



# Physical Education and Activity Policy

September 2017

## *Our Values*

- We value every child's individuality
- We value the development of the whole child-academically, physically, emotionally, socially and spiritually.
- We value a broad and rich experience, alongside academic success.
- We value a happy, caring, sustainable, and safe environment.
- We value the contribution we make to, and receive from, parents and the wider community. We value the development of all staff to achieve their full potential.
- We value dynamic leadership and management.

## **Introduction**

At Wanborough Primary School, we recognise the importance of physical education in providing children with a broad and balanced curriculum. Gaining knowledge and understanding and developing a range of social skills are considered important aspects of Physical Education, as well as improving the physical skills, health and fitness of our children.

We teach pupils from Reception to Year 6, with one class per year group. We have a welcoming, education for all policy, with different ethnic origins and special educational needs catered for.

## **Facilities**

Children have access to an indoor hall as well as a school playground, playing field, climbing equipment and bark track. In addition, children in Foundation Stage have an outdoor play area. The children also use The Link Centre Swimming Pool, Hooper's Field Tennis Courts and Ridgeway School when appropriate.

## **Aims**

The following 'Physical Education and Physical Activity Policy Document' for Wanborough Primary School is designed to provide a *high quality* broad and balanced PE curriculum and daily physical

activity opportunities that meets the needs of all pupils throughout Key Stage 2, Key Stage 1 and the Foundation Stage.

These aims relate directly to the aims of Wanborough Primary School. Our aims in the teaching of P.E. are that all children will:

- Be provided with opportunities to enjoy and succeed in the subject, as well as being stimulated and challenged.
- Develop positive attitudes towards health, hygiene and fitness, showing an understanding of both the short and long term effects of exercise on the body.
- Be familiar with a body of knowledge, principles and vocabulary related to P.E. and be able to use the correct terminology.
- Develop communication skills.
- Develop the way they perform skills and apply rules and conventions for different activities.
- Increase their ability to use what they have learned to improve the quality and control of their performance.
- Appreciate safe practice when using equipment.
- Develop personal characteristics like initiative, perseverance and independence. The establishment of pupil self-esteem through the development of physical confidence is a major aim of P.E.
- Work and play with others in a range of group situations, as well as work independently.
- Have equal access to the full curriculum of P.E., irrespective of their gender, ethnic origin, academic ability etc.

## **Rationale**

- To develop the ethos of the school as a health promoting environment.
- To provide children with at least 2 hours per week curriculum PE and opportunities to take part in sport outside of school teaching hours.
- To use PE, sport and physical activity to bring about whole school improvement through improving attendance, behaviour and attainment of pupils.

## **Objectives**

- Appointment of a Physical Education Co-ordinator with a clear job description outlining his or her responsibilities.
- A curricular physical education programme which meets statutory National Curriculum requirements.
- Provision of quality physical activity opportunities both within and outside of curriculum time which:
  - consider the needs and interests of all pupils
  - promote positive attitudes towards participation in physical activity
  - enable pupils to develop a full range of basic movement skills
  - increase pupils' knowledge and understanding of the importance of physical activity
- A commitment to ensuring safe and effective exercise procedures, including warm ups and cool downs.
- Provision of safe and stimulating areas in which children can play and be active.
- Making facilities and equipment available for pupils to use at lunchtimes and break-times and encouraging pupils to be active at these times.
- Inviting appropriately qualified professionals to contribute to the provision of out-of-hours activities.

- Providing pupils with the information and confidence they need to take advantage of physical activity opportunities in the local community.
- Organisation of specific events (e.g. Sports Day) which promote and raise the profile of activity.
- Monitoring pupils' level of involvement in physical activity inside and outside of school.

### **School Policy on Entitlement and Equal Opportunities**

In accordance with the school's 'Equal Opportunities Policy' all pupils regardless of gender, cultural heritage, race, colour, nationality, ethnic origin, religion or special needs, will be given the opportunity to experience and acquire skills according to the National Curriculum for Physical Education. The Education Reform Act of 1988 gives children the entitlement to all areas of the National Curriculum. The Education Act of 1996 reinforces physical education as a foundation subject for all pupils.

PE is a foundation subject in the National Curriculum. As required in Key Stage 1, we teach physical literacy skills through dance, games, gymnastics, athletics and swimming. In Key Stage 2 we teach dance, games (including netball, hockey, cricket, football, lacrosse, handball, basketball, rugby and rounders), gymnastics, swimming and water safety, athletics and outdoor and adventure activities. Each unit of work covers 1 term. Two or three units are completed within a two term period, dependant on weather. These units are mapped on to the whole school long term planning document, ensuring that pupils experience a coherent and progressive curriculum, supporting optimum continuity. Units are topic linked where possible. Our aim is that all children participate in at least 2 hours of high quality PE per week. These lessons take place at different times of the day throughout the week. Teachers should provide a variety of experiences and activities during a course of study and during a PE lesson, e.g.

