



PE AND SCHOOL SPORT POLICY

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Rationale

“School physical education gives many children their only opportunity to develop physical potential. Children of primary school age have an interest in, and a thirst for, activity. Physical education in the primary school is thus of crucial importance. It satisfies a need for activity, provides an opportunity for laying the foundations of a lifelong interest in physical activity, and is a medium by which many of the aims of education can be achieved. Its educational potential will of course only be realised if a well-planned, broad and balanced curriculum is offered.” (Williams, 1989)

The inclusion of Physical Education in the National Curriculum ensures that pupils of all abilities benefit from a broad and balanced physical education curriculum, which is progressive, stimulating and challenging.

The National Curriculum divides the acquisition of skills and understanding into four key areas:

- Acquiring and developing skills
- Selecting and applying skills, tactics and compositional ideas
- Evaluating and improving performance
- Knowledge and understanding of fitness and health

Physical Education is the aspect of the curriculum concerned with the development of physical skills, knowledge and understanding in:

- Games
- Gymnastics
- Dance
- Athletics
- Swimming
- Outdoor and Adventurous Activities

Aims of Physical Education at Grange Primary:

- To develop an awareness of movement with an emphasis on the understanding of skills
- To develop self-awareness, personal self-esteem and the ability to work co-operatively and with enjoyment
- To learn to use P.E. to express all aspects of an individual's personality
- To encourage a lifelong involvement in physical activity as a performer and informed spectator, including links with clubs
- To develop a positive attitude to health and fitness in order to enable children to make informed choices about physical activity throughout their lives
- To manage the spirit of competition through co-operation and fairness
- To develop a knowledge of safety factors and an appreciation of the principles of safe practice

Objectives of Physical Education at Grange Primary:

- To provide a broad and balanced curriculum
- To provide a range of activities allowing children to develop and improve skills, use co-operative and competitive play and enhance efficacy of skills within the 'game/show situation'
- To introduce children to rules and scoring systems
- To encourage children to plan their own activities
- To challenge children's physical competence
- To encourage enjoyment and participation
- To encourage children to maintain a healthy and active lifestyle

Staffing

Grange Primary School is organised into eight year groups. Each teacher is responsible for teaching most aspects of the P.E. curriculum. Our PE specialist from Primary Sporting Development (PSD) takes on responsibility for the other strands of teaching PE across all year groups, as part of their weekly timetable.

The P.E. Subject Leader is responsible for:

- the organisation, care and ordering of PE equipment
- taking a leading role in developing and maintaining of a policy for the teaching of P.E and Games
- the organisation and structure of the P.E. curriculum
- being able to act as a guide on curriculum matters and planning, sharing expertise, skill knowledge and enthusiasm with staff
- the monitoring of teaching and the development and progression of skills
- the coordination of extra-curricular P.E. activities
- the promoting of sports links to the wider community
- the line management of the PSD specialist

Resources

There are four main areas used for P.E. lessons. These are the KS1 hall, KS2 hall, playground and front field.

PE equipment is kept in the cupboard at the top of the blue corridor. Gymnastics equipment is stored behind the curtains in the KS1 hall and well as the use of bars which are attached to the sides of the wall. This gymnastic apparatus is regularly checked and equipment which is no longer suitable to children to use is disposed of and new equipment bought in. The PE coordinator checks the PE equipment termly and is able to purchase equipment if and when it is needed.

A variety of teacher resources are available, including Dance music, Val Sabin Gymnastics and Games, QCA modules, as well as guidance from The Harrow School Improvement Partnership (HSIP) who have devised a Teaching Learning and Assessment toolkit which class teachers utilise to plan lessons and assess children's ability.

Allocation of Time for P.E. and School Sport

Each class will receive at least one indoor and one outdoor lesson each week. In the upper school curriculum, a variety of units, covering five of the six areas of activity outlined in the QCA scheme, are taught during these lessons.

Wet Weather Provision for Games lessons

If the planned session is unable to be delivered due to bad weather, then the hall can be used for an indoor session of either the planned work adapted to the hall or a fundamentals session, provided the hall is not being used by another timetabled session.

