

## **Cookridge Holy Trinity CE Primary School** **Physical Education Policy 2017**

*This policy has been developed by the PE subject leaders in consultation with the senior management team, pupils, parents, staff and governors. It recognises how 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.*

*The policy is available to view on the school website.*

*Date Policy formally approved: March 2017*

*Date Policy becomes effective: March 2017*

*Review date:*

*Person responsible for implementation and monitoring: PE subject leaders and SLT*

*Links to other relevant policies: Physical Activity Policy, School Travel Plan, Healthy Schools Policy.*

### **Vision**

*'The best physical education and school sport for every child'*

At Cookridge Holy Trinity Primary School we recognise the vital contribution of physical education to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development. 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, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries.

We plan a range of activities that aim to provide children with a broad base of movement knowledge, skills and understanding, which they can refine and expand throughout their primary school years. All children are encouraged to join clubs and extend their interest and involvement in sport. We encourage children to develop their creative and expressive abilities, through improvisation and problem-solving. Children are taught to appreciate the importance of a healthy and fit body, and begin to understand those factors which affect health and fitness.

Through the Government School Sport Premium Funding (SSP), where possible, the school will provide opportunities for pupils to work with PE specialists. The funding will support Physical Education CPD by providing opportunities for teachers to work alongside specialist teachers. The funding will also be used to renew and maintain equipment. The use and impact of the funding will be updated on the PE pages of the school website annually.

### **Aims of PE**

- To provide learning situations in which all pupils will be able to develop their physical ability to the full.
- To develop links between physical education and other aspects of the curriculum.

### **Physical development:**

- To acquire and develop skills, performing with increasing physical competence and confidence in a range of physical activities and contexts.
- Provide stimulating and challenging opportunities that help to promote physical development such as cardiovascular health, flexibility, muscular strength and endurance To be aware of the different shapes and movements that can be made with the body.
- To develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.
- To promote fitness and a healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility.
- To appreciate the value of safe exercising.

### **Social and emotional development:**

- To develop positive attitudes towards participation in physical activity.

- Enable pupils to understand the importance of Physical Education in respect of a healthy lifestyle. (Knowledge and understanding of fitness and health). To develop the ability to work independently, communicate with, and respond appropriately towards others using verbal and non-verbal communication.
- Provide a safe learning environment for physical activity and an understanding of the need for safety
- Provide pupils with opportunities to become aware and conform to the principles of fair play, demonstrating a good sporting behaviour.
- Enable pupils to actively participate in a wide range of activities with confidence, developing self-esteem through achievement
- To promote an understanding of safe practice, and develop a sense of responsibility towards the safety of themselves and others.
- Understand how (and be able) to persevere, succeed and acknowledge others' success
- Take initiative, lead activity and focus on improving aspects of their own performance
- Discover their own aptitudes and preferences for different activities
- Make informed decisions about the importance (and value) of exercise in their lives
- Be given a firm foundation for life-long participation in sporting activity

#### **Cognitive development:**

- Solve problems and find alternative solutions to physical challenges on their own and with others
- 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, individually and as members of a team
- To develop reasoning skills and the ability to make judgements.
- To develop the ability to communicate non-verbally with the body
- To improve observational skills, the ability to describe and make simple judgements on their own and others' work, and to use this knowledge and understanding to improve their own performance.
- To understand that using the correct technique will improve accuracy and individual performance.
- To be able to evaluate performance and act upon constructive criticism.

#### **Spiritual, moral and cultural development:**

- Promote equal opportunities for all and value the contribution of other irrespective of gender, ability, social/cultural background
- To develop a positive attitude towards themselves and others.
- To experience a range of differing activities and realise that physical activity doesn't have to be about winning a competition - doing your best is as important.
- To be able to encourage others and give praise for their achievements so that when children perform they do not fear failure.
- To treat your team, the opposition and the referee with respect.
- To raise self esteem through opportunities to celebrate sporting success.

