

BEREWOOD PRIMARY SCHOOL



Physical Education Policy

Summer 2019

Revised by School	April 2019
Responsible Person	Sue Patrick (head teacher)
Responsible Committee	Standards and Curriculum Committee
Ratified by GB	25 th June 2019
Next Review	Summer 2022



BEREWOOD PRIMARY SCHOOL

A distinctive vision

At Berewood Primary School we see education as a journey of discovery to fire the imagination, to establish a sense of self, and to gain the confidence to take full part in the wider world.

An ethos of local partnership

Berewood Primary School and the University of Chichester Academy Trust share the belief that education has the power to transform society. Our school is deeply rooted in its locality and encourages the involvement and interest of parents and the community, recognising that strong and vibrant communities have partnership and inclusion at their heart.

PHYSICAL EDUCATION POLICY

Introduction

Berewood Primary School believes that P.E. is essential to the development of the whole child – academic, social, emotional, spiritual and physical. It provides the foundation for a healthy lifestyle and promotes character building, co-operation and self esteem.

Aims of Physical Education:

We plan to deliver a rich, broad and balanced physical education programme, which helps us to fulfil our main aims. These are:

- to promote physical activity, physical development and a healthy lifestyle;
- to develop social co-operation and positive attitudes;
- to compete with a sense of fair play;
- to promote and develop safe practice in physical activities;
- to provide equal opportunities for all children regardless of race, gender, background or ability;
- to provide opportunities for all children to achieve their full potential;
- to develop inter-personal and problem solving skills;
- to develop personal qualities such as self-esteem, confidence, tolerance and empathy;
- to forge links between the school and our community.

PE offers opportunities for children to:

- become skilful and intelligent performers;
- acquire, develop and apply skills;
- perform 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 include different approaches and ways of thinking;
- develop their ideas in a creative way;
- set targets for themselves and compete against others, individually and as team members;
- understand what it takes to persevere, succeed and acknowledge others;
- respond to a variety of challenges in a range of physical contexts and environments;
- 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.

Staffing

The school is a growing community starting with three classes and building towards a two form entry school of 420 children. All teachers take their own class for Physical Education.

The school will use some of its sports funding to secure an even stronger provision for sport, including specialist teaching, after school provision, focused teaching and support the development of all staff.

Curriculum Co-ordination

The role of the curriculum co-ordinator is to act as a catalyst and a focus for the subject within the school. They are directly responsible to the Headteacher for all matters pertaining to the subject. These include managing all relevant documentation and its subsequent dissemination

to all staff. They are also responsible for establishing and implementing both policy and initiatives throughout the school, including arranging opportunities for competing in sports against other schools.

The main duties are;

- to review materials, information and documentation relating to PE;
- to monitor the provision of PE;
- to establish, review and implement the policy for PE;
- to prepare an annual action plan for the development of PE;
- to work with the Headteacher to look at the spending of the "Sports Premium" and the reporting of it through the school's website.

Physical resources available for P.E

- The areas available for PE are the hall, hard surfaced playground area and field.
- We have a wide range of gymnastics equipment available, which includes fixed apparatus, moveable apparatus, benches and mats.
- We have CD players, percussion instruments and DVDs for dance.
- We have an adventure 'trim trail' on the school field.
- We have a "quiet area" as well as dedicated sports area on the playground to support the curriculum.
- We have a marked netball court, short tennis court markings and a range of playground markings.
- The field is marked for sports appropriate to the season, including athletics and football
- Children in years 5 and 6 take part in swimming lessons at the Horizon Leisure Centre in Waterlooville.

Equipment

The school has continued to develop the PE equipment in the school as the number of children attending different age groups has been established, with an increasingly wide range of sports equipment. Equipment currently in place support the sports of hockey, tennis, football and cricket, as well as more general skills development.

Allocation of time for P.E. in each year group per week

Key Stage One has the time allocation of 1 hour 45 minutes approx.

Key Stage Two has the time allocation of 2 hours approx.

The Early Years Foundation Stage has time each day allocated to physical development. The children go outside and participate in a range of activities and focused physical tasks. These include aiming games, dribbling, balancing and climbing activities on the trim trail, wheeled

toys such as bikes and scooters as well as activities to promote safety and awareness of space. If the weather is wet, then many of these activities are completed in the hall.

As well as daily outdoor physical development, the Early Years Foundation Stage use allocated hall time for gymnastics, dance and balls skills. From the second half of the Autumn term, children get changed into the appropriate P.E. kit.

Extra curricular activities

In addition to the formal curriculum, the school also offers extra-curricular activities which are run by members of staff throughout the year. Competitive and non-competitive activities include; netball, football, hockey, rounders, tennis, athletics and cricket. A multi sports club is also run by a qualified sports coach. In addition the school is able to access extra-curricular provision through the University of Chichester Academy Trust, such as attending an enrichment day including the use of a climbing wall and other adventurous activities. These activities compliment and extend the work in lessons, and a balance is made between team practices and sport for all sessions.

Non participants

If for any reason a pupil is unable to take a practical part in the lesson, he/she should provide a note from home explaining the reason for this request. The child should then, ideally, accompany the group to the lesson and take a different role within the lesson, such as judge, referee, aspects of planning etc. Under no circumstances should a child be left unsupervised in the classroom.

Wet weather provision

If appropriate, the planned activity will take place in the hall, otherwise a modified activity will be taught.

Sports Funding (also known as Sports Premium)

The school receives additional sports funding each year, to be used to enhance sports provision and improve the quality of provision. This is carefully accounted and a report is shared with Governors, and made available on the website.

