



Policy: Physical Education

## PHYSICAL EDUCATION AND PHYSICAL ACTIVITY POLICY

“What inspired you as a child?

‘My PE teacher. She was the one that encouraged me to do a cross-country race. I didn’t want to do it, but I was very successful. She spoke to my mother, who took me down to my local athletics track.’”

Dame Kelly Homes

### Association for Physical Education Mission Statement:

- To lead the promotion and development of high quality physical education, inside and outside the curriculum.
- To provide one influential voice for physical education so that we can meet the needs of everyone involved in delivering physical education, in schools and the community.
- Actively to encourage high standards in physical education, through developing exemplary practice in learning and teaching; evidence-based practice and research; effective leadership and management; and expert advice and support in health & safety.
- To ensure that all children's and young people's experiences of physical education are enjoyable and meaningful, and contribute to their personal development, health and well being.

Physical Education – the heart of school life

### Introduction/Philosophy

At St. John’s Meads our aim is to promote Physical Education as an integral part of the development of the children. Aside from the benefits of stimulating positive attitudes towards a healthy lifestyle and general physical development, PE also promotes physical confidence and competence, which may be used further to perform a range of activities. It also allows children to experience a multitude of creative and competitive situations, some of which are important in handling new challenges, both as individuals and as part of a team. Physical Education therefore provides a significant contribution towards producing well-rounded individuals, and is vital in the harmonious development of the mind and body. The teaching of Physical Education is a fundamental part of school life at St. John’s Meads. It allows children the opportunity to develop skills and knowledge that can be further developed both within and outside school hours

### School Sport Partnership

### Refocusing sport in schools to build a lasting legacy of the 2012 Games

“The Coalition Government will encourage more competitive sport, which should be a vibrant part of the life and ethos of all schools. We are committed to doing this through the creation of an annual Olympic-style school sport competition. I firmly believe that the ideals of the Olympic and Paralympic Games can be an inspiration to all young people, not only to our most promising young athletes. Indeed, they embody the ethos of achievement and self-improvement which the best schools manifest in their sports provision for all pupils.” *Michael Gove – Secretary of State 2010*



Policy: Physical Education

## After School Clubs and OOHA (Out of School Hours Activities)

We have an excellent well established programme of after school sports clubs. These are set up and organised by the PE co-ordinator to provide a range of activities and an excellent programme for pupils in all year groups. Every opportunity is taken by the PE co-ordinator to be involved in activities, festivals, dance performances, coaching opportunities and events that are set up in the town during the school year. Staff at school, including teaching assistants and parents help to run clubs and we also run a Breakfast Club and Late Birds Club.

## Lunchtimes

Children are encouraged to play sports and use equipment on the field and playground. Lunchtime monitors in year 6 help younger children to do this. Different classes are able to play football on the field and playground as well.

## Healthy Schools

We currently hold the Healthy Schools Gold Award for Healthy Eating. As a school we are fully committed to promoting sport, exercise and a healthy lifestyle to all our pupils. The structure of the Healthy Schools Awards lends itself very effectively to fit in with Physical Education and we provide many cross-curricular opportunities in PE where these elements work together for the benefit of the children.

By doing physical education lessons, we aim to reap the following benefits:

- (a) A positive feeling of self-esteem
- (b) An understanding of healthy and hygienic practices
- (c) An increase in the ability to cope with personal responsibility
- (d) An increase in social skills
- (e) An increase in physical skills
- (f) An increase in communication skills

In order to do so, teachers will have to provide:

- (a) A suitable framework from which health based work can develop
- (b) A supportive learning situation and environment
- (c) A programme that is relevant to the maturity of the child
- (d) A high participation in physical activity by pupils in curricular and extra-curricular work

## Aims of our PE Teaching

It is our aim that the children should be the focus of attention in lessons, and that they are provided with a broad, stimulating and differentiated range of physical activities in which learning is promoted. We intend to use these activities to build confidence, teamwork and a positive attitude towards a healthy, active lifestyle.