#### **Outcomes:**

Intended outcomes that we deem to be desirable from the PE programme include:

Skill acquisition	Skill application	Movement appreciation
Movement observation memory	Knowledge	Understanding
Health/fitness principle	Awareness of safety	Recreation in society
Competition	Rules how to officiate	Leadership
Challenges	Enjoyment	Creativity
Problem solving	Self-control	Tolerance
Respect	Honesty	Self esteem
Responsibility	Sense of achievement/well being	
Communication skills	Language terminology	

#### **Entitlement and Progression:**

We aim to provide a well balanced curriculum which covers the statutory requirements for the Early Years Foundation Stage (EYFS) and the PE National Curriculum (2014).

## **EYFS**

In **foundation stage** the prime areas of learning are:

- communication and language
- physical development
- personal, social and emotional development

The specific areas of learning are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Teaching is often done through play, where the child learns about subjects and other people through games.

Currently our children participate in one 40 minute session of multi-skills with an outside agency per week, which is aimed at developing their physical awareness. There are further opportunities provided daily 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. These are planned closely to provide opportunities for staff to assess their individual physical development using the Early Years Foundation Stage profile. Structured lessons and opportunities for outdoor physical activity amount to at least four hours each week.

In **Key Stage 1** pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
- participate in team games developing simple tactics for attacking and defending
- perform dances using simple movement patterns

In **Key Stage 2** 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 improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, catching and throwing in isolation and in combination
- Play competitive games, modified, where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders, tennis and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best

Pupils in both KS1 and KS2 engage in two hours of high quality Physical education during the course of each week.

## **Curriculum Planning**

A range of resources are used to support progression across the curriculum including: the Create Development 'Real PE' Scheme; Val Sabin scheme; TOP sport resources and sport specific programmes introduced via specialist coaches. The Real PE scheme is designed to ensure that pupils experience a coherent and progressive curriculum throughout their time in school. Teachers should, however, ensure that they are referring back to the NCPE so that coverage is comprehensive. Units of work will usually last between 3 and 6 weeks.

Individual lessons should be evaluated and informally assessed to inform future planning and to ensure appropriate differentiation across abilities.

Outdoor and Adventurous Activities are taught in KS2 by trained professionals during the Y5 and Y6 annual residential to Robin Wood and Peat Rigg.

## **Swimming and Water Safety**

All children must have access to swimming instruction in either key stage 1 or 2. In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively such as front crawl, backstroke and breast stroke
- Perform safe self-rescue in different water based situations

At Cookridge Holy Trinity, children attend swimming lessons in Year 3 with qualified swimming coaches and school staff who have attended swimming training. Each class attends a half hour swimming lesson for half of the school year (Friday mornings). At the end of the sessions assessment is carried out on the ability of the children to swim 25 metres. Those unable to swim that distance by the end of Year 3 will be given the opportunity to carry on attending swimming lessons in Year 4 in the hope that the 25m target is reached.

Guidelines recommend appropriate swimwear i.e. a one piece costume for girls and trunks (not shorts) for boys.

## **Cross Curricular**

Where relevant, links will be made to cross curricular themes and used as a means to develop cross curricular skills. For example:

**Numeracy:** In athletics it is hoped that pupils will reinforce skills in measuring and timing. In other activities, basic numeracy skills will be developed by the understanding of scoring systems.

In the dance scheme teachers have access to numeracy based concepts which can be taught through dance.

**Problem Solving:** Through an open-ended approach in OAA and team games, pupils will develop their ability to find ways of answering questions/problems.

**Literacy and Communication Skills** will be developed by discussion in lessons and in problem solving, and by communicating ideas through movement. Links to literacy are often made in dance.

**Personal and Social:** Pupils interacting with each other and in group situations will promote personal and social skills. They will also be promoted by cooperation, tolerance, respect of the individual and group, self-respect and self-discipline. Pupils are expected to self and peer-assess in most lessons and are expected to encourage their classmates (REAL PE scheme).

**Preparation for Citizenship.** By giving information on and introduction to clubs and associations, pupils are made aware of agencies and groups outside the school and home environments.

**Computing:** Use of smart board technology, I-Pads, videos, stopwatches.

**Science:** physical changes in the body while exercising.

**Geography and History Topics:** Links made through dance e.g.: British traditional dances (Morris, Scottish, Irish).

**Christian Values:** Trust, Perseverance, Endurance, Compassion, Forgiveness, Hope, Thankfulness, Courage, Justice, Self-Control, Patience, Kindness, Honesty, Responsibility, Equality, Joy.

