

WHITEHILLS PRIMARY SCHOOL

"...putting children first..."



P.E. POLICY

Date policy reviewed: January 2021

Reviewed by: Rebecca Casey and Gemma Hillier

Ratified by Governors: January 2021

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of Physical Education at Whitehills Primary School. It was developed through a process of consultation with the teaching staff.

Rationale

Physical Education:

- inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities
- provides opportunities for pupils to become physically confident in a range of activities and ways in which supports their health and fitness
- promotes opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect
- promotes physical skilfulness, physical development and a knowledge of the body in action

Aims

We aspire to provide all children with the opportunity to fulfil their sporting potential and make lifelong, healthy choices. We want all pupils to enjoy physical activity and to appreciate its benefits, while embodying the core principles of REAL PE to develop their: social, personal, physical, creative, cognitive and health and fitness skills. We aim to ensure all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives and understand its importance

Sport Premium Funding

Sport Premium Funding is money that is provided by the government to make additional and sustainable improvements to the quality of Physical Education, sport and physical activity within schools. The school has been in receipt of additional government funding specified as 'Sport Premium' since its introduction in September 2013. We have the opportunity to spend the Sport Premium as we feel will best support and benefit the pupils at our school. This extra funding must be spent on Physical Education, school sport and physical activity. The way in which we are using the Sport Premium to support our pupils is as follows:

- To ensure that all teachers have access to high quality CPD for increased skills, knowledge, understanding and confidence in gymnastics, dance and athletics.
- To continue to develop and improve the teaching REAL PE and REAL GYM.
- To purchase new equipment to support the teaching and differentiation.
- To sign up to the local cluster school enhanced sports partnership in order to continue to access professional advice and support to further develop the provision we provide for Physical Education, school sport and physical activity
- To provide transport to and from a wide range of competitive events.

- To employ coaches to deliver additional enhanced sporting sessions alongside the class teacher

PE Curriculum

Foundation Stage

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

Skills such as co-ordination, fine motor skills and spatial awareness are achieved through a variety of continuous provision activities and direct taught tasks.

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, 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.

Key stage 2

Pupils should continue to apply 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, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and 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.

Through this process pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Swimming and water safety

Children have access to swimming instruction in Key Stage 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 [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

DfE (2013) *National Curriculum in England for Physical Education*, England.

Teaching Strategies

REAL PE and REAL GYM schemes of work are used extensively in the teaching of PE. The scheme currently used covers the teaching of fundamental movement skills and personal, social, cognitive, creative and knowledge and understanding of health and fitness skills. We decided to take the Real PE route as it is a unique, child-centred approach that transforms how PE is taught to engage and challenge EVERY child.

The P.E curriculum is organised on a subject basis outside the main topic.

P.E is the most firmly timetabled element of the curriculum because of the need to use the hall or outside space. P.E is taught throughout the school year and involves:

- * Setting tasks of increasing difficulty, where not all children complete all tasks, e.g. using the differentiated coloured FUNs cards using splinter groups.
- * Grouping children and pairing by ability and setting different tasks and the use of peer coaching.
- * Providing a range of challenge through the provision of different level skill challenges using the FUNs cards.
- * Excellence in PE and sport is celebrated using our Sports Star Medal and worker of the week assemblies.
- * Children generally not queuing to use apparatus.
- * An annual competitive sports day held on a round robin basis and ending with competitive races. All pupils are involved.
- * At least two intra-sporting competitions per year groups
- * Personal best challenges over the year e.g. our golden mile running challenge

Curriculum Organisation

Time allocation

Reception = 1 x 60 minute lesson per week starting in Spring 2. An hour of PE is allocated each week for the hall. Outdoor provision is provided throughout the day, every day. Physical development operated through a range of various mediums i.e. sand and water, climbing equipment. Children are able to independently access outdoor provision throughout every school day. Physical development is incorporated into both indoor and outdoor provision, this can include both fine and gross motor skills.

Year 1 = 2 x 60 minute lesson per week

Year 2 = 2 x 60 minute lesson per week

Year 3 = 2 x 60 minute lesson per week

Year 4 = 2 x 60 minute lesson per week inclusive of 1 x 60 minute swimming lesson per week during an academic term.

Year 5 = 2 x 60 minute lesson per week inclusive of 1 x 60 minute swimming lesson per week during an academic term.

Year 6 = 2 x 60 minute lesson per week inclusive of 1 x 60 minute swimming lesson per week during an academic term.

Swimming for Year 6 children in the summer term 2021 only due to implications from Coronavirus 2020.

Every lunchtime pupils in EYFS, Year 1, Year 5 and Year 6 have the opportunity to engage in Sports Leader activities. All classes use a physically activity programme by incorporating 'active burst' sessions (varying in length from 7-15 minutes) between lessons within the school day eg. Gonoodle, Cosmic Yoga and Joe Wicks. In addition to this, an extensive range of extra-curricular clubs are provided for each Key Stage (These will continue once the coronavirus situation allows)

Sports Day

Sports Day is organised and designed by the PE Subject Leaders, Sports Ambassadors and Real Leaders, for the participation of KS1 and KS2. Foundation children take part in their own sports day organised by Foundation staff and the PE Subject Leaders.

Out of school hours learning

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. Pupils are provided with information about local clubs and exit routes through coaches and the sports board. The after school activities provided are as follow:

- * KS1 and KS2 Dance Club** FlexD
- * KS1 and KS2 Gymnastics Club FlexD
- * KS1 and KS2 Dodgeball club**

- * KS1 Football Club GLK**
- * KS2 Football Club GLK**
- * KS2 Basketball Club Hotshots
- * KS2 Cross-country Club internal staff **
- * KS2 Netball club internal staff**

**These clubs are delivered by both school staff and external coaches and will, hopefully, be up and running again in 2021 .

