

**LYDIARD MILLICENT CE PRIMARY SCHOOL
&
RIDGEWAY FARM CE ACADEMY**

PE POLICY

Member of staff responsible	Andrew Large
Governor responsible	Performance Committee
Committee responsible	Performance Committee
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1.0	28 th Nov 2007	Discussed with staff - minor changes made
1.1	11 Dec 2013	Changes made - sport funding
1.2	June 2017	Minor changes made - personnel; amended to include two schools

Lydiard Millicent CE Primary School and Ridgeway Farm CE Academy
Physical Education Policy

Rationale

Physical Education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skillfulness, physical development and knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

Aims

- To foster the enjoyment, excitement and interest in physical activity.
- To develop competence to excel in a broad range of physical activities.
- To provide a wide variety of opportunities for pupils to be creative, competitive, co-operative and to face up to different challenges as individuals and in groups and teams.
- To promote positive attitudes towards active and healthy lifestyles.
- To learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness.
- To learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities.
- For children to discover their aptitudes, abilities and preferences, and to make choices about how to get involved in lifelong physical activity.
- To provide pupils with 2 hours of high quality Physical Education and School Sport per week.

Organisation of Physical Activity in Lydiard Millicent CE Primary School and Ridgeway Farm CE Academy

<p>KS 1</p> <p>Dance activities Using movement imaginatively and responding to stimuli. Changing the rhythm, speed, level and direction of movement. Creating and performing dances including those from different times and cultures. Expressing and communicating ideas and feelings.</p> <p>Games activities Travelling with, sending and receiving a ball and other equipment. Simple net, striking/fielding and invasion-type games. Master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Using simple tactics for attacking and defending.</p> <p>Gymnastic activities Performing basic skills in travelling, stillness, finding space and using it safely both on the floor and using apparatus. Developing skills and actions and linking these to design short movement phrases. Creating and performing sequences showing a beginning, middle and end and having contrasts of direction, level and speed.</p>	<p>KS 2</p> <p>Dance activities Creating and performing dances using a range of movement patterns, including those from different times, places and cultures. Responding to a range of stimuli and accompaniment. To compare their performances with previous ones and demonstrate improvement to achieve their personal best. Be able to evaluate and give critical feedback to peers.</p> <p>Games activities Playing and designing small-sided and modified net, striking/fielding and invasion games. Using skills and tactics and applying basic principles suitable for attacking and defending. Working with others to organise and keep games going.</p> <p>Gymnastic activities Creating and performing fluent sequences on the floor and using apparatus. Including variations in level, speed and direction in their sequences. Develop flexibility, strength, technique, control and balance.</p> <p>Athletic activities Taking part in and designing challenges and competitions that require precision, speed, power or stamina. Using running, jumping and throwing skills.</p> <p>Outdoor and adventurous activities Take part in outdoor activity challenges, including following trails in familiar and unfamiliar environments. Using a range of orienteering and problem solving skills. Working independently and with others to meet challenges.</p>
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<p>Swimming Moving in the water. Floating without swimming aids. Propelling themselves in the water using different swimming aids. Swimming unaided for a sustained period of time over a distance of at least 25m. Developing stroke techniques on their front and back. Perform safe self-rescue.</p>	<p>Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres. Pacing themselves in floating and swimming challenges related to speed, distance and personal survival. Use a range of strokes effectively. Perform safe self-rescue in different water-based situations.</p>
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The following timetable shows how Physical Education has been implemented across both schools.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Gym Fundamental Movement Skills	Dance	Gym	Dance	Games	Games
1	Gym Multi Skills (Co- ordination)	Dance	Multi Skills (Ball- orientated)	Dance (LM)	Games/ Athletics	Games Tennis
2	Gym	Gym	Dance	Dance	Swimming Games	Games
3	Games (Netball and Basketball)	Dance	Gym	Dance	Swimming Games (Football/ Badminton/ Tennis)	Games (Cricket) Athletics
4	Games (Hockey)	Gym	Dance	Games (Handball/ten nis)	Swimming * Games (Cricket/ Rounders)	Games Athletics
5	Games (Netball)	Gym(LM) (RF)	Dance Football and badminton	Gym, Netball	Swimming* Games (Tennis/ Cricket) Gym(Games Athletics Netball
6	Outdoor and adventurous Games/ Gymnastics	Dance	Games Hockey/ Football/Badmi nton	Invasion Games/ Gym/Netball	Swimming* Games/ Basketball/ Gym	Games/ Rounders/ Athletics/ Netball

