

St Andrew's CE Primary School



Physical Education Policy

**Summer 2022
Next Review Summer 2023**

Physical Education at St Andrew's CE Primary School
Every Child A Champion in Their Own Right. Matthew 5.16 - "Let Your Light Shine."

Policy Document

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Introduction

At St Andrew's our aim is to work towards a learning environment that stimulates interests, gives security, friendship and shows quality, appreciation and care. We aim to give each child a sense of worth by providing equal opportunities for the realisation of individual potential. As a school working towards this aim, we recognise the important role each curriculum area has in this process. Within St Andrews; we recognise as essential, developing continuity into all our planning starting in nursery and working through the school to year six, embracing the 'Rainbow' principles. This document aims to outline in more specific terms the role physical education (or PE), plays in reaching this end.

For many people PE is synonymous with physical recreation. In our society large numbers of people regularly participate in, or spectate at a variety of sporting activities as part of their Leisure pursuits. Within school however, these activities become part of the curriculum.

They are planned and prepared for, to provide each child with a valuable learning experience through which general and specific skills are acquired, knowledge and understanding developed and positive attitudes and personal and social attributes encouraged.

General Aims

- At St Andrew's our preparation and planning of PE activities are carried out in the light of the National Curriculum requirements and Rainbow style strategies.
- In order to fulfil the PE attainment targets, our planning is based upon general requirements relating to all key stages, alongside the relevant end of key stage descriptions, the programme of study and the requirement that pupils demonstrate knowledge of, Acquiring and Developing, Selecting and Applying skills, tactics and compositional ideas, Evaluating and improving performance and knowledge and Understanding of fitness and health, as appropriate to the age and ability of the children involved.
- At St Andrew's we aim for each child to receive two hours of high quality Curriculum Physical Education. In addition to this, further develop Health and Fitness and extend the curriculum through sport and Play.
- Within this, we recognise that it is not only essential to consider the non specific end of key stage descriptions, but also the programme of study which relates to the areas of study within PE, that is, athletic activities, dance, games, gymnastic activities, outdoor and adventurous activities and swimming.
- In the light of both out ethos at St Andrew's, and the requirements of the National Curriculum orders, we are committed to certain aims in PE.

Specific Aims

We aim to:

- Develop physical competence from an early age so that pupils are able to efficiently, effectively and safely engage in worthwhile physical activities.
- Promote physical development through successful and enjoyable participation in physical activities, teach children the social and recreational benefits of participation in physical activity while at school and through out life. Within this we place great emphasis on the value of both co-operative and competitive activities using the school, house system to support this ethos.
- Develop the children's ability to appreciate and understand the artistic and aesthetic qualities of movement
- Foster self esteem through the acquisition of physical competence and poise and develop self confidence and the ability to cope with both success and failure in

competitive and co-operative physical activities through understanding the capabilities and limitations of oneself and others.

- Develop an understanding of the importance of exercise and its effect on the body in the short and long term in maintaining a healthy lifestyle and
 - Develop problem-solving skills alongside the ability for quick and appropriate thinking in decision-making situations.
 - Develop learning through play by extending the curriculum to playtimes and lunchtimes. - Develop cross curricular links with all subjects.
 - Develop writing through P.E.
- Develop staff training by staff working closely with our school's sport coach Toni Fenton.
- To monitor and assess accurately using O Track assessment system. Bronze, Silver and Gold.

Preparation, Planning and delivery

At St Andrew's we recognise that in our planning and delivery of PE we need to consider breadth, balance, relevance, continuity, progression and differentiation. In all our planning and delivery of planning and delivery of PE we are aiming to provide each child with a thoroughly prepared physical education, which gives them the opportunity to work to their full potential. To achieve **breadth** in our PE curriculum we recognise the need to apply the general programme of study, to the specific activity for each key stage. Our planning needs to address a balance between the activity areas; not just within year groups, but also key stages and throughout the whole school. We need to provide enjoyable activities within each activity area, giving opportunities to develop understanding, skills and knowledge, which then can be applied, developing a positive attitude to physical activity. It is also necessary that children are provided with the opportunity not only to participate, but also spectate and comment, so that we address the issues of planning, performing and evaluating in PE. To ensure **breadth** and **balance** we need to plan tasks, which provide variety in different ways:

- Competitive and non-competitive activities;
- Contact and non-contact sports;
- Group, pair and individual activities;
- Emphasis on both the development of skills and tactical understanding; and use of different teaching styles.

We recognise at St. Andrew's that there needs to be a finely adjusted balance between different approaches to provide the best opportunity for each specific learning experience.

