

**The Federation of St. Alphege**

**Church of England Schools**



# **P.E. Policy**

## **Our Vision**

We believe that through the opportunities provided by Physical Activity, children can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which physical activity can transcend social and cultural boundaries.

We encourage children to develop their creative and expressive abilities, through improvisation and problem-solving. Children are taught to appreciate the importance of a fit and healthy body and mind, and begin to understand those factors which can affect health and fitness, equipping them to make informed choices as young adults.

We offer both class-based and outdoor opportunities for children throughout the school. Different experiences for different age groups ensure that all children experience a range of appropriate challenges as they progress through school. All children are encouraged to join clubs and extend their interests and involvement.

We want all children to be physically literate and to positively participate so that they can be proud of their achievements and support all children to improve and achieve. Children are actively involved in their development and encouraged to share their skills and enthusiasm.

## **Our Aims**

- To enable all children, whatever their ability, to take part in and enjoy PE and physical activity
- To promote long-term physical literacy for children's health, safety and well being
- For children to gain an understanding of the effects that physical activity has on the body and mind, and appreciation of the value of this
- To enable all children to improve and achieve
- To develop children's co-ordination, mobility and a range of physical skills through a structured and developed programme of skill acquisition
- To develop children's co-operation, communication and creativity
- To learn how to co-operate with each other and work successfully in pairs, groups and teams
- To allow children to experience safe physical challenges in competitive and non-competitive situations.
- To develop children's ability to apply knowledge, skills and concepts appropriately and effectively in a variety of situations.
- To develop children's appreciation of fair play, honest competition and good sportsmanship

## **Policy for Physical Activity and Education**

### **Curriculum Planning and Organisation**

Each class is timetabled so that they can access the hall regularly each week.

The playground area and fields are used to facilitate activities such as Outdoor Activities and Games.

Clubs operate before and after school and include: cricket, tennis, football, dance, gymnastics, cheerleading and martial arts. To ensure all children achieve their Active 30:30 cross-curricular opportunities for Active learning are promoted, classes take part in Active Maths, Wake Up Shake Up and Brain Gym on a daily basis – as cited on weekly class planning.

PE sessions are planned to progressively teach and develop skills in Agility, Balance and Coordination applied and demonstrated across a variety of different activities.

P.E. Policy – Federation Governor responsible: Sue McDermott

Adopted by Curriculum Committee Spring 2019 Review date: Spring 2022

## Early Years Foundation Stage

Physical development within the EYFS framework is one of three prime areas for learning.

The two related early learning goals are:

- Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively.
- Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Children access a range of daily activities to develop their fine and gross motor skills and those in nursery have unlimited access to a dedicated outside area. In addition to this, they also have weekly PE lessons; children also have the opportunity to develop their gross motor skills and understanding of staying active further through fortnightly trips to Park Project.

## Key Stage 1

Objectives in Year 1 and 2 are for children 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.

The school follows the PE Schemes of Work devised in accordance with the current National Curriculum guidelines. Lessons are planned to promote greater depth of understanding, developing skills, contextual application of these skills and the ability to perform reflectively. Multiskills and Trigolf are taught in Key Stage 1 and concluded with inter-school competition with the potential to progress to the CSW (Coventry Solihull Warwickshire) School Sports Games events.

## Key Stage 2

Teaching in Key Stage 2 should ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas, and also with fitness and health. In Key Stage 2 there are four elements that need to be incorporated in to activities. These are:

- Acquiring and developing skills
- Selecting and applying skills, tactics and compositional ideas
- Evaluating and improving performance
- Knowledge and understanding of fitness and health.

## Assessment & Recording

Assessment is usually carried out by teachers in the course of the normal class activity and done mainly through observations, sometimes through questioning and discussion with children. Peer and Self-assessment and reflection are also encouraged so that children are actively involved in the development of their skills and to link to BLP (Building Learning Power). Photographic/video recording is used where appropriate and levels of attainment are recorded for all pupils. Physical Education/physical development is included as part of the end of year reports to parents.

## **School Sports Partnership links**

Through the Solihull Sports Partnership and the Synergy cluster schools links, the children are all given regular opportunities to participate in intra and inter school competitive sporting activities. School staff will accompany the teams to these events. The partnership also provides on-going CPD opportunities for staff.

## **Community/Club links**

Our school actively links with individuals and organisations to utilise expertise and enhance the quality and range of provision. We have links with Arden Tennis Club who provide both curriculum support and an on-site after school club, links with Solihull School also provide extra-curricular opportunities. Other links with established companies include Sway Dance Club, Animated Dance School, and Footiebugs.

## **Active Learning**

To ensure children achieve their Daily Active 30:30 and to improve both health and learning, an Active Learning approach is promoted through the implementation of schemes such as Maths of The Day, Wake Up Shake Up etc. Teachers are advised to regularly reflect on their weekly timetables to consider ways to improve the movement and activity levels in different curriculum areas.