During Key stage 1, pupils build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to work and play with other pupils in pairs and small groups. By watching, listening and experimenting, they develop their skills in movement and co-ordination, and enjoy expressing and testing themselves in a variety of situations.

In Key stage 2, pupils enjoy being active and using their creativity and imagination in physical activity. They learn new skills and find out how to use them to make actions, phrases and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.

Effective Teaching and Learning in Physical Education.

A progression of key skills has been devised across the school to ensure continuity and progression of skills and themes. Teachers have produced weekly plans detailing the warm up activity, learning objective and cool down. Extra physical activity sessions have been planned to increase skill development, participation and the amount of timetabled PE taking place e.g. the daily Golden Mile. Over each term, Reception to Year 3 classes get at least one hour of PE a week whereas Years 4 to 6 have at least one hour a week as well as the option of an additional hour. This does not include swimming.

Effective teaching of Physical Education at Lydiard Millicent Primary School and Ridgeway Farm CE Academy, encourages children to continue to develop and nurture their physical abilities by developing:-

- body awareness and co-ordination.
- physical confidence and competence.
- self esteem, emotional and personal development.
- co-operation, communication, commitment, fairness and enthusiasm.
- aesthetic appreciation.
- promotion of positive attitudes towards health and physical fitness.

When teaching we aim for the children to learn through: -

- First hand experiences to develop and enhance skills and promote tactical understanding.
- Positive feedback and modelled demonstrations to support all children, enabling them to achieve success.
- A balance between group, paired and individual working activities.

Physical Education also involves many aspects of Science and Health Education and by teaching the children the importance of looking after their own bodies, establishing the habit of physical activity and developing an understanding of the beneficial effects of exercise on the different body systems. It also provides opportunities for problem solving activities in teaching Mathematics e.g. turning through angles and for the reinforcement of language skills.

Health and Safety

The safety of our children is of utmost importance. As a result, Key Stage 2 classes are reduced in numbers by halving, when appropriate, to ensure safety while using the apparatus.

Asthmatic children take a labelled inhaler to every lesson. When swimming, all inhalers and prescribed epi-pens are taken to the pool along with a mobile phone. Children are encouraged to have their first name written in permanent marker on their swimming hat so that teachers and swimming instructors can quickly identify them in the water. If a child has a verruca a waterproof sock must be worn. Each swimming teacher knows what the Normal Operating Procedure for fire is and the fire drill for the pool area.

Apparatus

Great care has been taken to check that the working space is free of obstacles and the floor is clean, splinter-proof and non-slippery. All apparatus is easily accessible with a designated and labelled position and where necessary, instructions of how to carry the apparatus appropriately.

Teachers ensure that all work involving the apparatus is supervised by themselves to maintain correct handling and usage such as: -

- A clear space left around the apparatus and correct positioning to avoid accidents.
- Apparatus is used by one child at a time (unless paired grouping).
- Apparatus is never lifted over other children.
- Children are taught to carry the apparatus safely using 1, 2, 3 lift and know how many people are necessary for transportation.
- Apparatus from the PE cupboard is removed before being distributed to the children and returned by a member of staff.

Clothing

Children should be encouraged to change for PE quickly and quietly in their classroom with a sensitivity towards the need for a degree of privacy for the older children. Teachers also wear the school PE clothing and footwear as a model to demonstrate that appropriate clothing is absolutely necessary for all P.E activities.

