

The Canons Primary School

Physical Education Policy

May 2024

Rationale- The importance of Physical Education

Physical Education is a statutory requirement of the National Curriculum and an essential contributor to the development of the whole child.

Through a high-quality physical education programme, pupils develop physical competence and confidence and are given opportunities to be physically educated and develop physical literacy. Using a combination of entitlement and choice of activity, the physical education provision will contribute to the personal development, health and well-being, enjoyment, success and achievement of all pupils across the whole curriculum and beyond.

Physical education provides pupils with the opportunity to be creative, competitive and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards a healthy and active lifestyle. Pupils learn how to think in different ways and make decisions in response to creative, competitive and challenging activities. They learn how to reflect on their performance, plan, perform and evaluate actions, ideas and performances to improve the quality of their work.

Physical education helps pupils develop personally and socially. They work as individuals, in groups and teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, officiating and coaching. Through high quality physical education pupils discover their aptitudes, abilities and preferences and make informed choices about how to get involved in lifelong physical activity.

Aims

Through a high-quality physical education programme, The Canons aims to enable pupils to become successful learners, confident individuals and responsible citizens who develop as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators.

Statutory Requirements/Objectives

- Provide a curriculum that satisfies the needs of the National Curriculum and fulfils the recommendations of the PESSYP strategy
- Provide an out of school hours programme of activities which extends and enriches curriculum provision and provides opportunity for activities to enable pupils to make progress
- Establish community links and pathways for pupils to encourage life-long participation
- Develop a whole school approach to the physical development of each pupil enabling them to fulfil their potential
- Provide an environment in which pupils are committed to PE and sport and make them a central part of their lives both in and out of school.
- Develop competence and control in the gross and fine motor skills that pupils need to take part in PE and sport.
- Ensure pupils have the opportunity to demonstrate that they know and understand how to apply their competence
- Ensure that pupils know and understand what they are trying to achieve and how to go about doing it.
- Challenge pupils to select and use skills, tactics and compositional ideas.
- Provide opportunities for pupils think about what they are doing and make appropriate decisions for themselves.
- Provide pupils with opportunities to use imaginative ways to express and communicate ideas, solve problems and overcome challenges.
- Develop an environment in which pupils have the confidence to get involved in PE and sport.
- Allow pupils the opportunity to take part in a range of competitive, creative and challenge-type activities, both as individuals and as part of a team or group.
- Ensure pupils understand that PE and sport are an important part of a healthy, active lifestyle and understand the contribution physical activity has on having a healthy body and mind.
- Establish good habits and awareness of safety and personal hygiene.
- Develop pupils' stamina, suppleness, strength and the mental capacity (determination and resilience) to keep going.
- Provide links to other areas of the curriculum and wider school, county and national agendas

Provision of Curriculum

All pupils are entitled to a progressive and comprehensive Physical Education programme which embraces the Statutory Orders of the National Curriculum and considers individual interests and needs. Pupils should have access to all components of the National Curriculum programmes of study, which includes dance, gymnastics and

games at key stage 1 and with the additions of swimming, athletics and OAA at key stage 2, so that a realistic attempt is made to achieve the expected levels of performance as set out in National Curriculum descriptors. The planning and delivery of each unit of work will ensure that each pupil will have the opportunity to:

- acquire and develop new skills
- select and apply appropriate skills, tactics and compositional ideas
- evaluate their own and others' performance in order to improve
- gain knowledge and understanding of how PE and sport contributes to staying physically, mentally and emotionally healthy
- experience a range of roles – performer/coach/official/leader
- Planning will provide opportunities to link with other areas of the curriculum e.g. ICT, geography, numeracy and PSHE

Pupils in Years 3, 4, 5 and 6 will have a dance day with a dance teacher, each class learning and performing a dance routine to parents/carers.

Children attend swimming lessons in Year 5 where they are given the opportunity to meet the National Curriculum targets.

Teaching and Learning

- Lessons will be planned to provide challenge for the more able pupils and appropriate levels of support in order for all pupils to make progress.
- The learning environment will enable all pupils to recognise their own and others' strengths and areas for improvement and provide them with appropriate tasks to improve and succeed.
- A variety of teaching styles will be used to engage the learners providing them with the opportunity to learn from visual, auditory and kinaesthetic activities.
- Lessons will provide appropriate activities which enable pupils to develop as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators. Differentiation will be mainly by outcome. However, if pupils have specific educational needs there will be a need to differentiate by task.