Health and safety factors in Physical Education

Clothing, jewellery and footwear

The school uniform policy states that children must wear suitable clothing for PE, consisting of white or blue sports shorts (not cycling or leisure shorts) and a school, or plain white, T-shirt. Children will also need soft plimsolls and the older children will need to have a pair of outdoor trainers and football boots. This kit should be clearly named and kept in a cloth bag.

During the winter children are able to use the field during play time providing they bring a pair of old shoes and tracksuit to change into. Indoor work should be carried out in bare feet. All watches and jewellery must be removed for PE and games lessons, and long hair must be tied back.

See the Uniform policy for additional information.

A suitable environment

The children must work in a safe and suitable environment. This means:

- a. the removal of unnecessary furniture from the working space;
- b. a clean, splinter free floor so that bare foot work can safely take place;
- c. a safe, outdoor surface for playing of games (no loose stones and gravel, no badly uneven surfaces, no holes in tarmac or grass surfaces);
- d. floor markings for games are sufficiently far enough away from fences and walls to prevent accidents.

Suitable and safe organisation of apparatus

- a. easily accessible gymnastic apparatus (spread around the hall for its safe and efficient handling) and not blocking the fire exit doors;
- b. following the whole school policy for lifting and carrying apparatus;
- c. games apparatus / equipment is stored safely in suitable containers in a separate cupboard and is organized so that appointed children can easily and safely remove the selected containers.

School Policy for verrucas

Children who have verrucas must:

- a. wear a swimming sock in the pool;
- b. wear plimsolls and socks in the hall.

Risk assessment

Risk assessments are a legal requirement and must be undertaken before any sports activity. Generic use of hall, PE and sports risk assessments are available.

“Safe Practice in Physical Education and School Sport”, a book prepared by the Association for Physical Education gives clear guidance on managing risk in PE lessons.

Risk assessments are largely a process of logic, common sense and sound planning and should be applied to any activity that forms a part of the PE programme. It requires a careful examination of what could harm pupils, colleagues or others in the teaching and learning situation (i.e. THE HAZARD.) Once “the hazard” is identified then the RISK control means that precautions should be implemented which minimise or prevent harm.

Regular checks and risk assessments are made by all teachers as well as ongoing risk assessments made every day. For example, annual safety checks and repairs are carried out on gymnastics equipment and staff check apparatus as it is being taken out for each lesson. If a potential hazard is identified it is immediately taken out of use.

Water safety and emergency procedures

Safety and emergency procedures for the Waterloo Leisure Centre are displayed prominently at the pool and are taught to the children.

Procedures for dealing with accidents

Accident procedures should be well understood and implemented by all teachers. In the case of minor injuries the teachers should deal with the situation using their professional judgment. For more complicated cases, the situation should be made safe, including dealing with the rest of the class at the same time. A responsible child should then be sent to fetch the first aider. All accidents are recorded in the accident book held in the office. In addition, more serious incidents, usually involving a hospital visit, are recorded on the appropriate form. Parents are kept fully informed throughout by the Headteacher. Further information can be found in the First Aid policy.

All classroom assistants, mid-day supervisors and other responsible adults working in the school environment are aware of these procedures.

Behaviour expectations

Expectations for behaviour in PE reflect the school rewards and discipline policy.

Teachers are expected to change into appropriate clothing to conduct a P.E lesson. Whistles will be used in activities outside on the playground and field.

Planning the Physical Education Programme

The schemes of work for each area of activity in P.E. have been developed in order to ensure continuity, development and progression.

The teaching/learning objectives have been agreed by all staff.

Using long term planning grids, suitable physical education work for the age and development of each class has been identified. This has been planned to show progression and development from the previous year and throughout the present year.

Differentiation and special needs

The short-term planning of physical education units of work addresses the present need for differentiation. Within each of the areas of activity, broad task setting allows for differentiation by outcome. Differentiation by task can also be used – here the more able child can be challenged by extending the specific task and the less physically able can be encouraged to achieve success by breaking the task down into simple progressive stages to be addressed as appropriate or be given a different task.

In games, differentiation can also be achieved through choice and use of appropriate apparatus and group sizes / personnel by:

- a. setting suitable learning challenges;
- b. responding to pupils' diverse needs;
- c. overcoming potential barriers to learning and assessment

We operate an inclusive policy in P.E.

For the small proportion of children who may need more individual and specialised provision, teachers recognise that they need not necessarily attempt to teach rigidly within the programmes of study for each Key Stage. Indeed, in order to enable these individuals to progress and demonstrate a degree of achievement and succeed, teachers should be aware of the Pupils Statement of Education Needs and EHCP and select material and teaching strategies which enable inclusion. Materials may also be selected from different Key Stages and present it in a suitable context for the child's age.

Children placed within a designated special provision may also be supported by a classroom assistant or nursery nurse, either to aid achievement or further differentiate task on an individual basis.

Achievement is possible for all.

Assessment in Physical Education

The main method of gathering evidence and assessing achievement is made through the continuous process of teacher observation. This is informed assessment based on knowledge of the pupil and the content of work. Appropriate activities and skills have been identified for assessment, following agreed criteria and judgments made on the ability of the children. At the planning stage of the units, the staff discuss the content of the material to be taught and the points for assessment, and they agree criteria for that assessment.

Evidence of knowledge and understanding is also gathered by using strategies of question and answer and assessment of the pupils' powers of evaluation that can be made through comments on demonstrations or through joint teaching.

The EYFS Profile is the summative assessment completed by practitioners at the end of the EYFS. It summarises children's progress towards the Early Learning Goals.

See the following policies for details about meeting individual needs:

- Learning and Teaching Policy;
- SEN Policy;
- Gifted and Talented Pupil Policy.

For more information, also please refer to the Assessment, Recording and Reporting Policy.

Monitoring and Evaluation

This policy is reviewed by all staff and Governors as part of the three year review cycle, or when significant changes occur.