Garlinge Primary School and Nursery

PHYSICAL EDUCATION POLICY

Including Physical Activity and School Sport elements

Our Vision- INTENT

A chance for EVERY child to be PART of an enjoyable journey in building a healthier, stronger head, heart and hands approach to leading an active lifestyle.

At Garlinge Primary School and Nursery, our vision is to embed our school values of PERSEVERANCE, ASPIRATION, RESPECT AND TEAMWORK and for every child to access high quality PE and School Sport, including daily opportunities to engage in informal physical activity.

We offer an inclusive, broad, varied and progressive curriculum with a multi–abilities focus. We aim to develop our pupils physically, creatively, socially and emotionally and our expectation is that all pupils understand the importance of living a healthy, active lifestyle into adulthood. Our inclusive ethos exists to ensure that all pupils have a chance to shine through competitive sport, sports leadership and other physically demanding activities that encourage lifelong participation.

IMPLEMENTATION

All classes are timetabled for two hourly lessons of PE where possible. 'Top up' minute activities, for example Active 60 and Intra house competitions, are led by class teachers. Each class participate in an intra competition within PPA PE lessons as well as with their class teacher.

The PE curriculum at Garlinge Primary School and Nursery, through our school values provides challenging and enjoyable learning through a broad and diverse curriculum offer that embeds physical, personal, social and creative development with inclusion at its heart.

The curriculum overview ensures that pupils progress through each key stage at an appropriate level. The fundamental movement skills that are practiced and refined in EYFS/Key Stage 1 will enable pupils to succeed in a more complex and challenging range of activities in Key Stage 2.

The school values will be used to underpin the personal and social development of pupils, drive physical attainment and support positive behaviour. The PE offer is supplemented with extra-curricular opportunities for pupils to take part in active breaktimes, leadership opportunities, various sports clubs and competitive school sports events.

IMPACT

We hope that the pupils at Garlinge Primary School and Nursery will, through the joy of movement, develop the competence and confidence to remain physically active in the future and that their personal and social development will have positive implications for their lifelong learning.

Rationale

Physical education is a statutory requirement of the National Curriculum and an essential contributor to the development of the whole child through unique learning opportunities. At Garlinge Primary School and Nursery we are committed to delivering high quality PE through an exciting range of physical activities which also provide opportunities for competition, self-improvement and learning good teamwork, sportsmanship and self-discipline.

Through a balance of individual, paired and group activities, we aim to cater for the different strengths, needs and preferences of each child, using differentiated activities where appropriate. Pupils learn to think creatively and to work both individually and collectively to make decisions and solve problems using our school values to support them.

Physical education experienced in a safe and supportive environment using a variety of teaching and learning styles makes an important contribution to a pupil's physical and emotional wellbeing. We aim to make all pupils physically literate.

We believe that through the variety of opportunities that PE offers, children can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which PE and Sport can transcend social and cultural boundaries. We also promote a cross curricular approach with links through Teach Active, including Active Maths and English and we are working with our EYFS to promote our Healthy Movers Programme.

Aims

Garlinge Primary School and Nursery aims to equip all pupils, regardless of gender, race, cultural background or SEND, with the skills they need by giving them opportunities to

- Develop physical competence to achieve in a wide range or physical activities, including personal challenge and competitive sport.
- Develop an increasing ability to select, link and apply skills, tactics and compositional ideas
- 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.
- Be active for sustained periods of time and to develop an understanding of the positive effects of the exercise on the body.
- Develop personal qualities based upon the school values of PERSEVERANCE, ASPIRATION, RESPECT AND TEAMWORK.
- Develop the ability to work independently and respond appropriately and sympathetically to others.
- Understand safe practice and develop a sense of responsibility for their own and others' safety and well-being.
- To ensure all children follow our school rules of the 'Safe, Caring, Ready'.

Health and Safety

- It is essential to secure safe practice and to ensure that all routine procedures are agreed and consistently adhered to by all staff. These procedures will include organisation within the lesson as well as before and after the lesson when changing and moving to and from the working area; pupils' kit and equipment, resources including storage and safety; pupils' responsibilities and management of safe practice and the withdrawal of pupils.

- It is essential that pupils are taught skills and operate within appropriate ground rules to enable them to participate safely and confidently within PE. Pupils are expected to work in a safe manner and know what this means.