Assessment & Recording

PE staff should ensure that when evaluating and improving performance connections are made between acquiring, developing, selecting and applying skills, evaluating and improving performance as well as demonstrating a knowledge and understanding of health and fitness and performance in different roles.

The expected attainment for the majority of pupils at the end of key stage2 is Level 4 in the Skills Progression for Physical Education document.

In deciding on a pupil's level of attainment at the end of a key stage, PE staff will judge which descriptor best fits the pupil's performance.

Assessing Progress

To assist in formative assessment, PE staff will use the following:

- Use QCA core tasks to involve pupils in self and peer assessment, helping them understand where they are at the beginning of a unit of work, and identify what they need to do to make progress.
- Watch children work, talk to them about what they are doing and listen to them describe their work.
- Receive feedback from pupils to inform staff and pupils of what has been successful and allow them to set their own future targets.

Recording & Reporting

Records are selective and brief; PE staff should have a clear reason for recording information. Significant achievements or weaknesses may be noted on an evaluation of the lesson and used to:

- Inform future planning for themselves.
- Form part of the statutory annual reporting process.
- Help children as a basis for future target setting.
- Inform during transfer between classes and key stages to ensure continuity of progression.

Equality, Diversity and Accessibility

All pupils can access a broad and balanced PE curriculum, which meets the specific needs of individuals and groups of pupils, including those who have diverse special educational needs, (refer to AfPE Safe Practice in PE handbook) disabled youngsters, gifted and talented children and those who have English as an additional language.

Lesson planning, delivery and assessment tries to ensure that children are provided with appropriate and effective opportunities to actively participate and succeed in the whole range of learning opportunities offered within and outside the curriculum.

Differentiation (in the case of pupils with Special Educational Needs)

Planning for differentiation should be based on the S.T.E.P. principles i.e. making changes to SPACE, TASK/TIME, EQUIPMENT and PEOPLE taking account of:

- The size of the area in which a pupil works, smaller spaces until pupils develop spatial awareness and control over themselves and equipment, larger spaces to challenge more able pupils.
- Pupil activity, e.g. different task, different roles and responsibilities, different allocations of time and variations of pace within the lesson to meet needs of different levels of ability.
- Resources, e.g. different equipment for different levels of ability across the key stages.
- Pupil groupings, e.g. ability or mixed ability groups; or group, paired or individual activities, the opportunity to work with adult support where needed
- Other opportunities, e.g. extracurricular activities, club links and interest groups, for the development of excellence.

Differentiation by task may be achieved when the children who are pursuing the same part of the programme of study are given a range of different but related tasks according to their levels of ability.

Differentiation by outcome may be achieved by setting tasks, which are suitable, and appropriate for all the children's starting level and which allow the more able children to be challenged.

Adults Supporting Learning

The needs of individuals are met by providing additional support staff, a range of equipment, appropriate groupings, safe spaces in which to work and differentiated tasks which enable all pupils to make progress

Additional support staff will be used during curriculum and non-curriculum time in order to:

- Support the delivery of high-quality PE
- Enrich or enhance the activity pupils are undertaking
- Provide training opportunities for staff
- Contribute to any LA or SSP developments e.g. support the National Competition Framework

The head teacher and the subject coordinator will ensure that support staff are competent before working with the children at a distance from the teacher.

Staff Development

Opportunities for the development of staff should be provided in order to enhance the quality of PE within the school. The needs of the staff will be identified through the monitoring and evaluation of the subject which is undertaken by the designated PE Coordinator and should be done in conjunction with the whole school development plan. The PE Coordinator should ensure that all coaching staff are aware of the development opportunities available from the Local Delivery Agency, School Sports Partnerships and the Teaching & Learning Group. The PE Coordinator will ensure that any development opportunities undertaken by staff are disseminated throughout the school where necessary to further enhance the quality of PE.

