with staff and pupils
- Delivery of planning / lesson observation.
- Looking at progress online on the create development assessment wheel.

Feedback is provided to staff, senior managers and governors following monitoring. It is used to inform CPD needs. Any resource requirements are also identified and purchased according to needs and budget as stated in school development plan. Resources requirement are clearly laid out in each unit of work and readily available for each member of staff to use.

This policy is a practical working document for the teaching and learning of Physical Education throughout the school. It is therefore subject to regular review in the light of experience, monitoring and changes to national guidance.

The Governors ensure that the statutory requirements are met.

This policy will be reviewed every three years, or earlier if necessary.

Safety

Apparatus

Our PE equipment is checked annually by SportSafe UK LTD.

Further to this we:

- Always ensure that the apparatus is in a good state of repair. Any faults/ damage to be reported to the PE Subject Leader

- Ensure that the apparatus is of suitable size for the children.
- Children will be trained to lift and carry any apparatus sensibly into position under adult supervision. The teacher will check it before use.
- Always make sure that there are enough children to carry a piece of apparatus.
- Visit the PE folder for demonstrations. The BAALPE publication 'Safe Practice in PE' is available to all staff and is kept in the office.

Games Equipment

Children should be taught to use small equipment safely and sensibly.

Clothing

Children come dressed appropriately for PE each day so that no changing is required therefore maximising PE time.

Loose, baggy clothing which could be a hazard should be tucked in. Children can do gymnastics and dance in bare feet but they must wear shoes/trainers when walking to and from the hall. Long hair should be tied back and rigid headbands should be removed. Jewellery must not be worn. Children should not wear earrings. If earrings are worn, children are asked to remove them. If children cannot remove them, earrings are taped over.

PE kit consists of:

Outdoor PE

White T-shirt and black shorts.

Children to wear black jogging bottoms and a jumper/ sweatshirt when it is cold

Teachers should also be suitably dressed for PE lessons.

Safeguarding

All adults working with children in school are to be checked for appropriate DBS clearance. This includes coaches working for a term at a time as well as staff working on a one off basis or with clubs.

Accidents

All accidents must be dealt with promptly and effectively and must be reported in the accident book. A first-aid slip will be sent home. All staff know who is first aid trained. Risk assessments are carried out annually using EVOLVE and are available in the school office.

Extra-curricular activities

Our varied extra-curricular programme compliments and supplements the range of activities covered in curriculum time. Choices on clubs offered are informed by an end of year audit which all children complete. Clubs identified are delivered by teachers and coaches throughout the year and all children are encouraged to take part. Specific children who do not take part in regular physical activity are asked which clubs they would like us to offer and steps are taken to ensure any barriers to access are removed.

Community Links

The school seeks to make links with local community clubs whenever possible. Assemblies to promote local community clubs are held annually where children share the activities they take part in outside of school. After this assembly, a letter is sent home with children which identifies club names and key contacts to signpost parents to what is locally available for their children. Throughout the year the school will share information about community clubs, events and holiday clubs with children and parents through class dojo, leaflets, flyers and social media. We also aim to develop links with our local primary schools and our local secondary schools. We regularly take part in whole class competitions with local primary schools and these competitions are linked to our PE curriculum as shown on the schools long term PE plan. Where possible, children and parents are also signposted to the local club linked to the competition.

Staff roles and responsibilities:

The Physical Education subject leader is responsible for:

- taking an overview of the whole school planning to ensure that there is continuity between year groups and that progression is taking place
- supporting colleagues in their medium and short term planning to support in developing pupils' capability
- identifying needs and arrange training so that all staff are confident in how to teach and assess Physical Education
- preparing an annual Subject Standard Statement to be shared with Governing Body
- monitoring overall standards and quality of teaching and learning
- monitoring pupils' overall progress on a regular basis so that potential underachievement can be identified and addressed as soon as possible
- ordering, updating and allocating resources
- keeping up to date with changes in the statutory orders and communicate it to staff
- attending relevant courses
- planning programme of INSET as part of the SDP
- updating the SLT and the governing body on any developments or changes in the policy
- managing the implementation of the school policy, updating the policy and scheme of work

Class teachers are responsible for:

- following medium and short term planning
- providing feedback to the physical education leader indicating resources and training needs
- assessing the work and progress of pupils
- looking after and returning resources
- participating and acting upon training
- ensuring that physical education is taught each day

Head teacher and governors are responsible for:

- Arranging regular meetings with staff leads in school to support, challenge, monitor and evaluate the work of the school in relation to building the quality of whole-school physical activity, PE and sport provision.
- Suitable training should also be considered (more information can be found at Leeds for Learning)