The school PE kit is: -

- green shorts
- white T-shirt
- daps / trainers
- sweat shirt / green tracksuit in cold weather outside or on swimming days.
- Trainers for track and games.

Teachers must also ensure that: -

- jewellery is not worn however earrings can be covered using medical tape.
- long hair is tied back to prevent it being caught in the apparatus.
- children do not wear track suit trousers, tights or socked feet on the apparatus as this can be dangerous.
- T-shirts are tucked in to shorts to prevent catching on apparatus.
- indoor work is done in bare feet where possible.
- swimming hats are worn where possible in the pool.

All children take part in PE lessons, unless a medical note is provided. When children forget their kit they should be provided with a 'spare' kit. However, if the kit is persistently forgotten, parents should be contacted.

Assessment

Direct observation is the most obvious way of collecting evidence and this may include discussion as well as questioning the children's assessment of their own and others performances. Teachers will track three children in a session. Lesson plans will contain clear objectives to inform the teacher's assessment of the child's attainment and successes. This is a continuous process, based upon the following criteria: -

- efficiency
- teamwork / co-operation
- adaptability
- learning attitude
- listening
- stamina to sustain participation
- accuracy
- agility
- imaginative performance
- perseverance

Experience and progress is recorded on the annual report to parents assessing the sports/activities the children have participated in throughout the year.

Standards in Physical Education

Assessment of Physical Education leads directly to the subject leader making decisions regarding the standards of the subject across each of the year groups.

The annual assessment of pupil skills and attainment allows the subject leader to track any individual within the school and monitor the progress they make year on year. It also provides opportunities for the subject leader to ensure that differentiation is occurring within cohorts and that children with special needs are being supported and stretched.

Annually, the subject leader audits Physical Education using the evidence gained throughout the year (including the monitoring of planning and teaching, comments, observing assessments, talking to colleagues and interviewing children).

This influences the decisions that are made on the following areas:

- Training that has been given or undertaken.
- Evaluating standards of Physical Education with evidence.
- Subject strengths, justified with evidence.
- Subject weaknesses related to monitoring and observations.
- Release time received and the impact that it has made upon standards in Physical Education.
- Reviewing targets that were set in the previous School Development plan, evaluating the progress and impact that the actions have had upon standards in Physical Education.
- Future School Development targets for Physical Education based upon evidence collected through the audit process.

Such a thorough process ensures that the subject leader fully understands the position of Physical Education within the school. It shows what is working well and also provides a clear focus for how standards can be challenged and raised further through effective School Development Planning.

This information is shared with governors through presenting them with clear and concise findings during specific timetabled sessions. Governors, Teaching staff and Teaching Assistants are invited to comment on the findings of the audit and the future targets which have been identified to impact upon effective teaching and learning in Physical Education.

This leads to targets being set for the next School Development Plan where the process begins again. Financial implications are listed alongside dates for completion of targets to allow the head teacher to budget accordingly for the needs of the subject.

Resources

A regular audit of resources is undertaken by the subject leader who has control of an annual budget, designated by detailed School Development Planning. Resources are purchased to impact upon standards, to support teaching and to expand topic areas.

There is a wide variety of P.E equipment that is labelled and stored in the P.E cupboard outside or in the Activity Hall.

Class teachers are responsible for ensuring that the equipment is returned to the correct place. When appropriate, children visit places of sporting interest or take part in competitive events to broaden their experiences of live performances. External teachers are also welcomed to enhance the children's experiences.

Sport Funding and Impact

The government is providing sports funding for schools. The money is allocated to schools to improve the quality of sport for children.

The purpose of the funding is to improve provision and sports and the possible (recommended) uses are:

- Hiring specialist PE teachers or qualified coaches to work with primary teachers when teaching PE;
- New or additional Change4Life sport clubs;
- Paying for professional development opportunities in sport/PE;
- Running sport competitions, or increasing participation in the school games;
- Buying quality assured professional development modules or materials for PE/sport;
- Providing places for pupils on after school sport clubs and holiday clubs.