## **Differentiation and Inclusion**

Physical education in the school will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils

Some pupils may need specialist equipment and approaches, or access to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists, or in exceptional circumstances, with an Education, Health and Care Plan (EHP).

Any classroom support provided must extend into physical education lessons as appropriate. Teachers and Adults Other Than Teachers (AOTTs) working with the children will be made aware of any pupils who have special

educational needs or medical conditions. The SENCO will liaise with all staff to ensure all pupils' needs are met in relation to teaching and learning in PE.

The School Sports Partnership recommends using the principle of STEP for adjusting lesson activities for differentiation.

S = change the space available

T = change the time allowed

E = change the equipment, e.g. softer or larger balls, different sized bats, etc

P = change the people, e.g. size of the groups

### **Records and Assessment**

Assessment for learning is made through short term (daily/weekly) observations of children's work, through discussion with the children and through their own self and peer assessment. Pupil's progress will be monitored by the individual class teacher, who will use these methods to set realistic targets for the individual pupil, based on their strengths and weaknesses. Ongoing assessments will be used to differentiate lessons where appropriate. Assessment of learning is made through medium term (summative) assessments and long term (formative) assessments. At the end of each unit an indication of the level that they are working at will be recorded using the REAL PE Assessment Wheel or similar. Teachers and pupils will use ICT to record their achievements and to enhance learning through evaluating their own skill levels and therefore improving performance of the set skill. This should include photography, video and data handling. Photos will be taken as evidence of PE lessons/ competitions and will be uploaded to the school website as regularly as possible.

In accordance with the school's policy, parents will receive a written report on all aspects of a pupil's school work at the end of the summer term. It will indicate to the parents whether their child is working in line with, above or below national expectations for PE.

On transition to a new teacher and year group in July, records of assessment and attainment in PE are to be passed on and discussed.

### **Staffing/Staff development**

Each class teacher takes responsibility for planning, teaching and assessing the PE curriculum for their class. All staff should take part in professional development to ensure secure, up to date subject knowledge and awareness of health and safety procedures. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader, specialist sports coaches or outside providers through INSET. All staff who attend CPD courses must provide feedback/ disseminate the information. Specialist coaches are brought in to support staff CDP (eg: Miss O'Brien) for most areas of the curriculum.

### **Out of school hours learning (OSHL)**

OSHL activities are planned to enhance curriculum PE, allowing pupils the opportunity to broaden their experience and to take part in competitive sport. The school seeks to make links with local community clubs whenever possible and also promotes activities at local clubs via the school newsletter and flyers.

Currently First Steps are our OSHL provider of choice. We have one club for KS1 and one for KS2. The children vote, through school council, for the sports they'd like First Steps to provide. Clubs are offered on a first come first served basis with a maximum of 30 children allowed in each of these clubs.

Other clubs include football (weather permitting), cross-country and gymnastics.

Pupils recorded as Pupil Premium are able to access all sports clubs free of charge.

We ensure there is a range of inter-school fixtures, competitions, tournaments and festivals for the children to take part in throughout the year.

### **Safety**

In all areas of P.E. safety guidelines should be strictly adhered to in order to promote safe practice and fulfil the safety requirements of the National Curriculum. We follow the safety guidelines 'Safe Practice in PE and School Sport' guidance provided by Association for Physical Education. A copy of which is kept by the Headteacher.

As with all physical activity, it is important that certain procedures are followed to minimise the risk of injury.

- All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching.
- Children should dress in appropriate PE kit for the weather conditions.
- Children will work in bare feet for all apparatus work

- Pumps or trainers are worn for outdoor PE, together with navy tracksuits if it is cold.
- Jewellery is not to be worn (including earrings). Watches should be kept safely in the classroom.
- Hair should be tied back and rigid headbands should be removed.
- Children will be trained from EYFS to lift and carry any apparatus sensibly into position under adult supervision. The teacher will check it before use.
- Pupils are taught to recognise and take some level of responsibility for their own safety and are taught to recognise and be aware of hazards that are present from an early age.

### **Accident Procedure**

For school based activities staff should follow the guidelines in the Health and Safety Policy.

