

# Lady Margaret Primary School



*Where children come FIRST*

## Physical Education Policy 2020

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**Contents page**

- 1. Policy statement**
- 2. Teaching and Learning**
- 3. Assessment**
- 4. Organisation**
- 5. Continuity and Progression**
- 6. Swimming**
- 7. Extra-curricular**
- 8. Equal Opportunities and Inclusion**
- 9. Staffing**
- 10. Equipment**
- 11. Safe Practice**
- 12. PE Funding**
- 13. Role of Subject Leader**

## **1. POLICY STATEMENT:**

At LMPS, we believe that Physical Education (P.E.) is essential to the development of the whole child, through the use and knowledge of the body and its movement. It provides the foundation for a healthy lifestyle and promotes character building, co-operation and self-esteem. Consideration will be given to those with special educational needs, and those who are high performing. We hope to inspire children to form a positive relationship with sport and also encourage children to participate in the extracurricular activities which are offered.

### **The curriculum at LMPS for physical education aims to ensure that all pupils:**

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes as follows under each Key Stage heading.

### **EYFS**

We recognise the importance of Physical development in the Early Years Foundation Stage as a key area of learning. There are two strands under Physical Development; Moving and Handling and Health and Self-care.

- **Moving and Handling:** Children learn to develop good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
- **Health and self-care:** Children learn the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Children in the EYFS access time and space to enjoy energetic play daily, using large portable equipment. Furthermore, specific Physical Development lessons give children the opportunity to practise movement skills through games with beanbags, cones, balls and hoops. They participate in activities where they can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching. These skills can then be built on when children enter KS1.

### **Key Stage 1**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in

competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns

## **Key Stage 2**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, basketball, cricket, football, netball, and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

## **2. Teaching and Learning**

Teaching styles and strategies provide opportunities for children to participate in a range of activities and evaluate their own performance. Children experience a range of opportunities to work individually, in pairs or in groups over time.

Lesson Structure:

- At the beginning of each lesson, the teacher explains the intention of the lesson and informs as to how the children can be successful in achieving the lesson aims.
- Lessons then commence with an introduction/warm up to prepare children physically for exercise.
- There is direct teaching of skills and subsequent skills practice by the children, under the supervision of the teacher.
- Children are then provided opportunity for children to independently and

- cooperatively practice the skill(s), in context (such as a game or another related area of PE).
- There may then be a celebration and sharing of individual achievements and a concluding / 'cool down' activity' to prepare children to return to a normal-state both physically and mentally.
- Finally, lessons end with a closure discussion linking directly back to the intention and success criteria shared at the beginning. This is an opportunity for children to reflect on their learning and progress.

### **3. Assessment**

Assessment of PE is an ongoing process. As each lesson progresses, the teacher carefully observes and assesses, intervening as necessary, to ensure that each child makes the full progress of which they are capable. Lessons are planned to ensure that lessons are fully inclusive and take account of children's differing needs and physical ability. The assessment of PE at LMPS is in accordance with the National Curriculum 2014 attainment target for each key stage. In addition to this, we conduct a general fitness, speed, agility and hand-eye coordination assessment at the start, middle and end of the year. This allows us to track progress and identify those that show exceptional ability and those that need further support.

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.

Reporting: This is done annually to parents in the form of a commentary in relation to the end of key stage descriptions, and during open evening discussions.

### **4. Organisation**

Under the new 2014 PE Curriculum, PE is a statutory subject to be taught, although there is no statutory requirement for time spent engaging in PE lessons. LMPS does however; acknowledge the DfPE recommendation of 2 hours per week. Therefore, children have access to a minimum of one P.E. lesson a week of 1.5 hours (children come to school in PE kit on PE days so that no PE time is lost). On the four days that children do not have a PE lesson, they participate in the daily mile.

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

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

## **5. CONTINUITY AND PROGRESSION:**

A curriculum map outlines units of work to be covered each half term throughout the year; this is in accordance with the National curriculum expectations and ensures appropriate breadth of study. Medium Term Plans (MTP) are then used to ensure progression of skills through out the school. MTP set out clearly what and when skills should be taught. However, it is the teacher's responsibility to ensure that all children can access the lesson and are appropriately challenged.

## **6. Swimming provision**

At LMPS, children attend swimming lessons at the local leisure centre in Year 4. Each class participates in 2 half- terms of weekly lessons. Lessons are taught by specialist swimming instructors who assess the children at the start and end of the swimming course.

## **7. Extra-curricular**

Extra-curricular activities are offered in a variety of sports throughout the year in response to pupil interests, teacher's abilities, available resources. We work with a range of outside professionals to ensure our children have access to further opportunities for quality Physical Education provision. For example, we have a KS2 girls and KS2 boys football club, a KS1 football club, a cricket club (Ks1 & KS2), a dance club (Ks1 & KS2), and a gymnastics club (Ks1 & KS2) to name but a few. External coaches are provided with relevant induction and are CRB checked before taking part in activity. Insurance is organised during the induction process.