- Games, gymnastics, dance, athletics and swimming
- Indoor and outdoor activities
- Residential trips (Year 4 trip in term 4)
- Competitive and non-competitive activities (both in school and through participation in local and national competitions; of which children are given many opportunities to do)
- Contact and non-contact sports
- Individual and group activities
- Problem solving
- Communicating PE ideas to others by means such as speaking, listening and appraising
- Practicing and refining a skill
- Using repetition in order to improve

### **Inclusion**

In all classes, there are children with differing physical ability. A more inclusive curriculum will be developed providing effective learning opportunities for all pupils by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils. (E.g. special educational needs, disabilities, English as an additional language.)

All pupils in this school, including those with special needs, are ENTITLED to a comprehensive programme of physical activity which:

- Fulfils the statutory National Curriculum requirements
- Takes into account their individual needs and interests
- Provides them with opportunities to pursue activity beyond school

Physical Activity opportunities offered both within and outside of curriculum time:

- Provide all pupils with EQUAL OPPORTUNITIES to participate and to achieve in different activities
- Ensure that all children have ACCESS to a varied programme which allows children the opportunity to meet the national expectations as outlined in the PE National Curriculum

## Differentiation

Physical activity provision at Wanborough Primary School caters for the needs of children of all abilities from the physically gifted to the physically challenged. The programme of physical activity offered takes account of differences in stage of development; previous movement experiences; body size; age; and fitness and skill levels.

For example:

Physical activity provision within this school is developmentally appropriate and a variety of teaching and learning approaches and organisational management are adopted to ensure that:

- Tasks are matched to pupils of different abilities, needs and interests by balancing challenge with the likelihood of success
- Pupils at different starting points all make progress

The achievements of all pupils are maximized by providing variations in:

- **Tasks** (e.g. providing a range of tasks with differing degrees of difficulty)
- **Resources** (e.g. using a variety of equipment to make tasks more/less challenging)
- **Response** (e.g. allowing pupils to work at different paces)
- **Support** (e.g. providing additional support)
- **Group structure** (e.g. permitting small group work; selecting mixed ability or setting, as appropriate)

Examples of how the above principles can be used to cater for those of low and high ability include:

### *Low achievers*

- Using differentiated target setting and awards structure
- Allowing pupils extra time to complete a task
- Setting activities/tasks from earlier units of work
- Using appropriate language/terminology and praise as appropriate
- Using appropriate demonstrations
- Using classroom assistants to help
- Grouping children into ability groups for some tasks/activities
- Using short-term, achievable targets to help pupils reach their potential
- Focusing on personal improvements and recognizing participation, improvement and effort
- Making activities enjoyable and interesting
- Offering a wide range of experiences and opportunities
- Using more-able pupils to assist in paired work, taking on a coaching role

### ***High achievers***

- Using differentiated target setting
- Providing appropriate challenges which stretch pupils e.g. using more-challenging equipment
- Providing extension work for activities
- Encouraging participation in out-of-hours clubs
- Encouraging pupils to work at a faster pace and to move onto more advanced skills
- Involving pupils in helping and supporting less-able peers
- Providing competitive opportunities (inter and intra school)
- Encouraging participation in local sporting events e.g. Partnership festivals,& competitions, Area Youth Games
- Directing pupils to local clubs/outside agencies

### ***Inclusion of those with specific disabilities and/or health conditions***

Policy for helping pupils with specific disabilities and/or health conditions to ensure that they can take a full and active part in all the physical activity opportunities offered both within school and outside of school.

Eg:

- **Modification** of activities where necessary e.g. changing rules/playing area/equipment to enable pupils with special needs to be included
- **Parallel** activities - all pupils take part in the same activity but in different ways e.g. pupils in ability-matched games or, in the case of pupils with a disability, grouped according to the way in which they play, such as standing or seated.
- **Included** activities - all pupils play adapted games specifically designed for young disabled people or those with special needs
- **Separate** activities - for activities where it is difficult for a pupil with special needs to take part, an alternative activity is offered which they could either take part in on their own or with peers who also have difficulties.

All teachers will ensure that where necessary pupils on medication should be given access to necessary medicines before, during or after physical activity.