Leadership & Management

The PE Coordinator reports to a member of SLT and to the Head Teacher and will ensure that the following points associated with the role are considered and carried out, where appropriate:

- Developing good PE practice
- Managing the budget based on the needs identified through the monitoring and evaluation of the subject and the whole school development plan
- Auditing, ordering and reviewing resources
- Accessing any funding available that may enhance the quality of PE within the school
- Ensuring that records and data are kept up to date so that the PESSYP survey can be completed accurately
- Attending courses to further own professional development and providing information and support for colleagues
- Monitoring PE practice and planning to ensure high quality delivery and setting future targets
- Extending relationships and contacts beyond the school and in the local community
- Keeping up to date with and implementing any Local Authority and School Sport Partnership developments where appropriate

Subject monitoring and evaluating will be carried out by the PE Coordinator with support from the SLT where appropriate. The school will utilise the following strategies and measures in order to evaluate standards in PE;

- Observation of teaching and learning, including support staff, to assist in the identification of strengths and development needs.
- Assessment of pupil progress and achievement
- Pupil interviews
- Results of the PESSYP survey
- The opportunity for LA / SSP high quality sampling visit

Safety

Safe Practice in Physical Education & School Sport (afPE 2020) is a comprehensive guide to safe practice and managing risk in PE and should be referred to regarding any aspect of Health & Safety. The PE policy is in line with school and LA guidance. The subject coordinator should work alongside any staff responsible for health and safety within school.

Risk Assessment

The importance of safety in PE is stressed immediately pupils enter the school and pupils are continually reminded of the need to look after themselves and others whenever they are participating in PE, sport or playing in the playground. Planning includes opportunities for explicit teaching of safe practice, particularly in potentially dangerous areas like the swimming pool, gymnastics hall and playground.

Staff and pupils help to identify possible hazards in lessons. Staff discuss with pupils how much risk is involved and what can be done to reduce it so nobody gets harmed. During the thorough risk assessment of the school which is carried out on a termly basis (in line with the statutory requirements under the management of Health & Safety at work regulations 1992), significant risks will be reported to the head teacher. Also, staff are encouraged to carry out informal risk assessments prior to every PE lesson. This will involve a quick overview of the teaching environment and equipment which is then matched with the planned lesson content to assess whether it is safe to proceed or use an alternative approach.

The guidance entitled “Safe Practice in Physical Education” can be found in the PE department.

In summary the school will consider the following process:

- Decide what requires a risk assessment
- Identify the hazard – anything that can cause harm
- Decide who is at risk
- Evaluate the risk
- Record the findings
- Devise control measures to minimise the risk (risk management)
- Inform those affected
- Periodically review the assessment

Clothing & Personal Effects

- Pupils and staff clothing and correct attire for a particular activity represent important features of safe practice that apply in equal measures to both staff and pupils
- Staff should always endeavour to change for physical education.
- Clothing for PE should be well suited to its function. It should be light and allow good freedom of movement, but will also need to offer some insulation from cold weather in the winter months. It should be remembered that pupils who are insufficiently warm and experiencing discomfort will not be sufficiently focused and may lack concentration.
- Footwear that is fit for purpose is essential. It should demonstrate effective grip, support and reasonable protection for outside work and games. Pupils may complete indoor dance and gymnastics lessons in bare feet, where the floor is clean and in good condition.
- Personal Effects such as jewellery, watches, large hair slides, sensory aids etc, should always be removed by pupils before participating in physical activity. Staff also need to be mindful of their own personal effects.
- Clear expectations will be established throughout the school and with parents, about the management of personal effects.

Pupils should know that:

- Clothing used for PE should be suitable for the activity and designated with safe participation in mind
- Personal items of physical education and sports clothing should be kept clean and serviceable
- Physical education and sports footwear should be regularly checked and well maintained, this is particularly applicable to studded and bladed football boots
- Jewellery should always be removed before active participation; any exception to this rule must always be sanctioned by a member of staff.

Equipment & Resources

The lower school indoor PE equipment is stored in the PE cupboard situated in the hall. Outdoor PE equipment is stored in the outdoor PE store situated at the side of the changing rooms. The equipment suitability is reviewed to ensure it is appropriate to the range of ages, abilities and needs of children in order to enhance learning.

Staff and pupils are encouraged to:

1. Look after resources
2. Use different resources to promote learning
3. Return all resources tidily and to the correct place
4. Be told of any safety procedures relating to the carrying or handling of resources.

Policy review and update

Last reviewed.....

Date of next review.....

D.Campbell- PE Co-ordinator