We also try to provide as many opportunities as we can for those children who excel in sport to compete against other schools. Typically, each year we will enter a girls and boys team in the Peal Shield league and compete against local schools in basketball, cricket and athletics.

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

At LMPS we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the

curriculum. We believe that children should have equal access to and participation in a range of physical education activities.

At LMPS we are committed to ensuring that all children participate in PE and physical activity irrespective of any special educational need(s) or physical disability they may have. We believe that children should have equal access to and participation in a range of physical education activities in order to reach their own potential. Research has shown that children ALL participating in PE together proves better outcomes for ALL than not being inclusive. Teachers can access resources, guidance or strategies on TOP Sportsability (free online resource) for better including all children in every PE lesson. Provision will be made for pupils with special educational needs where it affects their performance in PE, through: greater differentiation of tasks, use of specialised equipment, activities planned in accordance with the child's EHCP, and use of school-based interventions as set out in the Inclusion policy.

#### **9. 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.

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.

#### **10. 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 shared with Durdan's Primary and situated opposite the school). One 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:

P.E. equipment is stored safely in the P.E. cupboard on the blue stairwell. The PE cupboard is locked and only members of staff have access. The cupboard is regularly checked by the PE subject leader to check its tidiness and organisation. Staff are advised to inform the subject leader of broken, damaged or lost equipment so that replacements can be ordered.

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

Health and good safe practice is always emphasised in each environment, including the handling of equipment. Large equipment is inspected annually. Appropriate clothing is essential and children's attire is checked by teachers prior to undertaking PE activities.

#### a) PE Kit

Children are encouraged to wear appropriate PE clothing. Shorts/jogging bottoms, t-shirts and sensible footwear for outdoor activities are recommended. In Early Years, children change into PE kit before each session, to support their development of independence and motor skills. In years 1-6, children should wear their PE kit to school on PE days. Teachers send polite reminder slips home to remind parents of children who have failed to wear PE kit. This helps to minimise the number non-participants. Children are bare-footed for gymnastics lessons, though they must bring their shoes to the lesson and leave them at the side in case of a fire emergency.

#### b) Jewellery and Hair

Wearing jewellery is not allowed at LMPS. Children must not wear any kind of jewellery in PE lessons, including watches. Children with medium/long hair are reminded to tie it up securely. If a child is not allowed to remove the item of jewellery for religious/cultural reasons, a note must be provided from home and every effort should be made to cover the jewellery (eg with tape or sweat band).

#### c) Weather

It is encouraged that outdoor PE lessons take place in all seasons and in as many weather conditions as feasible. Classes are timetabled to have an hour in the hall each week, so if the weather is not appropriate for outdoor PE, the PE lesson can still go ahead. As we have 2 halls and usually 3 classes timetabled to have PE, the hall time will be shared across the three classes. Children are encouraged to wear clothing in line with the season and weather conditions, maximising access to all lessons.

#### d) Hygiene

Children are taught about the body changes that occur when they exercise along with recognition of the short and long term effects of exercise on the body. Aspects of hygiene are addressed in upper KS2.

#### e) Staff dress

It is important that staff should consider their own and their children's safety with regard to their own personal clothing, footwear and jewellery when involved in the teaching of any PE activity.

d) 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.

f) Accidents:

If an accident occurs during a PE lesson the teacher should send the child to the medical room or office with another child. Walkie-talkies should be used to ensure the children arrive safely. In the event of a serious injury, PE staff should use a walkie-talkie to gain assistance.

## **12. Primary Sports Funding**

The School work as a collaborative unit in terms of taking all decisions; this will include decisions on funding, resourcing and timetabling. Ultimately, decisions on funding will rest with the Head teacher. The 'PE and Sport Premium' is designed to help primary schools improve the quality of the PE and sport activities they offer their children. Schools receive PE and Sport Premium funding based on the number of children in Years 1 to 6. Information about the school's funding allocation and how it is spent each year is published on the Lady Margaret Primary School website under 'PE and Sport Premium'.

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.

## **13. Role of the PE Subject Leader**

The role of the PE subject leader involves needing to:

- Provide suggested schemes of work and support planning

- Support colleagues in all aspects of the curriculum.
- Maintain and replace equipment.
- Ensure areas for lessons are safe.
- Assist with recording keeping and assessment of the subject.
- Monitor the teaching of the subject at school.
- Attend meetings and courses, which will inform future development of the subject and ensure other staff are aware of courses themselves.
- Ensure standards remain high in each year group
- Deliver effective monitoring of the subject.
- Oversee the extra-curricular provision for sport and ensure there is a varied range of clubs and intra and inter extra-curricular competitions that involve as many pupils as possible.
- Ensure that ring fenced annual Primary PE and School Sports funding is allocated appropriately to meet DfE statutory expectations.

**OTHER POLICY DOCUMENTS:**

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