DELIVERY OF THE P.E. CURRICULUM

Planning

Foundation:

We encourage the physical development of our children in the reception and nursery as an integral part of their work. As part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in Development Matters and the Learning Goals, which underpin the curriculum planning for children aged three to five years. 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.

Key Stage 1:

The HSIP Teaching and Learning Toolkit is used as the basis for curriculum planning in PE. To deliver all appropriate objectives in lower school, Val Sabin plans and LCP plans are adapted and used in line with the HSIP planning as required. The scheme of work for PE will provide specific guidance on the topics to be taught in each year group, including the key learning intentions for the pupils. If there are links with other areas of the curriculum, the opportunity will be given to plan work that reinforces and complements the work in other subjects. For example science and physical activity, measuring heart rate, physiological changes on the body before, during and after exercise.

Key Stage 2:

Every lesson begins with a warm-up, for which the children will be encouraged to lead. The session is then skill based with specific tasks being taught. A game situation is then played with conditions to encourage the skill that has been taught that lesson. Continuity is planned from one year to the next and from one key stage to the next. A warm-down will complete each session.

Teaching Method:

The teaching of PE should follow the 5 ME statements:

- ✓ Creative ME
- ✓ Healthy ME
- ✓ Physical ME
- ✓ Social ME
- ✓ Thinking ME

This ensures the child as a whole is taken into account, not just their physical development. The teaching of Gymnastics and Dance should allow children to plan, perform and evaluate their own and other's performances over a unit.

Cross curricular:

- **Computing (formerly known as ICT)**

We use ICT to support PE teaching when appropriate. In dance and gymnastics our aim is for children can make video recordings of their performance, and use them to develop their movements and actions in addition to viewing media images.

- **Personal, social and health education (PSHE) and citizenship**

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

- **Numeracy and Literacy**

Activities used in the warm up and cool down activities link to both literacy and numeracy in terms of counting skills, giving instructions and explanations of skills.

Equal Opportunities, Differentiation and Special Needs

The short-term planning of physical education units of work addresses the ever present need for differentiation. Within each of the areas of activity, broad task setting allows for differentiation by outcome. Differentiation by task can also be used, particularly in the skills section of lessons – here, the more able child are challenged by extending the specific task and the less physically able can be encouraged to achieve success by breaking the task down into simple progressive stages

to be addressed as appropriate. In games, differentiation can also be achieved through choice and use of equipment, group sizes and size of playing area.

Inclusion

It is possible to operate an inclusive policy in Physical Education. Achievement is possible for all children by:

- setting suitable learning challenges
- responding to pupils diverse needs
- overcoming potential barriers to learning and assessment

Extra-Curricular Activities

These are an important part of a pupil's primary education. They enable pupils to develop particular skills and further their interest in one or more sporting activities. It helps to introduce a competitive element to team games and promote co-operation and a sense of good sportsmanship.

Extra-curricular activities currently offered are that are free and represent the school in competition:

- Football x2
- Cricket
- Table tennis

Extra-curricular activities that students can buy into, delivered by qualified coaches in the after school club:

- Football

The PSD PE specialist runs lunchtime clubs on Mondays, Tuesdays, Wednesday and Thursdays. He also runs after school clubs on Monday, ~Tuesday and Wednesday. All these clubs are free for all pupils.

It is important that pupils and staff wear suitable clothing (e.g. well-fitting) with appropriate footwear for all extra-curricular activities as well as during school time in order to allow freedom of movement and according to health and safety guidelines.

HEALTH AND SAFETY IN P.E.

Clothing

Staff should change for Physical Education. Clothing policy for children is stated in the parent's handbook. It is re-stated here for the benefit of teachers.