For offsite activities, staff must familiarise themselves with the individual facility procedures. Risk assessments must be in place for any off site visits.

For swimming sessions, all staff should familiarise themselves with pool procedures, e.g. the fire and drown alarm. They must know the location of rescue and survival equipment and have the ability to use emergency drill. There should be frequent practices involving the children.

Safe storage of all equipment – all equipment to be stored safely and tidily in its appropriate place after use, so easy access and availability are ready for the next group. Teachers and coaches should have knowledge of the environment in which learning is taking place and check the areas for hazards before any activity takes place.

### **Safeguarding in PE**

All adults working with children in school are to be checked for appropriate DBS. This includes any visiting coaches/volunteers working with the children during school or at an after school club. Girls and boys in KS2 are not expected to change together. Where possible male teachers will stay with the boys and female teachers will stay with the girls. If staff notices anything unusual when children are changing for PE (eg: a child with bruising) they should refer to the Child Protection Policy.

### **Changing policy**

KS1 pupils will change together for PE in their classrooms, unless separate changing areas are requested on religious/cultural grounds. KS2 pupils will change in separate classrooms.

### **Kit Policy**

In the interest of health and safety appropriate kit should be worn for P.E. activities.

Acceptable kit is that which presents no risk of injury to the wearer or other children.

Children should wear PE kit as laid down in the School Prospectus. Long hair should be tied back and hard bobbles or headbands will be removed. Jewellery should be removed before the lesson.

A change of clothes must be brought for PE. For Reception and KS1 PE kit should be kept in a drawstring bag and will be hung on children's pegs for a half term, at which point it can be taken home, washed and then returned for the following half term.

### **Indoor Clothing**

Gold T-shirt with or without school logo (purchased through the school office)

Navy shorts or skort

Black pumps/ Barefeet (unless on medical grounds).

### **Outdoor Clothing**

Gold T-shirt as above

Plain navy tracksuit bottoms (no logos or stripes)

Plain navy tracksuit hoodie/sweatshirt (no logos or patterns)

Trainers

### ***Failure to produce appropriate kit***

The reluctance of some children to produce appropriate kit should be avoided if the child understands the necessity of changing for P.E. lessons and is familiar with the timetable.

Staff will encourage and support all children to meet the requirements. Pupils not actively taking part in the lessons are expected to take part in adjudicating or assessment tasks. In repeated instances parents will be informed. The exception to this is for swimming. Pupils will be left in school with another class.

It is expected that teachers change for P.E, or come to school dressed appropriately, for the safe delivery of a PE lesson. This should include suitable footwear. If possible jewellery should be removed to set a good example and hair must be tied back.

### **Equipment and Resources**

These are regularly reviewed in order to ensure they are appropriate to the range of ages, abilities and needs of the children in order to enhance learning. There are annual equipment safety checks carried out by recognised maintenance contractors.

Resources are kept in the small store cupboard in the hall and in the large outside container.

Resources should be counted out and counted in and returned in good condition and working order. The pupils should be encouraged to:

- Look after resources (As in school Golden Rules)
- Use different resources to promote learning
- Return all resources tidily and to the correct place (staff should oversee)
- Be told of any safety procedures relating to the carrying or handling of the resources.

Equipment is to be checked at the beginning and end of use. All unsafe, damaged, broken or lost resources should be reported to the Head Teacher or PE Subject Leaders as soon as possible. Any damage observed done to a piece of apparatus which could cause subsequent injury must be isolated from use and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.

PE subject leaders are responsible for purchasing and renewing equipment and resources.

### **The Learning Environment**

The main hall is cleaned daily by kitchen staff (immediately following school lunches) and by cleaners. The school caretaker polishes the hall floor regularly. PE displays are evident within the main hall and there is a whiteboard to be used to support learning. PE displays throughout school celebrate pupil's achievements.

### **Poor Weather**

In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made. These may include class based activities (eg: Yoga or GoNoodle) 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.

### **Equal Opportunities and Inclusion**

Working towards equal opportunities requires that teachers should treat all children as individuals with their own abilities, difficulties and attitudes, as stated in the school inclusion policy. Children will have their own individual gifts to contribute, which can be used to enrich the experience of others.

The overriding aim should always be to create an environment in which, from the earliest age, children and their teachers learn to respect each other.