Therefore, PE at St. John's Meads will allow pupils to:

- Become more skilful and intelligent performers
- Acquire and develop skills, performing with increasing physical competence and confidence, in a range of physical activities and contexts
- Learn how to select and apply skills, tactics and compositional ideas, to suit activities that need different approaches and ways of thinking



## Policy: Physical Education

- Develop their ideas in a creative way
- Set targets for themselves and compete against others, individually and as part of a team
- Recognise and understand their role as a team member
- Understand what it takes to persevere, succeed and acknowledge others' success
- Respond to a variety of challenges in a range of physical contexts and environments
- Increase awareness of keeping safe
- Take the initiative, lead activity and focus on improving aspects of their own performance
- Discover their own aptitudes and preferences for different activities
- Make informed decisions about the importance of exercise in their lives
- Develop positive attitudes to participation in physical activity
- Making lessons competitive where appropriate

These aims may be achieved by providing a carefully planned, balanced programme of movement activities which will give children experience of:

- a) Moving and controlling the body
- b) Expressing and exploring movement
- c) Controlling and propelling objects
- d) Fundamentals of fitness
- e) Leadership, team building and life skills
- f) Co-ordination
- g) Swimming

## National Curriculum

The teaching of PE at St. John's Meads is based on the new 2015 National Curriculum, which has been adapted by SKiL (Springing Kids into Life) into an inspiring series of lessons developing different skills. This is used alongside the existing Curriculum Framework at St. John's Meads, and the skills from the Creative Learning Journey Wheels. All the planning which is done by the specialist PE teachers is made available for all members of staff to use.

## Organisation

Within each year from Foundation Stage to the end of Key Stage 2, all children are taught using the curriculum provided by SKiL. In all Key Stages, pupils will also be taught Swimming/Water Safety, Athletics, SAQ skills and Outdoor and Adventure Education. All year groups are timetabled over the whole school year for two hours a week of PE. Depending on the activity this is a calculation made for the whole year. Wherever possible we make the use of Specialist PE teachers, accredited coaches or trainee teachers to provide expert and quality PE delivery and to enhance our provision for the pupils. As part of the PE curriculum for Outdoor and Adventure, day visits and residential trips are organised for all year groups from Foundation Stage to Year 6. Year 4 go on a OAA activity to PGL and Year 5 do the same at Bowles Activity Centre. Year 6 also go on a trip involving OAA to the Black Mountain Activity Centre in Wales.



Policy: Physical Education

## Planning

Teachers plan for PE using weekly planning timetables and across the term on the Creative Learning Journey wheels set up within the School. PE planning is used to provide learning intentions and organisation for individual lessons. Lesson evaluations inform effective future planning.

## Continuity and Progression

The SkilL curriculum (Based on the 2015 National Curriculum) will help provide all pupils with a balanced PE programme. The presentation of each activity, through Schemes of Work, is structured to provide a continuous and progressive series of learning experiences, and it is our intention to enable all pupils to:

- a) Acquire a range of basic movement skills
- b) Accumulate knowledge and understanding of their own and others' movements
- c) Apply this skill and understanding when they:
  - Plan physical activities
  - Participate in physical activities
  - Evaluate physical activities

Provision is made for Continuity and Progression for each year group within the framework.

## Teaching Methods

Through the National Curriculum and Creative Learning Journey Wheels, we aim to provide a broad and balanced PE programme for all our pupils. It is intended that specific skills will be taught, leading to the ability to play various games, perform dance or gymnastic display, or compete in athletic activity.

## Equal Opportunities and Differentiation

As part of the planning process, staff at St. John's Meads will consider the content of a Physical Education programme to provide an extended and progressive curriculum, and to offer differentiated tasks to satisfy the learning and exercise needs of a wide range of physical abilities which each class presents. Therefore, PE lessons will promote equal opportunities and allow children of different gender and physical ability the chance to fulfil their physical potential through a balanced curriculum. Individual needs, abilities and interests will be catered for through a well-planned and progressive programme. It is envisaged that the children will develop enjoyment and satisfaction in PE through planning, performing and evaluating a range of physical activities. The school is committed to a variety of programmes which help the development of pupils with difficulties in co-ordination and fine motor skills. Children are identified by the class teacher and the programme is then delivered by a teaching assistant.