- P.E. and School Sport – black shorts, black plimsolls and a plain white t-shirt – no logos.
- For dance lessons plimsolls must be worn at all times.
- For gymnastics – Plimsolls must be in school but normally students will be bare footed.
- Winter kit – a plain black or coloured set of sweatshirt and tracksuit bottoms may be worn.
- Swimming – Swimming costume or trunks. A swimming cap must be worn by all pupils.
- Long hair should always be tied back and also taken away from the eyes as appropriate.
- No jewellery is to be worn according to Harrow Borough policy. Any items of religion that cannot be removed must be identified by parents in a letter in accordance with the Local Authority policy and must at all times be fully secured to the body by tape.

Non Participants.

- In the upper school, if, for whatever reason, a child is unable to take part in a session due to injury, a note from a parent/carer is required. During the lesson the child may watch and

take notes or make diagrams on the session, gaining as much of the learning intention as is possible.

- Likewise, if the child cannot take part because kit has been forgotten, the child will follow the same procedure. Parents/ carers must be notified after the first occasion of a pupil not having their PE kit.
- All kit must have a name or initials marked clearly on each garment. If the child's kit has become lost in the changing area, all reasonable efforts will be made to help find the kit. The child may go to lost property to look for it but if it still fails to appear, the child will be dealt with as in (b) above.

A Suitable Environment

Should include:

- the removal of unnecessary furniture from the working space. For example all chairs should be removed from the hall and the piano pushed to the side.
- a safe, outdoor surface for playing games (no loose stones and gravel, no badly uneven surfaces, no holes in tarmac or grass surfaces).

Lifting and Carrying Apparatus

Children are required to lift and move apparatus after the Foundation Stage. This should always be done safely and sensibly. At the start of each module the teacher is expected to go through the safety aspects and when using equipment explain and demonstrate how to use, lift or carry it is essential.

Risk Assessment

Risk assessment is a legal requirement under the "Management of Health and Safety at Work Regulations 1992". The safety of children in lessons is of paramount importance. The guidelines are based on those produced by 'afPE- Safe Practice in Physical Education and Sport 2012'. The publication is kept by the Subject Leader and is available to all staff.

Risk assessment is largely a process of logic, common sense and sound planning, and should be applied to any activity that forms a part of the P.E. programme. It requires a careful examination of what could harm pupils, colleagues or others in the teaching and learning situation (i.e. THE HAZARD). Once 'the hazard' is identified then RISK control means that precautions should be implemented which minimise or prevent harm.

Regular checks and risk assessment should be made by all teachers as well as ongoing risk assessments which are made periodically, e.g. annual safety checks and repairs are carried out on gymnastic equipment. However staff should check apparatus as it is being taken out and used in every lesson. If a significant hazard is identified e.g. an item of broken equipment, it should immediately be taken out of use and reported to the P.E. Subject Leader/ site health and safety officer (the caretaker).

First Aid

LSA in all classes are now first aid trained. If a minor accident occurs, the child can be seen to by the class' LSA. First aid equipment are kept in the welfare room.

Assessment

The main method of gathering evidence and assessing achievement is made through a continuous process of teacher observation and notes *after* the lesson. Video recording using iPads can be an invaluable tool for assessment. The class teacher is responsible for recording the achievements of each pupil in their class against the appropriate level, using the level descriptors and guidelines provided by the PE Subject Leader. In the Foundation Stage, the class teachers will use written and photographic observations of the physical development of each pupil to assess them against the Development Matters and Learning Goal objectives.

The final lesson of each module will have an extended time for game practise and each performer will mark/ be marked by a partner as part of peer assessment. There will be a time for feedback and targets set for the final lesson. In the final session students will have an opportunity to show to their partner they have taken on board the feedback and try to show improvement. Students will also asses themselves and both these assessment will feed in with the teachers assessment to give students there final grade.

Monitoring and Evaluation

Monitoring is carried out by the Subject Leader. The Subject Leader is responsible for taking in Medium Term Plans and evaluating these plans. The subject leader can then use these evaluations to make recommendations for developing areas and changing the curriculum map if required. The Subject Leader is expected to carry out lesson observations and provide feedback to the staff, as agreed with the school leadership team.

This policy will be reviewed every two years or sooner if required.