- All staff will plan their work with the safety of pupils in mind and support can be sought from the subject leader and AFPE safety guidelines to ensure that this is the case and that risks have been assessed and are managed effectively.

- Physical contact from adults in Gymnastic Activities, as defined in a safeguarding context, is intentional bodily contact initiated by an adult with a child. Physical contact for reasons of safety, support, providing confidence or demonstration is typical within PE lessons (eg supporting a balance in gymnastics).

- It is important that the student is made aware beforehand of the purpose of such provision, and what form it will take.

- Any physical contact should be for the purpose of meeting a student's needs in order to: - develop techniques and skills safely - treat injury - prevent injury occurring - respond to any special educational needs and disabilities - prevent harm to the student or others. Students can still reach a high level of expertise by carefully planned progressive practices.

- For more high-level specific support by staff should only be given following a course dealing with support techniques in gymnastics.

- Garlinge Primary School and Nursery use rebounders as a part of their curriculum and extracurricular delivery. These are to only be used by adults who have received training from Bounce Beyond or members of the PE team.

- Pupils who are unable to use rebounders due to medical reasons are recorded by the welfare officer and lead adult.

Learning environments

- PE will be delivered within the located hall spaces, playgrounds, field or classes. These areas then act as 'the classroom' for delivering PE. Each area includes supporting resources linked to the school values, STEPS principle and white boards.

- Structured activities beyond PE lessons, such as Active Play and organised festivals relate to learning opportunities outside the classroom. Please refer to the Learning outside the classroom policy for more details.

- An Inclusion Swim has been set up to ensure that all of our children in years 4-6 with a physical disability and/or additional needs can have a swimming session set in a safe environment allowing the staff to be in the water. This swimming group is not to reach national guidelines of swimming 25 meters but instead will focus on building water confidence and water safety both individually and as part of a group.

Learning Outcomes

The outcomes are derived from the curriculum aims and will guide the planning process and will form the basis for assessment of the pupils and evaluation of the policy. Pupils will have access to a broad and balanced PE curriculum through which they will have opportunities through the school values to develop their physical competence, knowledge and understanding. Pupils will also have the opportunity to develop personal qualities that can positively influence outcomes across all school settings.

Explore, acquire, and develop physical and cognitive skills and competencies:

- Pupils demonstrate a range of skills.
- They are able to consolidate existing skills and gain new ones.
- They show increasing control and co-ordination leading to consistency and quality.

Select and apply their skills, tactics and compositional idea in a variety of physical contexts:

- Pupils are increasingly able to plan and adapt activities both individually and when working with others.
- They are able to use strategies and tactics and improve their understanding of composition in a variety of situations.
- They will begin to develop their understanding of some of the principles underpinning their performance and are able to transfer some basic skills and understanding from one activity to another.
- They are able to apply rules and conventions appropriate for the activity.

Analyse and evaluate their own and others performance to lead to improvement both in physical and cognitive abilities:

- Pupils understand what constitutes an effective performance.
- They are able to suggest improvements and comment constructively on their own and others performance whilst using the school values.

Develop their understanding of the importance of physical activity and a fit and healthy lifestyle:

- Understanding the effects of exercise on the body in the short term.
- Understand the importance of warming up and preparing appropriately for a variety of activities.
- Selecting and engaging in regular physical activity.
- Understand why physical activity is good for their health and well-being.
- Being aware of opportunities both in school and in local clubs and the community which cater for primary age children.

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

- Pupils are able to think imaginatively and demonstrate creativity in their work.
- They are able to work individually and with others to resolve problems.
- They are able to express opinions and begin to appreciate the opinions of others.
- They are developing leadership skills.
- They develop positive attitudes to winning and losing

Develop, recognise and ensure safe practice:

- Understand the importance of wearing the appropriate clothing for the activity.
- Know the importance of basic hygiene practices with regard to their health and safety in physical education and sport.
- Pupils are aware of others and their space and how they can move and work both personally and in relation to their environment and others.
- They are able to articulate key features of safe practice.

Develop positive attitudes:

- Pupils exhibit such personal qualities perseverance, aspiration, respect and teamwork.
- They are able to meet appropriate challenges and work through solutions.
- They are increasing in confidence in their approach to physical activity.
- Develop the capacity to strive to be the best they can be through effort and personal challenge

Continuity and Progression

The curriculum offered in PE will provide a framework for progression taking account of pupil's needs and abilities. The progression will include a progressive opportunity of the various skills required at the age appropriate stages.

