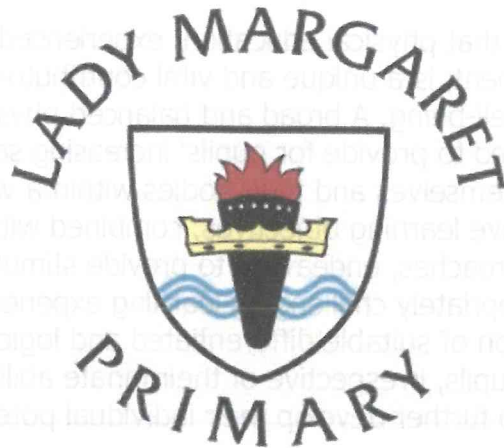
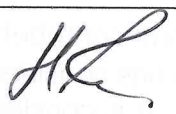
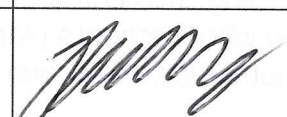


Lady Margaret Primary School



Where children come FIRST

Physical Education Policy 2017

Governing Body Sub Committee	Published	Review Date	Author
Learning & Teaching	Jan-17	Jan-18	B Mooney
Author's Signature			
Headteacher's Signature			
Chair of Learning & Teaching Committee			7.2.17

Lady Margaret PRIMARY SCHOOL
Policy on PHYSICAL EDUCATION

POLICY STATEMENT:

The school believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. A broad and balanced physical education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitable differentiated and logically developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential.

A balance of individual, paired and group activities; co-operative, collaborative and competitive situations aims to cater for the preferences, strengths and needs of every pupil. Such activities, experienced within a range of areas of activity, aim to promote a broad base of movement knowledge, skills and understanding. They are also desirous of developing a pupil's ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.

The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem-solving. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness. This work is closely aligned with the school's policy on Health Education.

Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the whole school's planning for the development of pupils' communication, numeracy, PSHE and ICT skills.

AIMS:

1. To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency (acquiring and developing).
2. To develop an increasing ability to select, link and apply skills, tactics and compositional ideas (selecting and applying).

3. To improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance (evaluating and improving).
4. To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising (knowledge and understanding of fitness and health).
5. To develop the ability to work independently, and communicate with and respond positively towards others (working alone and with others).
6. To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being (applying safety principles).
7. To give pupils the opportunity to be involved in a variety of physical situations working collaboratively with the School Sport Partnership.

ENTITLEMENT:

Time Allocation - The school provides all students with more than the full entitlement of two hours of high quality physical education per week. This is delivered through two one hour lessons, including changing time. Each year group has one timetabled indoor session and one outdoor session per week. A curriculum map outlines units of work to be covered each half term throughout the year, in accordance with module training and National curriculum expectations to provide an appropriate breadth of study.

In Year four the swimming programme is delivered on a weekly basis throughout the year, which takes place at the local swimming centre in one of the allocated sessions.

Sports days are held annually during the summer term for each Key Stage.

Additional curriculum support is also offered for talented pupils by Fit-For-Sport coaches training small groups. The PE co-ordinator regularly liaises with local community agencies.

OUT OF SCHOOL HOURS LEARNING:

Extra-curricular activities are offered in a variety of sports throughout the year in response to pupil interests, teacher's abilities, available resources and ensuring pupils achieve or surpass the 2 hour entitlement.

Teachers and other staff are encouraged to take part in out of school hours learning, to provide children with opportunities for enabling, extension and enrichment. An induction programme is available to ensure high quality provision. Every effort is made to accommodate any child that wishes to join a club.

Training is provided for all those involved in out of school hours learning, with insets provided where necessary.

STAFFING, STAFF DEVELOPMENT, MANAGEMENT AND LEADERSHIP:

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 indicate where they feel they need support and attend available courses advertised on the PE noticeboard.

Fit-For-Sport staff and four other PE specialists deliver the PE curriculum collaboratively.

Any training needs or opportunities should go to the PE co-ordinator. Information and resources should then be disseminated to other staff. This school supports the SSCo aim of providing all staff with an inset devoted to PE annually.