### ***Gender and culture***

Any gender-typical attitudes and beliefs are addressed and challenged. Pupils are taught in mixed gender groups. The only exception to this is some out of school hours (OSHL) clubs. Pupils are encouraged to share their experiences and culture with others in order to enhance the quality of learning. This will be achieved by pupils talking and researching about:

- Physical activities/sport from different times and cultures
- Different sportsmen and women from both the past and present
- The Olympics and the Paralympics

## **Assessment**

- Elements of each unit taught will be assessed and recorded to inform planning. The assessment data will be passed onto the next teacher to inform planning and ensure progression.
- Assessment will be mainly through teacher observation in the lesson or from photographs or the use of film, but will include the general observations of other adults, information collected from the pupils, and where appropriate, written parent and carer permission, photographs.
- Progress will be reported annually to parents and carers. All children work towards the progression skills ladders for each year group.
- Teachers will assess PE units at the end of each term
- Assessment data will be made available to the PE co-ordinator.

Examples of methods of monitoring pupil improvement include:

- Include success criteria in lesson plans
- Teacher observation of pupil performance in lessons - looking at both effort and achievement and cross referencing the level of achievement to the progression skills statements
- Pupil responses to specific tasks/questions
- Question pupils - to find out what they did/did not enjoy
- Record pupils' physical activity achievements through photos, video and notes
- Use skills based ladder sheets for each year.
- Highlight physical activity successes on the PE notice board: this could include photographic evidence
- Involve pupils in the assessment of themselves and others
- Pupil involvement in out-of-hours learning activities and other physical activity opportunities

***Methods of reporting pupils' progress and attainment to various groups include:***

### **To pupils**

- Highlighting objectives at the start of lessons and reinforcing these throughout, then providing feedback on how well these have been achieved at the end of the lesson
- Giving children verbal feedback so that they know how they are progressing
- Providing pupils with visual evidence of progress, through photos or videos
- Highlighting pupils' successes via assemblies, the school website and on the PE noticeboard

### **To other teachers**

- Providing verbal feedback, either informally or through regular meetings between the PE co-ordinator and other staff and at whole staff meetings
- Pupil reports and assessment sheets completed and handed onto next teacher when pupil changes class
- Through highlighting PE successes in special assemblies and on the PE noticeboard

## **Parents**

- Including a PE section on the end-of-year school report which includes references to achievements, progression and areas of development.
- Through parents evenings
- Chatting to parents at sport fixtures/physical activity events
- Providing photographs of children involved in physical activity and school teams on the newsletter and on the school website
- Inviting parents to sports days, festivals etc. where they can see their children taking part in physical activity

## **Other agencies**

- Providing regular report(s) to the governors
- Arranging transfer meetings with other schools and providing relevant documents
- Informing colleagues of successes and progress through cluster group meetings
- Introducing pupils to local clubs through competitive events
- Informing the local press of physical activity and sporting successes

## **Health and Safety**

All staff will implement the following health and safety guidelines.

### ***Dress Policy***

- Members of staff will change their clothing and footwear to teach physical education. They will also tie hair back and remove watches and jewelry.
- When the lesson is indoors pupils will wear their PE kit (Wanborough t-shirt and shorts) with bare feet. When footwear is required, daps are preferable to trainers.
- Children should be dressed similarly for outdoor PE, with additional warm clothing for cold weather.
- Children taking part in competitive hockey or football on the field should wear shin pads and football boots.
- Long hair will be fastened back and jewelry and personal effects will be removed.
- If a child forgets their PE kit they will be allowed to borrow items from lost property, however repeated occurrences will result in parents being contacted by the class-teacher.

### ***General Guidelines***

- Children will consider their own safety and the safety of others at all times.
- To eliminate potential hazards and risks, obstacles will be removed where appropriate, the floor and work area and equipment used will be checked for faults and damage. All faults and damage will be reported to the PE Coordinator and the Headteacher.
- Equipment will be regularly inspected and maintained.
- The school hall is swept and mopped every evening after school, and is suitable for bare foot work. It is also swept after Lunch time.
- Pupils will be taught safe ways to lift and carry equipment, which is consistent across the whole school. Equipment used will reflect the age and ability of the pupils. Equipment will be stored safely in the PE shed or in the hall, and will be replaced safely after use. Audio equipment will be turned off.
- Pupils will be supervised at all times, and will be encouraged to work in a positive, disciplined manner. They will not be allowed onto apparatus until it has been checked by the teacher. Pupils will understand and respond to the Teacher's 'stop' signal.

