

Woodlands Primary School

Physical Education and Sport Policy



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Signed – Headteacher	

Woodlands Primary School
Policy for Physical Education/Physical Activity

Introduction

At Woodlands Primary School, we believe that Physical Education (PE) has a significant and unique role to play in the ongoing development and wellbeing of the 'whole child'. High quality PE provides pupils with the opportunity to develop the skills, knowledge and understanding to take part in a wide variety of physical activities and value the importance of fitness and health. It prepares our children to understand the benefits of exercise and to make informed choices. It educates them in the knowledge of the body and teaches children how to work with others, whilst learning about themselves, their capabilities and their limitations. Physical Education provides all children with a learning experience, whereby they are encouraged to use their body effectively and efficiently and develop an understanding of how their body works.

Our Vision:

To raise the profile of PE throughout the school, ensuring ALL pupils participate in Physical Education. To ensure **ALL** pupils leaving Woodlands are **physically literate**, with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

Our aims:

To enable children to become physically educated by giving them the opportunity to:

- develop physical and cognitive competence and confidence in the skills of planning, performing and evaluating movement
- promote physical activity and a healthy lifestyle
- develop positive attitudes
- ensure safe practice
- develop problem solving skills and interpersonal skills which will have a much wider application.

To develop physical and cognitive competence and confidence in the skills of planning, performing and evaluating, by:

- knowing about factors which influence efficient and effective performance
- knowing how to improve their own performance and that of others by engaging in the continual process of reflection, selection, refinement, adapting and evaluation
- practising and consolidating movement concepts and motor skills in dance, games and gymnastics. In Key Stage 2 children will experience athletic activities, outdoor and adventurous activities and swimming in addition to the core programme

Promote physical activity and a healthy lifestyle, by:

- understanding the effects of exercise on the body
- selecting and engaging in regular physical activity
- being aware of opportunities in local clubs and the community which cater for primary age children
- only eating fruit and vegetables at break times
- running extra-curricular school clubs which all children are welcome to join

Develop positive attitudes, by:

- exhibiting such personal qualities as perseverance, self worth, well being and humility
- understanding and showing appreciation of fair play and good team work

Ensure safe practice, by:

- understanding the importance of routine procedures and factors which affect safety
- appreciating the principles of safe practice and take responsibility for personal practice

Develop problem solving skills and interpersonal skills which will have a much wider application, by:

- working collaboratively as individuals, pairs and members of a group in solving problems
- expressing independent opinions
- expressing interest, enjoyment, motivation and enthusiasm for physical activity

Through the government funding for sports, the school will provide opportunities for pupils to develop essential skills by inviting P.E specialists in, funding extra-curricular clubs and updating equipment. We will also support staff, offer training and CPD.

Teaching and Learning

At Woodlands Primary School, we ensure that the children take part in at least 2 hours of high quality PE and school sport per week. The Foundation Stage (EYFS) Profile and the National Curriculum form the basis of our PE programme. This is supported by the Suffolk Scheme of Work, which is used in Year 1 and 2 for Games, Gymnastics, Dance and Athletics. We also use the Language Centre Publications (LCP) programme.

Teaching is further enhanced by the use of TOPs games, gym, dance and play cards, as well as the Take 10 programme of exercise. In the EYFS, children also take part in the 'Write Dance', 'Starting with Movement' and Gymnastics Fundamentals programmes as part of their Physical Development (PD) sessions. Children also have daily access to the outside classroom, where they can take part in a variety of physical activities ranging

from riding bikes, learning ball skills, skipping and balancing. In Key Stage 1, the curriculum focuses on fundamental movement skills to develop agility, balance & co-ordination.

At Key Stage 2 the core programme of dance, games, and gymnastics activities will continue on a regular basis with additional programmes of athletic activities, outdoor and adventurous activities. Year 3 will swim for the entire year and year 6 in term 6.

The programme will include a variety of team and individual, co-operative and competitive activities which when taught and organised, will allow pupils to work and play together for the mutual benefit of all.

Within the planning of schemes of work, lesson plans and individual lessons, account will be taken of the range of learning styles that are likely to be evident in any one class.