Leadership and Management Roles

Governors will know about current and projected expenditure of the Sport Premium funding on school website and will regularly scrutinise current and projected expenditure with the HT and understand the impact the grant is expected to make. A meeting at the start of each academic year with the PE leads and PE governor, will share the aims for the year. The Headteacher will actively support and encourage staff by praising good practice and supporting staff development and resources, including extra curricular activities.

The Headteacher 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

Physical Education is managed by the curriculum co-ordinators. The PE Subject Leaders will:

- Monitor and improve the standards of teaching and learning in P.E
- Taking the lead in developing the Physical Education curriculum
- Maintaining PE policy documentation (update/revise as required)
- Order PE equipment and the care and maintenance of equipment.
- Arrange appropriate inset for PE
- Keep up-to-date with primary PE initiatives and inform staff.
- Responsible for health and safety in PE
- Have information detailing the current and projected expenditure and impact of the Sport Premium money published on the school website
- Audit staff to determine appropriate and targeted training.
- Ensure that all pupils have the opportunity to become involved in extra – curricular clubs to further develop skills and talents and will monitor attendance 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.
- Assist with recording keeping and assessment of the subject.
- Regularly share current and projected priorities and outcomes with pupils, parents, staff and senior leaders including governors
- Informally observe PE lessons to compile a picture of teaching competency across the school
- Contact local sports clubs to establish new community links with the school

Staffing

Lessons should be thoughtfully planned following the school overview and secure outstanding progress across all aspects of PE. The teacher will be responsible for the planning and teaching of PE as set out in this Policy.

Teachers are expected to:

- 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.
- will always supervise student teachers.

For the teaching of swimming a qualified swimming instructor and two further members of staff will accompany the children.

The Learning Support Assistant (LSA), when available during PE lessons, will:

- support the class teacher in delivering PE and, in particular, designated adults will support those children with Special Educational Needs when appropriate to do so.
- provide additional support and challenge for groups of children and children with SEN.

Staff Development

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. 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, the PE Adviser or through INSET. Any staff who attend a CPD course must provide feedback/ disseminate the information.

Facilities

Indoor	Outdoor
Small multi purpose hall. Utilised for assemblies, school lunches, productions as well as gymnastics and dance.	Hard court area with markings for netball/playground games
Offsite swimming pool at Moulton Swimming Pool	Two further playgrounds with court markings
	Outdoor play area for foundation stage
	School field

The pupils are allowed supervised access to all areas at play times and lunchtime.

Indoor teaching space

All apparatus and equipment is stored safely and to allow easy access around the hall.

Resources

General resources are stored centrally and used by all members of staff. Separate resources are available for break-time and lunchtime activities, which is kept in an outside store. Specific resources are stored in Year group areas and for each bubble.

Inclusion

The teachers through planning and use of resources have due regard to meet the needs of:

- Boys and girls
- Pupils with SEND
- Pupils of BAME
- Pupils with English as an additional language
- Pupils who qualify for Pupil Premium

Setting suitable learning challenges

We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. This means choosing the knowledge, skills and understanding from the programmes of study which best meet the need of the pupils.

This may mean choosing from earlier or later key stages (using the REAL PE FUNs cards) so that the individual pupils can make progress and show what they can achieve.

Responding to pupils' diverse learning needs

Planning in P.E is a process in which all teachers are involved, wherein:

- The foundation for the curricular planning is the Year Group Curriculum Maps that identify which fundamental movement skills and area of learning (e.g. cognitive, social) are going to be taught and when.
- The curriculum map consists of a cycle of work from the REAL PE and REAL GYM scheme and is adapted by staff and is carefully balanced to ensure full coverage of the National Curriculum.
- EYFS, Key Stage 1 and Key Stage 2 collaborate so as to share a collective responsibility for progress and continuity through a key stage.
- Consistency of approach and standards are monitored during the weekly year group or key stage meetings, lesson observations, videoing and through the assessment process.
- Year group or key stage teams for each half term follow and adapt the REAL PE and REAL GYM lesson plans. These plans identify how the units of work are taught and assessed.

- At least twice a year, teachers plan intra-year group competitions linked to the FUNs skills and activities they have been developing that term.

Overcoming potential barriers to learning and assessment for individuals and groups of pupils

- Pupils with special educational needs may receive daily targets in physical education from LSA.
- A range of equipment is available to help children with poor co-ordination, and poor gross/ fine motor skills.
- For children with English as an additional language, LSA support may be available.
- REAL PE lesson plans offer guidance for teachers in ways to further support children with barriers to learning for all activities.

Health and Safety Policy

See separate document

Assessment

Each class teacher updates the class PE assessment system saved on the school network. During lessons and units of work, teachers assess the children on the level of skill achieved using the FUNS cards and use this to inform future teaching and differentiation. Using this information, class assessment sheets are completed at the end of the unit for dance/gymnastics and game/athletics. These assessments are passed on to the next class teacher at the end of the year and the PE coordinators to monitor attainment and progress in PE. The school informs parents/carers about their child's progress each term through termly learning conferences and the end of year reports. Special achievement awards may be given out in assembly for attainment in P.E, club activities and team competitions.

Learning Across the Curriculum

The teaching of P.E will incorporate the teaching of:

Spiritual, moral, social cultural

Key Skills

- * Communication
- * Application of Number
- * Working with others
- * Improving on own learning and performance
- * Problem solving

The REAL PE scheme taught also focuses on developing the children's personal, social, cognitive, creative and knowledge and understanding of health and fitness skills.

Literacy and Numeracy

Where appropriate cross curricular links are made in P.E.

The P.E policy is updated regularly.

December 2020