Deeper Learning

We aim to ensure Deep Learning is gained through a broad and engaging curriculum which promotes challenge, critical thinking, problem solving opportunities, probing questions (which make children think deeply) and collaborative learning.

Progress is made when children know more and remember more. Our PE curriculum clearly outlines what our children are expected to know, understand and retain over time. This can obviously relate to the development of a deeper understanding of the importance of Basic Skills/Non negotiables in all subjects as well as subject knowledge.

To support this aim, it is important that planning clearly includes key vocabulary, key questions, appropriate challenging activities/discussion to promote Deeper Learning. To help with this aim all must

be aware of specific planning for each session at least 24 hours before in order for them to contribute to plans, amend and 'personalise' for any particular pupil or group.

Deep Learning should also manifest itself in regular homework tasks to raise parental awareness and encourage real challenge for all groups.

Relevance is achieved by encouraging pupils to make connections between their work in PE, and the importance of their own physical fitness, alongside the opportunities to pursue physical activity in their own leisure time. One example of this is the way the children are encouraged to participate in games and sports on the playground during the break and lunch periods. The involvement of outside agencies aids relevance as the children are introduced to what opportunities are available to them to pursue their interest further. Similarly the opportunities provided by extra curricular activities in specific sports gives a relevance to PE in school, alongside providing opportunities for individual children to pursue and develop specific expertise in a chosen sport. In aiming to ensure relevance in PE we also recognise that the links between PE and other curriculum areas, such as Literacy, Numeracy, science and music, are numerous and valuable. It is recognised as essential at St Andrew's that each teacher is responsible for implementing the long-term plan and scheme of work, alongside using assessment techniques to update our curriculum records. A recording of progress is based upon the end of key stage descriptions which describe the types of performance which most pupils should characteristically demonstrate by the age of seven or eleven years. Assessment is an integral part of each teacher's preparation and planning. At the end of each scheme of work, teacher's can assess each child's progress by using the O Track system. This then gets passed onto the next teacher, who can see what aspects of P.E a child still needs to develop.

Continuity and progression is planned across the key stage through our long-term plan and scheme of work, which intrinsically emphasise the importance of developing not only challenge but also quality throughout the school. The scheme of work reflects our ways of working in providing a base of activities, alongside extension activities for those children who are ready to develop new skills and abilities in PE. Activities from other year groups can also be used for reinforcement and/or extension. It is vital to the success of our scheme of work that teachers plan differentiation into their lessons to ensure that the needs of both the oldest and youngest, or the talented or less able are met. It is then our aim to provide every child with a physical education, which provides the opportunities they need to work to their full potential. Individual teacher's aim to build upon the children's previous experience using the scheme of work from other age groups and working alongside colleagues to ensure that the requirements of the national curriculum are appropriately met.

Differentiation can be planned for both outcome and task as appropriate to individual needs, abilities or interest alongside the requirements of the activity. Within St Andrew's all the children are able to participate in PE. Although their levels of ability may vary considerably their individual determination and effort is always valued. Bronze, Silver and Gold children are catered for.

OTHER IMPORTANT ISSUES

Equal Opportunities/Inclusion

At St Andrew's it is our firm belief that all pupils should be able to have equal access to educational opportunities in all areas of the curriculum. PE provides a learning environment which is accessible to all children at St Andrew's alongside a context through which the contribution of different times, cultures, countries and individuals can be considered, and so develop children's recognition of their worth and thus place value on them. St Andrew's is an inclusive school and as such this policy should be read in conjunction with the Every Child Matters Policy statement.

Extra Curricular Activities

We recognise the benefits of extra curricular activities in providing opportunities for children to develop an interest in a specific area of PE. Before and After school clubs are open to all children in specific age groups and are run by staff on a voluntary basis and aim to reflect the general aims in PE in the school. Extra curricular activities include Multi Skills, Football, Hockey, Rugby, Table Tennis, Cross Country, Summer Games Club, dance, fitness club, circuit training and keep fit. Some of the clubs compete within the year groups or other year groups.. Our annual inter house sports day competition also provides opportunities for children to compete, learning important British values like how to cope with both winning and losing and belonging to and working as part of a team.

Sports Premium Funding

St Andrew's uses sports premium funding to pay for our school's full time sports coach, a dance coach and Yoga coach. The money also funds trips to the local sports centre with another sports coach from First Step Sports and PE resources to enhance lessons, clubs and playtimes.

Outside Agencies

We have established links with a number of outside agencies (e.g. Hull FC, Hull City Ennerdale, Monkey Bizness, Winifred Holtby, St Mary's, Sutton Golf Course and value the support which they offer in a variety of ways; both within the curriculum and in extra curricular activities and coaching. At present we are part of the School Sports Partnership. This partnership allows all children to be involved with inter school competitions. Children participate in Bikeability and swimming sessions.