## Differentiation

Planning and implementing a differentiated physical education curriculum for individual pupils of different abilities is demanding. It is essential to make provision for groups of pupils with similar needs. In doing this, one should:

- (a) Build on the past experiences and achievements of individual pupils.
- (b) Plan for specific development in skills, knowledge and understanding, so that

Policy: Physical Education

Date: September 2015

Review: July 2018 –Co-ordinator: Robert Newlands

Edited: July 2015



## Policy: Physical Education

pupils can be given appropriate tasks.

- (c) Remove barriers to participation.
- (d) Provide opportunities for individual pupils to experience success.

Differentiation by Outcome - involves setting tasks which are suitable, and appropriate for a pupil's starting level, and which allow progress to be made. They use their knowledge and understanding to achieve success at different levels.

- (a) Pupils could find different ways of passing a ball to outwit an opponent. Some of the methods used would be at an advanced level of skill, unachievable by others.
- (b) The task of contrasting curled and stretched positions in gymnastics could be performed in a variety of ways, according to the imagination and skill of the pupil. The most able would show good quality in the tightness of the curled shape, contrasted to the fully stretched position.
- (c) Pupil activity, eg. different group tasks, different roles and responsibilities for pupils, different allocation of time and variation of pace within the lesson to meet the need.
- (d) Other opportunities, eg. extra-curricular activities, club links, interest groups and community links.

## Gifted and Talented

As part of our enrichment programme with other local schools, St John's Meads takes part in the Gifted and Talented sessions. The PE coordinator will give all children opportunities to take part in any extracurricular opportunities.

## Resources

The PE equipment is shared between playground shed, the hall cupboard and the field shed (keys are available from the school office). Equipment resourcing is essential, and there is a regular stock-take to inform the PE Co-ordinator where future investment may be required. Resourcing is also required to ensure that all the essential apparatus and equipment is available for both disabled and able-bodied children, and any subject-related trips covered. There is a large amount of equipment available for a variety of sensory/physical programmes which is kept in the Rainbow Room and the play equipment used in the Foundation stage and Key Stage 1 is kept in the outdoor areas located near to the relevant classroom.

## Assessment

Assessment is the responsibility of individual class teachers, with teacher assessment being an integral part of daily plan evaluations. Teachers' monitor pupils' performance on a lesson-by-lesson basis and this is used to plan future lessons effectively. Watching children work, talking to them about what they are doing, and listening to them describe their own and others work is useful. The National Curriculum descriptions may be used by teachers in their planning and evaluation of children's work, to ensure they make progress. Teachers assess 3 pupils in detail on new assessment trackers; these are to be updated termly. This is then passed on to the next teacher at the end of the year.

Children are given the opportunity to celebrate personal achievements and team successes in sport during school assemblies. Certificates, medals and trophies are presented and then displayed either in classrooms or on the display board in the corridor.



## Policy: Physical Education **Record Keeping**

Annual School Reports notify children and parents of ability, enthusiasm and team work. Teachers may make comments here or assessment feedback sheets (kept in classroom) concerning areas to improve upon. The weekly newsletter informs parents of the sporting activities that have taken place. It also gives quotes and opinions from the children and photos of them doing their events.

## **Health and Safety**

It is the responsibility of the teacher in charge to ensure that the environment is a safe place in which to work, that the children are appropriately dressed for the activity, and are able to move freely. It is important that the children take responsibility for their own safe learning environment. This may be as simple as safe distribution of mats during gym, or how to lift/handle heavier equipment without injuring themselves or others. The children should readily respond to the teacher's instructions, and it is important that, even from a young age, they understand rules, routines and codes of practice. If these routines are instilled into children at a young age, then they will benefit from a good attitude to safety later in life.