The PE co-ordinator is responsible for observation of PE lessons and auditing strengths and weaknesses of the quality of PE provision. Training and support opportunities are then prioritised accordingly.

ADULTS OTHER THAN TEACHERS (AOTTs):

Outside agencies are also used where there is an extra demand for provision that is beyond what the school staff can provide. This is usually done on a pay per attendance basis.

AOTTs are provided with relevant induction and are CRB checked before taking part in activity. Insurance is organised during the induction process.

Parents and carers are encouraged to become involved in PE support where possible.

EQUIPMENT, RESOURCES AND THE LEARNING ENVIRONMENT:

Facilities:

Both school halls are equipped as gymnasias and are timetabled for use by every class. Outdoor facilities include a large grassed area, which is marked out for various uses at different times of the year. Two large concrete areas are also available with various court markings.

Apparatus:

Both school halls are well equipped with fixed and freestanding apparatus which is subject to a mandatory annual inspection. Teachers are responsible for its storage and correct location at the end of each lesson, encouraging pupils to be involved in the safe movement and storage of apparatus where possible.

Equipment:

There are two PE cupboards for Key Stages 1 & 2 and Foundation Stage with access to a large variety of equipment consistent with National Curriculum guidelines. In addition, the PE curriculum resource base offers an extensive range of units of work and lesson plans to support and aid planning. Additional equipment is available through the School Sport Co-ordinator Partnership and teachers are encouraged to make use of this where possible.

MONITORING, EVALUATION, ASSESSMENT AND RECORDING:

Pupil's work will be assessed throughout each unit of work using formative and summative assessment methods as well as through core tasks similar to those outlined in the National Curriculum. Assessment for learning is ongoing and will be carried out by the teacher who delivers the lesson through direct observation. Also, children will assess their own work and the work of others. A report on each child's progress in Physical Education throughout the year is written during the summer term and is made available to the parents and also passed on to their next teacher the following year.

The PE co-ordinator is responsible for monitoring the effectiveness of teaching and learning of PE across the school. This is achieved through observation of lessons and informal feedback. Guidance should be both constructive and positive.

All monitoring and assessment of PE is done in accordance with the guidelines for high quality PE and School Sport. All teachers should be made aware of this document and the criteria for high quality provision at the beginning of each year.

CONTINUITY AND PROGRESSION:

The teaching of Physical Education is based upon the National Curriculum criteria for Key Stage 1 and 2. To implement these plans the Fit-For-Sport schemes of work, TOPS resources and SCoCo lesson plan ideas are used at the teacher's discretion. These inform planning, ensure progression and continuity.

Curriculum Planning:

The organisation of Physical Education in the school promotes teaching and learning. Lessons are blocked in half termly units outlined on the curriculum map and include the following strands from National Curriculum guidelines:

KS 1 –

- Gymnastics
- Dance
- Athletics
- Games

KS 2 –

- Gymnastics
- Dance
- Athletics
- Games (invasion, striking/fielding, net/wall)
- OAA
- Swimming

Information on PE performance is passed on to the next teacher at the end of each school year and through the transition interviews with secondary schools.

SAFE PRACTICE (in accordance with school Health and Safety and Behaviour policies and the BAALPE guidelines for safe practice in PE):

Person:

Dress - Pupils should have an appropriate change of kit for indoor and outdoor PE. In Key Stage 1 changing should take place in the pupil's classroom. However, in upper Key Stage 2 girls and boys change separately.

Outdoor - trainers or plimsolls, white tee shirt, black shorts, tracksuit or jogging bottoms and jumper or sweatshirt in cold weather.

Indoor - bare feet or plimsolls, white tee shirt, black shorts.

NB – Staff should be sensitive to requirements of various faiths (e.g. Girls may need total leg coverage). For those with foot infections and other health and safety reasons it is preferable that socks and plimsolls, rather than trainers be worn for gymnastics and dance for flexibility and sensitivity instead of bare feet.

Journeys to the hall should be made with footwear on.

Staff should be dressed appropriately and in keeping with their level of participation, with jewellery and nails being covered and removed as necessary.

No kit – Should a pupil not have kit for PE every effort should be made to deter this from happening again. If it does occur again, a letter is sent home to parents. Every effort is made to include the child in the lesson, through use of spare kit located in the welfare room.