### Links between PE and other curriculum areas

**English:** writing sequences, following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama.

**Maths:** measurement, shape and space, sequences, number, angles, position and movement, rotation and time.

**ICT:** Children use capturing and recording equipment (cameras and videos) for evaluation and development of skills. Videos of professional/skilled athletes are also used to help develop good technique.

**PSHE:** following rules, healthy living, co-operating with others and understanding fairness and equality

## **Out of school hours learning (OSHL)**

All pupils are provided with opportunities to be physically active via a range of activities including both individual and team work. The emphasis is on participation and enjoyment and the opportunities are open to all pupils regardless of ability.

At playtime physical activity is promoted by all staff, the use of designated playground zones, games and equipment and a rota (devised by the School Council) for the different areas that enable equal opportunity for all children in the school. This is further enhanced as part of the Active Play scheme by the Play Facilitators and Play Leaders

## **Active Travel**

The school promotes active travel and has put in place a number of strategies and initiatives to support this, including celebrating Walk to School Week (Stroll & Roll) and both sites have bike/scooter racks. Pupils, staff and parent/carers are encouraged to walk or cycle to school and the strategies are publicised through the school newsletter, website and Twitter.

## **Staffing/Staff Development**

All class teachers will teach their own classes PE lessons – they may go to the PE subject leader for advice or discussions regarding Schemes of Work, progression, differentiation, planning etc.

P.E. Policy – Federation Governor responsible: Sue McDermott

Adopted by Curriculum Committee Spring 2019 Review date: Spring 2022

## Health & Safety

The class teacher should lead PE lessons but may be supported by other adults. A qualified teacher should be present at all times and other adults should not be left alone to supervise PE.

All teachers are responsible for the safety of pupils in their lessons. It is imperative that good discipline is maintained and that the noise level should be low enough so that pupils can follow the teacher's instructions/signals. Teachers need to position themselves so that they can clearly see the whole class at all times.

- Pupils are taught how to improve their own abilities to assess risks.
- First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident.
- Inhalers for pupils suffering from asthma are made readily accessible
- Children with diabetes are monitored closely throughout and after PE lessons by staff.
- Regular checks are made on all equipment.
- The PE Coordinator makes termly visual checks for wear and tear and security of major items; all staff are responsible for reporting any items that show wear and tear to the PE Coordinator. Any items constituting a danger are taken out of use immediately.
- All large items of equipment are inspected annually by an independent safety expert.
- Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- Pupils are made aware of safe practice and understand the need for safety when undertaking any activity (e.g. not jumping or running in front of others, etc.)
- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery.
- Any accessories or jewellery that cannot be removed (Religious or medical) should be covered.
- Teachers ensure that no jewellery is worn in lessons and long hair should be tied back.
- Pupils wear suitable footwear when travelling to and from the hall.
- If a child has no trainers/pumps for outdoor PE they use their shoes if the activities are on the playground.
- All children have both indoor and outdoor PE kit.
- All staff are required to wear appropriate footwear and clothing when teaching PE (all staff are issued with school PE shirts).

### Setting up Apparatus

The safe use of all equipment will be encouraged at all times. Children will be taught to move and store equipment safely, under the supervision of the teacher. All equipment should be checked by the teacher before use. Any faults should be reported **immediately** to the PE co-ordinator, Site Manager and Health and Safety Officer.

### Brookbank Field

The Junior site makes use of the back field and Brookbank field (See Appendix I for Risk Assessment). For more information on safe practice and Health and Safety in PE refer to (BAALPE) Safe Practice in Physical Education. *Available on the school work drive.*

### Resources

There is a variety of equipment to enable pupils to achieve objectives, which are best suited for their age and ability level. Large equipment/ mats and some indoor PE resources are stored in the hall. All other resources are stored in the PE cupboard.

## **Monitoring & Review**

The PE Coordinator will oversee the continuity and progression within annual and medium-term plans. They will also monitor the quality of teaching and learning through observations. The leader will support colleagues and share expertise, arrange opportunities for outside agencies to visit the school in order to enhance learning and direct teachers to examples of good practice.

The role of the PE subject leader is to:

- Encourage and arrange for members of staff to attend PE courses
- Provide on-going relevant support to colleagues
- Monitor PE and physical activity throughout the school
- Manage Sports Premium funding and update website information regarding spend and impact
- Take responsibility for the purchase and organisation of central resources for PE and physical activity (playground resources and equipment etc.)
- Regularly audit pupils to ensure all children are participating in regular physical activity and target those who are vulnerable of not achieving their daily Active 30:30 via Active Play schemes etc.
- Keep up to date with development in PE through attending relevant INSET and School Sports Partnership events, passing on relevant information to the Head Teacher and Staff.
- Take the lead in policy development

Date of reviewed policy: January 2019

Policy drafted by Layla Li and Hannah Hicks