



All learning together

## **Langton Primary School**

### **P.E. Policy**

**Adopted by: Full Governing Board**

**Summer1 2018**

**Review date: Summer1 2021**

## **Introduction**

This policy was created in April 2018, in consultation with staff, parents 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 school believes that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. The physical education curriculum aims to provide for pupils' increasing self-confidence through an ability to manage themselves successfully in a variety of situations. A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil's needs and abilities. The scheme of work is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils. The scheme aims to promote an understanding of the many benefits of exercise, through a balanced range of relevant activities. Physical education is considered as a vehicle to facilitate access to cross-curricular themes, skills and dimensions, rather than a subject concerned exclusively with the acquisition of motor skills and techniques.

### **1. Aims and objectives**

1.1 Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor problem solving activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. We enable the children to make informed choices about physical activity throughout their lives.

1.2 The aims of PE are:

- To enable children to develop and explore physical skills with increasing control and co-ordination;
- To encourage children to work and play with others in a range of group situations;
- To develop the way children perform skills and apply rules and conventions for different activities;
- To increase children's ability to use what they have learnt to improve the quality and control of their performance;
- To teach children to recognise and describe how their bodies feel during exercise;
- To develop the children's enjoyment of physical activity through creativity and imagination;
- To develop a child's understanding of how to succeed in a range of physical activities and how to evaluate their own success.

## 2. Leadership and Management Roles

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

The Head teacher will actively support and encourage staff by praising good practice and supporting staff development and resources, including extra-curricular activities. He / she will:

- 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 a member of staff to lead the subject

The PE Subject Leader will:

- Monitor the teaching and learning of PE within the school
- 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 Out of School Hours Learning (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 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, sport and Physical Activity (P.A.). 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
- Work with sports leaders to establish where pupils can plan PE, sport and PA activities
- Informally observe PE lessons to compile a picture of teaching competency across the school

- Perform annual / termly planning scrutinies

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 for opportunities for pupils to develop and demonstrate their initiative and independence and take responsibility for their learning. Lessons should be thoughtfully planned and 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.

### **3. Teaching and learning style**

3.1 We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

3.2 In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as a 50m sprint;
- Grouping children by ability and setting different tasks for each group, e.g. different games;
- Providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

## 4. PE curriculum planning

4.1 PE is a foundation subject in the National Curriculum. Our school uses the national scheme of work as the basis for its curriculum planning in PE. We use the Coaching Limited programme to inform planning and assessment. Children will be taught a breadth of topics across the key stages, topics will include dance, games and gymnastics, athletics and outdoor and adventurous activities. Children will begin swimming in Class 2 and will continue until they can swim 25 meters competently.

4.2 The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues in each year group. We try to teach the same skills throughout the school to map progression.

4.3 Our medium-term plans, which we have adopted from the national scheme, give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans.

4.4 Class teachers complete a short term plan for each PE lesson. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

4.5 We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

## 5. Entitlement & Progression

We encourage the physical development of our children as an integral part of their work. We encourage 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. This includes gymnastics, movement and dance and games skills. 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.

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 will 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 will 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.

All children will 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.

Children who are unable to do P.E. should have a letter detailing the reasons as to why they are unable to participate.

## **6. Contribution of PE to teaching in other curriculum areas**

PE can address most curriculum areas.

### **6.1 English**

PE contributes to the teaching of English in our school by encouraging children to listen, follow instructions, as well as providing the opportunity to describe what they have done and to discuss how they might improve their performance.

### **6.2 Maths**

Position and movement, co-ordinates and directional language, scoring, time and distance.

### **6.3 Information and communication technology (ICT)**

We use ICT to support PE teaching when appropriate. In dance and gymnastics children make video recordings of their performance, and use them to develop their movements and actions. Older children compare each other's performance from recordings and use these to improve the quality of their work.

### **6.4 Personal Development**

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

### **6.5 Spiritual, moral, social and cultural development**

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other. Children have opportunity to explore spiritual themes during dance and when responding in movement to music.

## **7. Teaching PE to children with special educational needs**

7.1 At our school we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

7.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

7.3 Intervention through School Action and School Action Plus will lead to specific targets relating to PE.

7.4 We enable pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school, for example, a sports event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **8. Assessment and recording**

8.1 Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit. They record the information on the assessment system and use the information to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

8.2 The PE subject leader keeps photographic and video evidence of children's work (in a portfolio). This demonstrates what the expected level of achievement is in each area of activity in PE in each year of the school. Teachers meet regularly to review individual evidence of children's work against the national exemplification material produced by the QCA and the DfEE.

## 9. Resources

There are a wide range of resources to support the teaching of PE across the school.

- LCP Planning KS1 and KS2
- Teaching resource cards for all subjects
- Hoola hoops
- Bean Bags
- Quoits
- Skipping Ropes
- Football equipment – Footballs, goals, bibs and football strips
- Netball equipment – Netballs, netball posts, bibs
- Golf equipment – 2 bags of tri golf and targets
- Hockey equipment – sticks and balls
- Cricket equipment – cricket bats, stumps and balls
- Tennis equipment – Tennis rackets, balls, and nets
- Sports day equipment – sacks, egg and spoons, relay batons
- Gymnastic equipment – apparatus, jumping platforms and mats
- Tag rugby belts and balls
- Agility equipment

We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school playground and the school playing field for games and athletics activities and the local swimming pool for swimming lessons.

## 10. Health and 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 PE Subject Leader.

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. 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. We expect them to change for PE into the agreed clothing for each activity area. KS1 and lower KS2 pupils will change together for PE in their classrooms. Upper KS2 pupils will change in separate areas. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no jewellery is to be worn for any physical activity and all earrings must be completely removed. Children are required to remove any items during PE lessons to prevent them from causing injury. Please note: Teachers are not permitted to remove earrings. During indoor P.E. all children will be in bare feet, children wearing tights will be told to remove them.

## **11. 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.

As a school we ensure the safety of all pupils and staff through the following codes of practice:

- 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.
- Annual safety equipment check by a recognised maintenance contractor.
- Equipment to be checked at the beginning and end of use. All unsafe, damaged or lost equipment to be reported to the PE Subject Leader.
- A named person responsible for Health and Safety.
- Named First Aiders within the School.
- A knowledge of the environment in which learning is taking place - check areas for hazards before any activity takes place.
- Risk Assessments are carried out by the PE Subject Leader for each area of PE.

## **12. Monitoring and review**

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leader gives the head teacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The PE subject leader has allocated times to attend school sports partnership meetings (PLT days) in order to review school needs and planning.

### **13. Extra-curricular activities**

The school provides a range of PE-related activities including football, golf, gymnastics, hockey, netball, rugby and dance for children at the end of the school day. After school clubs are open to all children. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term. Year 5 and 6 children also have the chance to train as sports ambassadors who will deliver lunchtime activities, run festivals amongst other things. The school also plays fixtures against other local schools and participates in inter school festivals. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

### **14. School Sports Partnership**

We have bought into the Malton School Sports Partnership. This will provide us with support during school and extra curriculum. Through working with specialist PE teachers our teaching skills will develop. Training courses will also be provided for CPD. The partnership will also provide us with festivals which will give the children experiences of competing against other schools and enables them to participate in a range of organised activities including cricket, football, rugby, multi skills and athletics. As well as the Malton School Sports Partnership we are also included in the Howardian Small Schools Partnership which allows our children the opportunity to play in festivals and competitions against smaller schools. Children in Year 5 and 6 will have the opportunity to represent their school as Sports Ambassadors, this will give them an opportunity at being sports leaders and as a result be able to develop/coach children throughout the school.