Jewellery – Is collected and stored in the classroom by the teacher at the start of the lesson. Earrings (excluding studs), necklaces, rings, watches and bangles/bands are especially dangerous and should not be worn. Where these are worn for religious or other reasons they are expected to be covered.

Non-participation – Where children cannot participate in a lesson for medical/religious reasons a signed note should be brought from home. For non-participants some sort of involvement in the lesson should be encouraged (e.g. Acting as referee, making notes on the lesson or helping assess through observation of peers). This is clearly dependent on the age and stage of the pupil's involved and so should be at the teacher's discretion.

Missed lessons – An increase in PE lessons would be acceptable in fine weather spells to ensure that over a year children receive their full entitlement. Opportunities for fair play tasks can ensure inclement weather doesn't mean missing out on PE altogether.

Teachers should make themselves aware of any medical conditions that their students may have and allow for these in the planning process.

Equipment:

All teachers are responsible for safety in their own lessons and should, therefore, be familiar with the procedures associated with using the hall apparatus and the safe use and moving of equipment used in lessons. Class teachers have a responsibility to ensure that pupil's adhere to safe practice when moving, setting up and storing any apparatus or equipment.

Activity:

All teachers are responsible for safety in their own lessons and should, therefore, be familiar with the procedures associated with teaching of particular activities such as swimming and gymnastics. Teachers should seek relevant training to ensure safe practice is understood and adhered to.

Accidents:

If an accident occurs during a PE lesson the teacher should send the child to the medical room with another child. In the event of a serious injury a child will be sent to the welfare office to obtain assistance.

CROSS-CURRICULAR ISSUES:

Links with other subjects are encouraged wherever possible in PE. Links are made with science, ICT, numeracy, literacy, PSHE and citizenship and packs are available from NGB's and through the SSSCo partnership to promote and set up valuable cross-curricular experiences for our pupils.

EQUAL OPPORTUNITIES AND INCLUSION (use in accordance with school's Inclusion policy):

All pupils will be given differentiated access to the full PE curriculum and extra-curricular activities regardless of gender, race, cultural or economic background. Although some games and activities have traditionally been preferred by one gender, we do not wish to assume such stereotypes, thereby depriving of the opportunity to enjoy a variety of activities. Throughout the whole school all pupils should learn to take part in all PE activities. Single gender groupings should only be used when it is necessary to enhance the experiences of either sex.

Wherever practicable provision will be made for pupils with special educational needs where it affects their performance in PE. This will be met through greater differentiation of tasks, use of specialised equipment, activities planned in accordance with the inclusion spectrum, and use of school-based intervention as set out in the Inclusion policy.

PRIMARY PE & SPORT PREMIUM:

The schools receive PE and sport premium funding based on the number of pupils in years 1 to 6. The funding is calculated for each academic year by a lump sum of £8,000 plus £5 per pupil.

The four key objectives of the funding are as follows:

- 1:** To improve the quality of existing PE teaching through continuing professional development in PE for generalists, so that all primary pupils improve their health, skills and physical literacy, and have broader exposure to a range of sports.
- 2:** To increase participation levels in competitive sport and healthy activity of pupils, and maintain these into adolescence.
- 3:** To increase the quality of initial teacher training in PE and sport, and to promote PE specialisation in primary level workforce.
- 4:** Schools understand and value the benefits of high quality PE and sport, including its use as tool for whole school improvement.

Following self –review of the current provision, the school has decided to utilise the funding in the following ways and a full breakdown can be found in the PE development plan:

- PE CPD to further increase the confidence and competence of schools teachers in delivery.
- Out of school hours sports clubs with PE and sport specialists from outside organisations (Footy Fun / Willow Tree SSP)
- Increasing opportunities for pupils to attend sports competitions
- Increasing the opportunities for all pupils to take part in extra-curricular activities.

An action plan is strategically developed identifying funding received, how it is being used and the impact the funding is having across the school. These details are provided on the website and updated annually.

OTHER POLICY DOCUMENTS:

Equal Opportunities; Uniform; Health and Safety; Behaviour, Inclusion.