Parental Involvement and the Wider Community.

The involvement of parents and other adult helpers in the learning environment is a much-valued resource at our school, in both curriculum and extra curricular time. We recognise that many of these people can bring to the children skills which are of value and which can make a valuable contribution to the children's learning experiences. Alongside this, such adults can help and support the teacher in working with children and the individual child. When other adults are involved in such activities we recognise that the importance of briefing the parent with information relating to the task, and thus what is expected of them, within the role of a class helper. At St Andrew's we also recognise the importance of encouraging parents to participate in physical activity.

Home School Learning

The Home Learning Policy supports the Teaching and Learning Policy. It is a positive enhancement to learning and should be seen as by pupils, teachers and parents. In order to promote this: All Home Learning tasks are set on insight so pupils can access the tasks easily and parents can monitor and support their children effectively. In the case of children not being present in school (such as during an epidemic resulting in school closures), the use of home learning through email and access to Google Classroom will be used to reduce gaps in learning and will focus on differentiated non-negotiable and basic key skills tasks as well as other key areas and objectives essential to the PE curriculum. In case of pupils being unable to access technology to view and complete work arrangements will be made for paper learning packs to be collected or posted to individuals. Feedback must be given as soon as possible.

Professional Development of Staff

At St Andrew's we recognise the importance of training to ensure professional development for all members of staff. Training is regularly available to all staff from the PE co-ordinator Louisa Broadley and the School's sports coach Toni Fenton. Training courses are also

available for all staff by the LEA in the form of various courses such as netball, football and tennis coaching. Alongside this the school provides in school training to meet our own staff needs. To complement such training there are also a wide variety of online materials available. Staff set the example to the children by wearing appropriate P.E kit for P.E lessons. After monitoring and observing staff, the P.E co-ordinator will recommend any courses which she feels individual staff would benefit from.

Resources

Resourcing in PE is a vitally important issue and involves a variety of issues. Indoor and outdoor areas are timetabled giving specific times for PE. Specific opportunities for swimming are provided by the authority giving each child the opportunity for a block of swimming lessons in year 4. Outdoor activities are planned within the local environment as well as within a residential experience in a different area. Equipment and apparatus are stored in two main areas. Games and athletics apparatus are mainly stored in the outside games cupboard with gymnastic apparatus stored in the large and small halls. Resources to stimulate dance are shared with other curriculum areas. Staff are responsible for using resources with care and with regard for safety ensuring all apparatus and equipment is returned and stored safely.

Safety

Safety is of paramount importance in PE and cannot be stressed too much. Safety is based on the Humberside recommendations. The national Curriculum outlines five factors which children should be taught to ensure safe practice;

- To respond readily to instructions;
- To recognise and follow relevant rules, codes, etiquette and safety procedure for different activities or events in practice or during competition;
- About the safety risks of wearing inappropriate clothing, footwear and jewellery, and why particular clothing, footwear and protection are worn for different activities;
- How to lift, carry, place and use equipment safely;
- To warm up and recover from exercise.

If an injury or accident occurs, children are asked to sit on the floor, away from any apparatus or equipment without talking in a calm manner, whilst the situation is dealt with and a first aider is present. This ensures that all other children are safe and out of harms way. Outdoor P.E continues in all weathers unless of course it is extreme. Individual staff should risk assess weather conditions prior to each lesson to see if the activity planned is suitable.

Safeguarding Children

Staff ensure children are safe in their environment at all times by appropriately risk assessing each lesson. If outside agencies are delivering a session, a member of staff is present to supervise activities, therefore, never leaving a child with a stranger. In years 4,5 and 6, girls and boys get changed for P.E in separate areas.

Within St Andrew's we are committed to teaching these children as well as ensuring our preparation provides for a safe working environment. To ensure that the appropriate clothing is worn the children are expected to wear a school PE kit. This consists of: -

INDOOR PE KIT – yellow T-shirt, plain navy blue shorts, sand shoes worn only for some indoor activities.

OUTDOOR PE KIT – T-shirt, warm jumper, jogging bottoms, socks, outdoor sports shoes. The children are not allowed to wear any item of school uniform for PE or any item of jewellery and long hair must be tied back.

A register is kept for children who have not brought their kit - a letter is sent home when a child forgets his/her kit twice in a row. If a child is not participating in PE then work is provided by the teacher of a suitable standard. The register is collected and monitored on a termly basis by the co-ordinator.

To ensure children prepare their bodies for the effect of everyday exercise every PE lesson begins with a warm up activity and finish with a cool down activity. The content of these activities depends upon the physical expectation within the actual lesson. Apparatus is checked on a regular basis and our teaching in PE as in all subject areas reflects the health and safety policy of the school.