Pupils must wear the school PE kit that includes a white T-Shirt with the school logo, green shorts and plimsolls – the PE kit is available for sale from the school office. Navy (only) tracksuit trousers may be worn for games outside during the colder months and for activities provided by external coaches. Any children from Foundation Stage to Year 6 who do not have their 'full' PE kit in school will be allowed to borrow a class PE kit to take part in the session but are expected to have the correct kit for the next lesson. It is the responsibility of the teachers to monitor this and to ensure that all children have their PE kit in school every Monday.

For games activities on the playground and on the school field the Key Stage 2 pupils are encouraged to bring in trainers. The only footwear allowed in the hall is plimsolls. As the children progress throughout the school and games become more specialist, they are then encouraged to have shin pads, appropriate footwear etc. All hair must be tied back, jewellery and watches must be removed by all children before any PE lesson and earrings need to be taped – this is the school rule for pupils from Reception to Year 6.

A record of any medical conditions is kept by the school office and this information is passed on to the relevant class teacher and teaching assistant. Every parent must complete a School Medical Form for their child with all contact numbers and names. This is stored in one file and is kept in the cupboard in the bursar's office. Parents are asked annually if any details have changed and all new children starting the school are asked to complete this form. This information is shared with any other people involved with teaching PE to our pupils. A more detailed medical form is given to all parents prior to any residential trip. These forms are then taken on the trip and are the responsibility of the designated first aider. There are 3 FAW (fully trained First Aid at Work) staff in school and 2 Paediatric first aiders. All staff are Emergency First Aid trained. The Health and Safety Coordinator (Head of School) has overall Health and Safety responsibility for First Aid throughout the school.

The school is fortunate to have football kits and tracksuits that are worn by children when representing the school at sporting events. It is the responsibility of the PE co-ordinator to monitor that all 'borrowed' clothing for special events is returned by the children.

## **Training**

Staff are encouraged to ask for support and training in specific areas and whole staff training is provided on a regular basis for all teachers and teaching assistants. The school make use of the School Sports Partnership to link in with other local schools as well as to ensure involvement with training provided by Secondary School Specialist PE teachers.



## Policy: Physical Education

The Sports Premium funding is spent on SKiL providing fully trained PE teachers who give fantastic CPD to members teaching staff at St Johns Meads. Staff are expected to attend the session taught by SKiL and continue the sequence of lessons later that week.

### Role of the Headteacher and the PE Co-ordinator

It is the responsibility of each teacher to ensure that the children are receiving the best possible teaching in PE, and to ensure that they achieve their learning potential. The Co-ordinator monitors progress throughout the school and supports the teachers in their overall delivery of the curriculum in PE.

Role of the PE Co-ordinator includes:

- Assisting staff with advice and useful resources for lesson delivery
- Liaising with staff, discovering their training needs, and encouraging them to develop their skills
- Acting as a resource for other teachers, as well as taking responsibility for equipment and resources
- Taking a leading role in the planning, teaching and evaluating of the PE Programme
- Promoting PE within the school and in developing the confidence of non-specialist staff
- Ensuring that a balanced curriculum is being developed
- Organising timetables, facilities and resources, plus the co-ordination of school events, both curricular and extra-curricular
- Managing the school budget allocation for PE and using National Voucher initiatives to support the purchasing of resources
- Informing staff, pupils, parents and governors of school events
- Working with the School Sport Partnership and attending all training as well as managing this area of the budget
- Organising Sports Day
- Providing swimming for all year groups in each academic year
- Attending the Eastbourne PE Association and PLT meetings
- Liaising with Active Student and Brighton University to set up OOHA for each new academic year
- Ensuring a varied, balanced and equal opportunities programme of OOHA is provided for all pupils – at school and at Brighton University
- Organising residential trips and day trips that offer Outdoor and Adventure Education
- Making use of expert and specialist teachers and coaches

The Headteacher must ensure that the teaching of PE is of the highest standard possible. Appropriate time and funding for training and resourcing are essential in the delivery and maintenance of an effective and balanced programme of activities, and to the provision of opportunities for all children, whatever their age or ability. It is therefore also critical that the school governors are aware of the effectiveness of the PE teaching at St. John's Meads, and ensure that high standards of delivery are maintained.