Principles of Learning, Teaching & Inclusion

Teachers will adopt a range of teaching styles in order to engage all pupils in the learning. The National Curriculum is the starting point for planning the curriculum to meet the needs of the pupils. In planning the curriculum regard will be given to the following principles:

Setting Suitable Learning Challenges:

- Aim to give every pupil the opportunity to experience success in learning and to achieve high standards.
- Take a flexible approach taking into account any gaps of learning and to meet individual needs.

Responding to Pupils Diverse Learning Needs:

- Teachers will set high expectations and provide all pupils with opportunities to achieve.
- Teachers will be aware that pupils bring with them a range of experiences and take these into account when planning the curriculum.
- Teachers will have the discretion to make a judgement about participation in clothing other than statutory PE kit, where this is a barrier to participation

Assessment Recording and Reporting

Assessment for Learning

Opportunities for formative assessment will be identified during planning and pupils will receive ongoing teacher assessment. Teachers will also use formative assessment to inform future planning for groups and individuals. Teacher assessment will be directly related to the learning objectives. Pupils will be actively engaged in self-assessment and in setting targets for improvement. Effective feedback from

teachers is essential in supporting and developing pupil's knowledge skills and understanding and consolidating their learning.

Summative assessment will also be made in terms 1, 3 and 5 by the PE team and used to close gaps in progress as well as identify the need for any PE related intervention/additional group work.

The PE assessment criteria will be progressive and linked to the PE curriculum outcomes embedding our school values and will be used to inform the class teachers ready for school reports for years 1-6. The assessments will show if the children are below expected, expected or exceeding. The PE Lead will be available to parents' evenings to discuss with any parents their children's strengths and next steps.

Additional Educational Needs

Pupils with additional educational needs will be entitled to the same access to physical education and sport as their peers. In planning lessons teachers will identify challenges for all pupils, modifying and adapting using the STEPS principle, adapting the Space, Task, Equipment and/or People to include all pupils. Pupils will have access to the STEPS guidance via posters in each learning space.

Gifted and Talented

For pupils whose abilities exceed developmental expectations in PE and School Sport, teachers will plan suitably challenging work and seek ways to provide a performance pathway in and beyond school that enables them to achieve their potential.
Children identified by the PE and School Sport specialists will also gain the opportunity to participate in extra club provision such as Sports academy. It will be at the discretion the of the PE and Sport specialists who is selected for such clubs.

PE Kit and Procedures:

All pupils are expected to have a complete, named PE kit for all their lessons, but this is not to be used a barrier to participation where the pupils' clothing and footwear are deemed safe enough by the class teacher to take part in lessons.

- PE kit should contain
    - Trainers plimsolls, a house colour T-shirt, black shorts, black jogging bottoms.
    - Suitable clothing for cold weather.
- Earrings should not be worn during PE lessons. Parents and pupils must take responsibility for their removal where possible. However, if earrings cannot be removed, then action must be taken to make participation safe. This may include taping or adapting the activity to enable pupils to be included. Earrings can only be removed by PARENTS or PUPILS. Taping can only be done by PARENTS or PUPILS. This school cannot be responsible for the consequences of removing or replacing earrings and parents cannot transfer this responsibility to teachers.
  School will not accept responsibility if injury is sustained whilst wearing taped earrings during a PE lesson
- All long hair should be tied up, nails kept short and jewellery where possible removed before PE lessons. Where jewellery cannot be removed for example medical, religious or Fitbits which wish to be worn then these need to be made safe for example by covering over with sweatbands. Should no alternative strategy to make the situation safe be available only then should the child be unable to participate in the activity part of the lesson.

- Pupils are expected to bring in a letter from home if they are unable to participate in the lesson due to illness or injury.

Overcoming Potential Barriers to Learning and participation

In PESSPA, the barriers to learning and participation can range from physical capabilities to issues around changing, difficulties with language comprehension, attitude, expectation, body image and parental engagement. The school will aim to remove these barriers through discussion and negotiation with all stakeholders.

School Sport

The school aims to provide pupils with the opportunity to take part in competitive sport through a diverse range of competitions and festivals. Lunchtime and after school clubs will provide a setting for school sport to be developed.