All pupils have the opportunity to take part in a variety of physical activities at break times / lunchtimes, including small team games, such as football and basketball, as well as skipping, balancing, playground games and using our new Agility Balance and Co-ordination (ABC) trail in KS1.

A lunchtime 'Stay Active' club runs every day for all children by an outside agency. Through our varied and enriched PE curriculum, we address the need for creative, interpretive, imaginative, social, cultural, moral and physical skills to be practised and mastered. Teachers also encourage, inspire, direct, challenge, observe, help counsel, instruct lead, appraise, manage, control, guide and nurture all pupils' strengths and learning needs.

PE at our school also offers an added dimension to the whole school curriculum and the wider life of the school. This is evident in our cross-curricular planning, particularly for subjects such as art, English, maths and science. The creative dance element of our PE curriculum enriches and enhances learning across The Arts.

Inclusion Statement

At Woodlands Primary School, we provide a broad and balanced curriculum for all children. Differentiated planning sets high expectations and ensures that all children are set appropriate challenges, have equal access and opportunities to achieve. Appropriate strategies and resources are used to respond to pupils' diverse learning needs to overcome any potential barriers to learning.

When planning and selecting materials, tasks, resources and teaching styles, teachers at Woodlands Primary School take into account the needs of all our pupils in terms of abilities and stages of development, to ensure the fullest participation of all pupils and offering positive role models. Children rarely fail to participate in PE, but if this does occur for any reason the children are involved in the learning experience as much as

possible by encouraging them to coach, support and evaluate their peer's performances. This is done through the use of digital cameras, written recording and verbal feedback. Teachers identify challenges for all pupils, modifying and adapting the task and/or the equipment to provide appropriate challenges for every child, regardless of ability. Children with fine & gross motor difficulties have access to a structured physical management programme. Further support may also be sought from the PE subject leader and SENCO.

Gifted and talented

Woodlands Primary School is committed to delivering the best possible opportunities for all of our pupils. This includes supporting children who are identified as gifted and talented in PE and sport. Pupils are recognised as talented in PE and sport when they demonstrate high levels of ability within the full range of PE and sport contexts or have the potential to do so.

Pupils are recognised as gifted and talented in PE and sport by:

- Foundation Stage profiling
- Transition information
- Partner work with secondary school identification of pupils
- External links such as local sports club, county, regional and NGB's
- Ongoing AFL through lesson records and registers
- Progress through personal target setting and tracking
- Teacher assessment and judgements through observations and checklists
- Discussion between colleagues at staff meetings or other focussed times
- Observations by subject specialists, including relevant agencies e.g. sports coaches
- Evidence collated from reports and consultation with parents

Gifted and talented pupils are supported in PE and sport by the following means:

- If appropriate, lesson planning includes challenging extension activities and if necessary, personalised challenges for the individual child.
- Additional learning resources are used to engage and develop the pupil. For example, through the use of equipment.
- The school works cooperatively with external partners to cater for those pupils who have a high level of demand made on their time as a result of their involvement in high level sporting activities outside school. This may include amendments to the school day to allow travelling to/ from sporting events and clubs as approved by the Head Teacher.
- The opportunity to join a range of extra-curricular clubs to offer appropriate enrichment activities that can develop pupils' experience of the sporting world as well as working with external providers to provide exit routes for talented pupils.

- The use of pupil premium funding to offer PE and sporting opportunities to these children.
- The school provides competitive fixtures / competitions and festivals in a wide range of sports.
- Pupils are informed of all opportunities through notice boards, displays and newsletters.

The PE coordinators for KS1 and KS2 will coordinate the provision and practice within the school for gifted and talented children. This includes:

- Running a register of gifted and talented pupils and keeping it up to date
- Monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas by the higher achievers
- Regularly reviewing the teaching arrangements for these particular children
- Monitoring their progress through termly discussions with teachers
- Supporting staff in the identification of these children
- Providing resources and advice and support to staff on teaching and learning strategies
- Liaising with parents, governors and LA officers on related issues.

Health and Safety

We ensure high levels of Health & Safety during all P.E. lessons. At Woodlands Primary School, staff always ensure that PE apparatus and equipment are safe and secure before the lesson begins. Apparatus is checked regularly. Children are taught how to carry equipment and apparatus safely and that equipment is valued and must be returned to its correct store for others to use. Correct PE kit (according to the nature of the activity) **must** be worn by all children and staff, including appropriate foot wear.