Promoting and Supporting Mental Health and Wellbeing in PE

Supporting mental health strategies is prominent at St. Andrew's CE Primary School. The teaching of PE lessons across the school, aim to compliment the objectives and strategies outlined in our PSHE and RSE curriculum. Promoting health and wellbeing in PE will consist of:

- Outdoor education and outdoor PE lessons
- Engaging PE lessons, with high quality teaching, including practical activities to inspire our children.
- Group and collaborative art work, to enable discussion and communication whilst learning.
- Accurate differentiation of skills in order to ensure challenge but also the opportunity for success at every level.
- Promoting pupils' independence through giving the opportunity to suggest ideas/ approaches to activities.
- PE and sports clubs available to children for enjoyment and wellbeing.
- The use of pupil questionnaires and pupil voice suggestions so that pupils feel valued and a part of our PE curriculum goals.
- An environment which portrays warmth, good relationships and an atmosphere of belonging.
- Encouragement and praise; sharing examples of good practice.
- Projects which involve the whole family. Family Challenges. School displays show pupil voice and are themed to encourage positive mental health. Pupils regularly discuss PE in both Key Stages to support the open discussion of feelings and well being.
- Promoting the school's philosophy of 'Every child to be a champion in their own right'.

In order to ensure staff's health and wellbeing, support and training for PE is given to all staff.. The development of detailed medium term plans, as well as planning and sharing resources in teams, helps to reduce teachers' workload.

Assessment

All staff are aware of the importance of providing evidence to show that their children are progressing and are being challenged effectively so that their individual needs are being met. The school has a Bronze, Silver, Gold and Platinum assessment criteria which allows staff to track children's progress. Every teacher has a PE file and a file on the school's server, where they keep evidence and lesson plans for the PE co-ordinator to monitor. Staff also assess

each individual child's performance against the National Curriculum objectives. This enables future planning more effective as it highlights each child's strengths and areas for development. We also encourage children to assess their own learning, suggesting the way forward. The use of ICT in P.E aids children with this process, enabling them to watch performances back, evaluate it and then improve it. Pupil Voice is recognised and used in weekly planning.

Special Educational Needs/Talented Children

At St Andrew's we recognise that differentiation is especially important if we are to provide for and meet the needs of those children with special educational needs. PE can make a valuable contribution to the general development of the child with such needs. In recognition of this our preparation aims to give such children valuable learning experiences. Children with special educational needs may require tasks to be broken down into stages, each providing an opportunity for positive reinforcement and encouragement. Tasks and materials need to be carefully selected to ensure that success is achievable. Foremost in our minds is that we provide each individual with an experience which is positive and valuable and which thus builds self-esteem, contributing to their overall development in the light of their needs and abilities. The more able/talented children can also be extended through skill challenge in the activities, referring to the next unit and being referred to outside agencies to develop their talents further. Also, by encouraging children to attend extra curricular clubs, run by the school. Talented children are also further developed during groovy Dazzle sessions and Cracker Jack in their area of expertise.

PE has an emphasis on the importance of the individual child, in providing them with a learning experience which is positive and builds their self esteem, alongside developing not only physical attributes but also knowledge, skills, understanding and attitudes. The aims of PE reflect well many of our aims at St Andrew's Church Of England School and so we are committed to providing for each child, as they progress from nursery through to year six, opportunities in PE which are well planned and address the issues discussed in this document.

Water/Brain Breaks

The Children are encouraged to bring a bottle of water every day and keep them within the classroom to get a drink whenever they require throughout the day. Bottles should be labelled clearly with the child's name. Children should take bottles home at night and then refill them for the next day.

During the school time table flexi playtime has been incorporated, staff can choose when playtime is best for their class. Brain breaks are also encouraged during the school day to provide fun and focus. Staff have been trained to use a programme called Go Noodle which provides various brain breaks which include stretching and movement activities that help to develop different skills such as cognitive skills, gross motor skills and co-ordination.

Other

Children have the opportunity to have lessons with a dance coach and yoga coach during Dazzle sessions. They also take part in playground games, using a vast range of play time equipment and use the timber trails and tyre park. The dinner staff set up a range of activities that the children can participate in, supervising and leading by example. Children in year 5 are also trained as Playground leaders to support the lunchtime staff, teaching their peers games and leading activities.

P.E Co-ordinator

The P.E Co-ordinator is responsible for monitoring the planning and delivery of P.E. All records, minutes of meetings and action plans are kept in the P.E evidence files, located in the co-ordinator's classroom.

L Broadley (P.E Leader)