The P.E. curriculum should enable all children to benefit. There will be no barriers to access or opportunity based on race, sex, religion, ethnic group, culture or ability.

Consideration will be given to those with special educational needs, whether they have disabilities or a particular talent. The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials.

## **Leadership and Management Roles**

### **The Governors will :**

- know about current and projected expenditure of the Sport Premium funding on the school website and will regularly scrutinise current and projected expenditure with the HT and understand the impact the grant is expected to make.

### **The Headteacher will:**

- actively support and encourage staff by praising good practice and supporting staff development and resources, including extra-curricular activities.
- Regularly share current and projected expenditure with governors and discuss the impact the grant is expected to make.
- Aim for high teaching competency across the school
- Designate members of staff to lead the subject

### **The PE Subject Leaders will:**

- Monitor the teaching and learning of PE within the school
- Ensure that pupils experience a coherent and progressive curriculum throughout their time in school
- Ensure that the NCPE and all activity areas, including swimming, are covered
- Keep up to date with new developments and inform staff
- Produce a flexible scheme of work, with lesson ideas to support colleagues in all aspects of the curriculum
- Audit staff to determine appropriate and targeted training
- Aim for high teaching competency across the school
- Ensure that PE resources are available and appropriate to the needs of the staff
- Audit resources regularly and take overall responsibility for equipment and resources
- Ensure that all pupils have the opportunity to become involved in extra –curricular clubs to further develop skills and talents and will monitor attendance at OSHL to ensure there is an inclusive offer which is accessible to all pupils
- Ensure that PE keeps a high profile within the school, through displays, school newsletter, website etc.
- Keep a portfolio for PE that will include photographs of pupils at work, examples of planning and examples of pupils' work
- Assist with recording keeping and assessment of the subject.
- Have information detailing the current and projected expenditure and impact of the Sport Premium monies published on the school website
- Regularly share current and projected priorities and outcomes with pupils, parents, staff and senior leaders including governors
- Have a formal, long term strategy for PE, School Sport and PA. This should be aligned with the SDP and have been informed with pupil and staff feedback
- Ensure all coaching staff delivering PE and OSHL on the school site are quality assured
- Establish a Sports Council where pupils can discuss and plan PE, Sport and Physical Activities
- Informally observe PE lessons to compile a picture of teaching competency across the school
- Perform annual // termly planning scrutinies
- Contact local sports clubs to establish new community links with the school

### **Teachers should:**

- Communicate high expectations, enthusiasm and passion about PE to pupils and challenge their thinking and act as a good role model.
- Have a high level of confidence and expertise both in terms of their up to date specialist knowledge and their understanding of effective learning in PE. As a result, they should employ a very wide range of resources and teaching strategies to stimulate pupils' active participation in their learning. This enables pupils to explain their ideas and concepts clearly and apply them with confidence.
- Plan opportunities for pupils to develop and demonstrate their initiative and independence and take responsibility for their learning. Lessons should be thoughtfully planned and to secure outstanding progress across all aspects of PE.
- The Class Teacher will be responsible for the planning and teaching of PE as set out in this Policy

**The Teaching Assistant (TA), when available during PE lessons, will:**

- Support the class teacher in delivering PE and, in particular, support those children with Special Educational Needs where timetabled to do so and collect resources if requested to do so by the class teacher.

**Sports Days**

We hold 2 Sports Days in the summer term, one for Reception/KS1 and a second for KS2. Sports days involve a carousel of non-competitive activities on the playground alongside a number of competitive races that take place on the field. Children are split into House teams (Matthew, Mark, Luke, John) and wear their corresponding colour T-shirt. For the Reception/KS1 sports day a member of staff will accompany each team of 8-10 around the carousel of activities and keep score. For KS2 sports day staff will be requested to monitor the activity stations. Parents are invited to come and support their children.

**Summary:**

At Cookridge Holy Trinity we believe PE to be an integral part of the curriculum to be enjoyed by all children. It is a real opportunity for both teacher and child to consolidate and work on the Christian values that underpin our school and its beliefs.

**Signatures:**

**Head:** C. Harbrow

**Subject Leaders:** V.Johnson, M.Osborn, D.Wilkinson

**PE council:**