- All lessons will include a warm up and cool down. Children will understand the importance of these and recognize the effects they have on their bodies. Skills will be developed appropriately before being used in games situations and on apparatus.
- Mats will only be used for jumping/balancing/rolling on and will not be used as a safety precaution in case a pupil falls from apparatus.
- For outside lessons apparatus will be assembled in a safe suitable place for access, boundaries will be marked, and all striking/hitting will be away from buildings.
- When using an alternative venue or site written permission will be gained from parents/guardians and a first aid box will be available. Emergency contacts will be taken, rules and regulations for the site will be adhered to, and LEA guidelines for staff/pupil ratios followed.
- During swimming lessons pupils will follow instructions and walk quietly at all times. They will wear correct clothing, and be made familiar with the centres own safety procedures. At least one first aider, who holds relevant resuscitation awards, is always present at poolside.
- All staff work to accepted codes of practice in 'Safe Practice in PE, BAALPE, 2000'.

### ***Risk Assessment***

Each area of activity and activity facility will be preceded with a risk assessment procedure.

As part of this it is essential to ensure that:

- A systematic approach to risk assessment is adopted by the PE co-ordinator and findings recorded and shared with others
- Pupils understand all procedures and information regarding the minimising of risks associated with PE
- Regular assessments are carried out of risks associated with general procedures (e.g. for changing), facilities, activities, equipment and exercise practice
- Staff teaching PE receive appropriate training and quality information in order to make high-quality and justifiable decisions which will minimise risk in PE

### ***The PE co-ordinator should:***

- Have a working knowledge and understanding of their liabilities and legal responsibilities relating to health and safety procedures and duty of care
- Have a secure knowledge and understanding of the concepts, skills and safety implications/procedures associated with the activities they are teaching
- Be familiar with the Health and Safety policy document of the school and of their department/faculty and all safety procedures arising from these documents
- Have a risk-assessment framework and receive appropriate training and quality information in order to make high-quality decisions which will minimize risk in Physical Education
- Carry out regular assessments of risk in terms of general procedures, facilities, activities and exercise practice
- Be completely familiar with the BALPE document 'Safe Practice in PE'
- Arrange equipment checks for all fixed and large portable equipment (at least annually) by a professional equipment engineer
- Be knowledgeable concerning particular conditions (e.g. asthma, diabetes, being overweight) and know how to plan and/or adapt activities to minimize risk in this respect.

### ***In addition, all staff teaching PE should ensure:***

- Basic rules regarding clothing, footwear, jewelry etc. within the physical activity setting are highlighted and adhered to



- Basic rules regarding behavior within the physical activity setting are established and adhered to (e.g. stopping immediately in response to a given command or signal, never using a piece of equipment without being told to do so)
- A record is kept of all pupils with medical conditions which may either affect their ability to participate in physical activity or which may be adversely affected by physical activity (e.g. asthma) - for pupils with conditions such as asthma the recommended treatment for each pupil in the event of a problem should be clearly written down.
- They are either first aid trained themselves or know who the qualified first aiders are
- Safe and effective exercise procedures are taught and adopted in all activity sessions within and outside of school, e.g. including warm ups and cool downs

### ***Accident Procedures***

In the case of an accident pupils will be seated in a safe place away from the accident area, the teacher will stay with any injured child whilst other pupils are sent to gain assistance. The emergency services will be alerted if necessary, parents / guardians will be contacted and a member of staff will remain with the child at all times. The incident will be reported on an accident form, which is then given to the Headteacher. If the accident is off site, members of staff will be aware of the centres own accident procedures, emergency exits etc.

### **Staff Responsibilities**

The PE Coordinator will:

- Produce and revise the PE Policy and relevant schemes in consultation with all staff members.
- Monitor and evaluate the quality of PE provision and the range and quality of OSHL activities
- Monitor equipment, apparatus and its storage. Order new equipment when necessary.
- Offer support to all other teachers either practically where possible, or via published materials.
- Monitor and evaluate the progress made within a class or year group and the assessment procedures used by direct observation of teaching, and through the assessment evidence provided.
- Arrange to support other members of staff to develop their skills and knowledge by attending relevant courses, and by encouraging others to attend where the need is identified. Organise qualified coaches to work with children and staff.
- Arrange whole school training where appropriate.
- Co-ordinate the purchase of resources
- Consider ways that funding could be increased to enable improved provision.

### **Dissemination of the Physical Activity Policy**

**To include**

- Staff meetings
- School-based INSET
- A summary in the school prospectus
- The availability of the full policy on request to, for example, governors, parents, visitors, Local Education Authority Officers, OFSTED Inspectors

All members of staff teaching physical education will:

- Be responsible for putting the National Curriculum requirements, schemes of work and PE Policy into practice.
- Report any damage of equipment to the PLT.
- Attend relevant training courses to update their subject knowledge.
- Be responsible for the safety of the children in their lesson, by following the health and safety guidelines.
- Follow the assessment procedures and report to parents according to the school practices and policies.