How do we determine where funding is spent?

Below are examples and have included:

- ✓ Staff questionnaire to find out the gaps in teacher knowledge of skills, understanding and knowledge;
- ✓ Clubs analysis;
- ✓ Cluster discussions;
- ✓ PE attainment.

Extra Curricular Activities

A wide range of activities are taken by teachers and parent helpers after school to allow children opportunities for more advanced coaching and competition with children from other schools. These include netball, football, dance, tennis, athletics and tag rugby.

Gifted and Talented

In using the progression of key skills, teachers are supported in recognising children who have ability within Physical Education. Children with such ability are placed on the Gifted and Talented Register and plans take account of their needs. The subject leader works with class teachers to ensure that their planning remains challenging by identifying further skill development to work towards.

Equal Opportunities

All children will be given access to the full PE curriculum, regardless of race, gender, physical ability, cultural or financial background. Although some sports are stereotypically dominated by one gender, all children have the opportunity to participate and are encouraged to do so.

In teaching Physical Education, teachers take specific action to respond to pupil's diverse needs by:

- Creating effective learning environments.
- Securing motivation and concentration.
- Providing equality of opportunity through teaching approaches.
- Using appropriate assessment approaches.
- Setting targets for learning.

Appendix

GIFTED AND TALENTED POLICY FOR PHYSICAL EDUCATION

The Gifted and Talented (G&T) physical education (PE) and sport strand is a key component of the Department for Education and Skills (DfES) PE, school sport and club links (PESSCL) strategy.

The main aim of G&T in PE and sport in PESSCL is to establish pathways which co-ordinate the development of, and the demands on talented (and potentially talented) young sports people so as to enable them to maximise their academic and sporting potential in high level sporting activities outside school.

Aims

- ❖ To identify, challenge and support talented students through the organisation of the PE curriculum and extended curriculum.
- ❖ To set talented students targets which encourage them to work to their potential and beyond.
- ❖ To provide pathways from school to club to enhance students potential.
- ❖ To support alongside National Programmes the advancement of talented students to National and International Level.

Identification

Physical
Explores and develops skills demonstrating control, fluency and quality in a range of activities.
Demonstrates a range of skills in different compositional and tactical situations.
Demonstrates good peripheral vision and use this in a range of situations across activities.
Shows precision when executing movement skills with high levels of co-ordination and balance.
Social
Demonstrates the ability to take the lead when working with others.
Communicates clearly to others when describing their performances showing an understanding of tactics/strategies and compositional ideas.
Demonstrates the ability to make good decisions when working collaboratively.
Enables and empowers other pupils in participating effectively in activities.
Personal
Shows motivation, commitment and focus when working.
Demonstrates the ability to evaluate their own performance effectively.
Handles feedback in a constructive way and uses this to develop levels of performance.
Cognitive
Demonstrates the ability to transfer skills effectively across a range of activities.
Demonstrates the ability to plan and utilise a range of strategies in a number of activities.
Identify strengths and weaknesses, offering suggestions for improvement, across a range of performances.
Uses a broad analysis vocabulary describing performance.
Creative
Consolidates and develops skills in a creative, inventive and innovative way.
Responds to stimulus in an innovative way.
Offers a range of productive and viable solutions.
Is confident in experimenting with acquired skills and ideas through application (e.g. within gymnastic sequence, dance composition or game).

Provision

- ❖ Schemes of work include extension material - to be included in lesson plans.
- ❖ Curriculum enrichment opportunities are provided.
- ❖ A register of talented sports people in the school is compiled and up-dated on a regular basis.
- ❖ School identifies a staff mentor to support the athlete and help them plan and balance their schedule.
- ❖ Parents/carers/external agencies are consulted and involved in the implementation of strategies to support their child.