School Sport will be monitored annually through the School Games Mark for KS2 and the Infant Award for KS1. The criteria of which will ensure a broad and fair delivery of all aspects relating to School sport including participation, leadership and opportunity.

Physical Activity

Pupils will benefit from both structured and non-structured active play times, further details regarding the school Active Play can be found in the Active Play policy. Additional opportunities will also be provided through planned active learning sessions linked to a variety of curriculum areas. The school also promotes active travel to and from school.

Staffing

Our school has a separate PE department to help support and guide the delivery of all PESSPA. We believe in celebrating all the achievements of our pupils in a safe and supportive environment that will prepare them for the next stages in their lives and enable them to remain physically active throughout their lives.

Leadership

The core purpose of the subject leader is to provide professional leadership and management for the subject and PE team to secure high quality teaching, improved standards of learning and achievement for all pupils. Subject leaders must have knowledge, which is in part subject specific and part generic and take responsibility for keeping up to date with developments in PE and other aspects relating to their role.

The Subject Leader:

Will provide strategic planning, direction and development of physical education.

- Ensure that the policies and plans reflect the ethos of the school
- Is responsible for developing a long term curriculum plan based on the needs of the school
- Support other staff to develop and build their confidence in teaching PE
- Will evaluate the effectiveness of the physical education curriculum
- Attend regular PE Networking meetings for any PESSPA Updates.

With the support of the PE team,

Will secure and sustain effective teaching of PE and evaluate the standards of learning and achievement;

- Will monitor standards of teaching and learning using a range of strategies including lesson observation, reviewing, planning and talking with staff and pupils
- Will ensure curriculum coverage, continuity and progression taking into account the needs of all pupils
- Ensure that teachers are clear about the Learning Intentions in lessons and can communicate these to pupils
- Set expectations and targets for staff and pupils in relation to standards of achievement and the quality of teaching
- Develop effective links with parents and the local community in order to extend and enhance the understanding and development of the subject

Will lead and manage staff to;

- Help to build constructive working relationships when working in physical education and sport.
- Support staff to evaluate and develop their practice.
- Lead professional development of the subject and help identify opportunities for continuing professional development to meet the needs of staff and the school
- Will ensure that staff and governors are informed and involved in developments, policies, plans and priorities and the success in meeting these.

Will identify and support efficient and effective deployment of staff and resources;

- Will establish staff and resource needs
- Will have a PE action plan, which will support the school development plan.
- Ensure the effective management and organisation of learning resources.
- Support the development of the learning environment to create a stimulating for teaching and learning.
- Work hard to ensure that there is safe practice and that risks are assessed and managed.

Equal Opportunities

Pupils will be given equal opportunities to access, take part in and succeed in physical education school sport and physical activity (PESSPA). All pupils regardless of race, culture, gender, physical or learning disability, social origins or physical stature are entitled to be included and achieve. Every pupil has an entitlement to a broad and balanced curriculum, equal curriculum time, access to extracurricular activities and use of resources and facilities. The school's policy is to enable all pupils to experience success. Sensitive and informed grouping of pupils will be planned for to enable all pupils to be actively involved and challenged appropriately. Resources and facilities will also support children's age, stage and ability.

Policy adopted by Governing Body on _____

To be reviewed on _____

Signed by Executive
Headteacher_____

Signed by Chair of Governors_____

Appendices

DEFINITIONS (AfPE)

PE: is the planned, progressive learning that takes place in school curriculum timetabled time and which is delivered to all pupils. This involves both 'learning to move' (i.e. becoming more physically competent) and 'moving to learn' (e.g. learning through movement, a range of skills and understandings beyond physical activity, such as co-operating with others). The context for the learning is physical activity, with children experiencing a broad range of activities, including sport and dance.

SCHOOL SPORT: is the structured learning that takes place beyond the curriculum (i.e. in the extended curriculum) within school settings; this is sometimes referred to as out-of-school-hours learning. Again, the context for the learning is physical activity. The 'school sport' programme has the potential to develop and broaden the foundation learning that takes place in physical education. It also forms a vital link with 'community sport and activity'.

PHYSICAL ACTIVITY is a broad term that describes bodily movement, posture and balance. All require energy. It includes all forms of physical education, sports and dance activities. However, it is wider than this, as it also includes indoor and outdoor play, both in and out of school, outdoor and adventurous activities and active travel (e.g. walking, cycling, rollerblading, scooting).