## **Teaching Methodology**

Most lessons are planned and delivered by the class teacher, although areas of expertise may be drawn on when considered appropriate, through the employment of specialised coaches. All members of staff and trained coaches who teach PE in the school are fully CRB checked. Various schemes of work will be followed depending on the area/unit taught, these will be indicated on the curriculum PE map. These schemes include: LCP, Lindsay Broomfield Gymnastics, Core Tasks and PE planning. The Curriculum Guidance for the Foundation Stage will form the basis of the physical education programme for the Foundation Stage. We relate the physical development of children to the Prime/specific areas, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

## **Teaching Strategies**

All lessons will include the following basic framework:

- Introductory warm up activities - pulse raising and stretching. (These will, wherever possible, be based on the activity to follow, provide opportunities to recap and reinforce skills previously learnt, and introduce the learning objectives for the lesson.)
- Activities that support the acquisition and development of skills and understanding.
- Activities that allow the children to select and apply the skills, knowledge and understanding.
- Activities that allow the children to develop an understanding and knowledge of health and fitness
- Opportunities for the children to evaluate their performance and that of others
- Concluding cooling down activities - pulse lowering and stretching.
- Teaching strategies will vary as is seen appropriate during any lesson between whole class, group and individual activities.
- Equipment and activities will be differentiated and adapted to extend, challenge and accommodate all levels of ability. Feedback will be constructive and frequent.
- Children will be grouped in a variety of ways depending on the lesson objectives and their learning needs. If a pupil is not taking part they will undertake other appropriate roles e.g.: umpire, referee or leader.
- Progression will be made within a lesson, between lessons and from one class/year group to the next. This will be monitored and supported through planning and assessment records.

- Pupil assessments against National Curriculum standards and QCA Core Tasks will take place within each unit delivered to record the progress and inform future planning. Long term, medium term and short term planning will be in line with the school's planning policy.

### **Out of School Hours Learning (OSHL) Activities**

At Wanborough Primary School we aim to ensure that pupils have the opportunity to become involved in extra-curricular clubs to further develop skills, talents and interests in Sport. Out-of-hours learning is varied (including competitive and non-competitive and team- and individual-based clubs) and appropriate for all pupils. OSHL activities vary according to the time of year, and are undertaken on a voluntary basis by staff/adults who are qualified, able and committed. Where trained coaches lead clubs, a small charge is made to parents. They are not a statutory part of the National Curriculum, but form part of the school's aspiration for three hours of high quality PE, Sport and physical activity per week. They are also an integral part of our 'Healthy School Programme'.

All year groups are offered a variety of activities, sessions being for boys, girls, mixed gender and in some cases targeted groups of children.

Activities on offer often include boys football, girls football, gymnastics, dance, netball, Kwik Cricket and running.

We encourage children to participate in community clubs by providing the hall and field to these clubs out of school hours and inviting members of clubs into assemblies and lessons to demonstrate what they have to offer. Links to quality community groups and sports clubs will continue to be developed, supporting further opportunities for young people to become involved with physical and sporting activities. We consistently strive to improve of OSHL programme, taking feedback from the children.

### **Cross Curricular Links**

Physical education has the potential to make significant contributions to, and provide substantial support for, many areas of the curriculum. Physical education will be a tool used in to help children develop skills, knowledge and understanding in such areas as:

- Linguistic and literary
- Scientific
- Mathematical
- Expressive and creative
- Spiritual, moral and cultural
- Technological
- Social

### **Procedures for monitoring & evaluating the Physical Activity Policy**

Monitoring and evaluating procedures need to be considered and put in place at the planning stage of the policy and there should be a commitment to this process.

The measures selected will be dependent on the objectives which have been identified and should be directly linked to these.

Measures that could be used include:

- Teacher feedback
- Feedback from governors/staff
- Pupil feedback
- Existence of staff with a specific responsibility for areas such as out-of-hours learning activities and links with the community
- How broad and balanced the curriculum is
- Number of out-of-hours learning opportunities offered
- Pupil participation in out-of-hours learning Activities
- Number and nature of links with the local Community
- Pupil participation in community clubs/Activities
- Numbers of pupils walking or cycling to school
- Number of special events offered
- Availability of up-to-date information on local activity opportunities
- Changes made to the school ethos and environment to encourage physical activity
- Number of inservice courses attended by teachers/activity leaders
- Staff review and feedback
- Parental feedback
- OFSTED inspection

**TB/LW/AD**

**Date of review**                      **September 2017**

**Next Review**                         **September 2018**