Children must always change into their "kit" for PE activities and change back into school uniform at the end of the session. Children and adults must not wear jewellery for PE. All hair must be tied back.

Teachers are aware of other Health and Safety aspects, which include;

- teaching pupils how to move and carry apparatus safely
- the use of equipment, apparatus and techniques in accordance with Health and Safety requirements.
- appropriate storage of equipment and apparatus, including moving and lifting heavier or larger items
- teaching pupils to understand the need for safe practice in physical activities and how to achieve this
- pupils are taught to respond to agreed symbols
- sunhats and sun cream must be worn for outdoor activities at certain

- times of the year.

All routine procedures relating to safe practice is agreed and will be consistently adhered to by all teachers and support staff. It is imperative that all pupils be taught essential life skills to enable them to participate safely and confidently in physical activity. Pupils are expected to work in a safe manner and be aware of what this means. Teachers are very aware during PE lesson of potential hazards. This can be seen through close control and discipline of all children, linked to safe practice, by highlighting the potential hazards to the children. If in any doubt about Health and Safety issues/requirements or precautions, staff should consult the PE subject leader, Health and Safety Officer or the Headteacher, prior to carrying out any activity. For further guidance see our Health and Safety policy.

Equal opportunities

All pupils regardless of race, gender, ability, social origins or size are entitled to be included and be successful in physical education. All pupils have equality of opportunity in respect of curriculum balance, curriculum time, extra curricular involvement and use of resources and facilities.

Our policy is to enable all our pupils to experience success, not failure.

Assessment recording and reporting

Opportunities for assessment will be identified during planning and pupils will receive ongoing teacher assessment. These assessments will be directly related to learning objectives and will be recorded in schemes of work and lesson plans. Information will be shared with pupils, teachers and parents in written and oral form.

Specific opportunities for assessment will be identified when teachers plan learning outcomes. Digital photography forms part of our evidence, as well as observations. Children's work will be assessed according to the EYFS Stage Profile and National Curriculum guidelines. It will be assessed formatively as each topic is undertaken, and summatively with samples of work where appropriate at the end of each year.

Staffing Levels and Responsibilities

All staff are responsible for the safe delivery of PE lessons as highlighted in the PE policy. In addition, the school relies upon outside agencies to deliver high quality PE before and after school.

CPD

All staff can access training for Physical Activity. Training needs are highlighted through individual Performance Management meetings and consultation or in the School Plan, with courses booked by the CPD leader after liaising with the Headteacher. In addition to self-identification of needs, monitoring both internally and by outside agencies is used to indicate appropriate areas for development.

Training needs are also met through staff INSET and have been delivered by the PE leader and leading PE teachers.

Opportunities beyond the curriculum

The school is dedicated to offering a wide and varied curriculum that offers complete cover and enjoyment to each individual pupil, based upon their own specific needs. In addition to this coverage, the school offers a number of opportunities that reach beyond the curriculum, e.g. Take Ten, after school clubs, playground games and outside agencies such as karate football and dance clubs.

Premier Sport run Start Active club every lunchtime which promotes essential skills for children in all year groups. To ensure complete coverage, clubs promote the participation of boys and girls and both EYFS and KS1 pupils.

Monitoring and Evaluation

Monitoring and evaluation includes procedures which lead to evaluating the impact of provision in order to improve the outcomes for children. This is carried out in a wide range of ways, in particular through;

- gathering views from pupils, parents/carers, teachers, governors and the wider community
- pupil surveys conducted in school to determine what activities children engage in outside school
- awards and Accreditations (National Healthy School Status,)
- number of pupils walking/scooting to school
- OFSTED reports and LA reviews
- Schools Sports Partnership (SSP)

Woodlands Primary School is a member of the Tonbridge and West Kent SSP (TWKSSPP) through which we access support, competitive opportunities and training for staff.

Role of the subject manager

Research, personal development and training needs of staff will be discussed. The physical education subject manager will organise and lead these meetings.

The subject manager is responsible for developing a long term curriculum plan for physical education. This is matched to the programme of study.