



P.E Policy

September 24

Intent

Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others.

Therefore both teachers and children should be aware of its importance.

At Ingol Community Primary School our intent is that each class will receive 2 hours of physical activity per week. The school's PE curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of all pupils with SEND, developing their skills and abilities to apply what they know and can do with increasing fluency and independence.

The sessions will contain elements required by the National Curriculum of:

Key Stage 1: Games, Dance and Gymnastics

Key Stage 2: Games, Dance, Gymnastics, Athletics, Outdoor Education and Swimming.

Intent

1. To promote a healthy and fulfilling lifestyle by developing self-motivation to take part in physical activity outside school as recreation:

- By developing a positive attitude and interest in a wide range of physical activities.
- By raising awareness of issues regarding Health Related Fitness.

2. To contribute to the physical development of each child: size, strength, fitness, speed, gross and fine motor skills.

3. To contribute to the intellectual development of each child:

- Aesthetic appreciation and understanding of Dance and Gymnastics.

- Knowledge of the 6 areas of P.E. eg. the rules of different games.
4. To help establish the individual child's self-esteem and confidence. To develop social skills (co-operating in groups, playing fairly to rules, mixing with children from other schools).
 5. To ensure that every class includes Level 1 competition (competition within the school) at the end of every unit of work.
 6. For EYFS children:
 - To negotiate space and obstacles safely with consideration of themselves and others
 - Demonstrate strength, balance and coordination when playing
 - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Guidelines

Ingol CP School will:

- Follow a broad and balanced PE curriculum fulfilling the demands of the National Curriculum.
- Our intent is to ensure every child moving on to secondary school can swim 25m and has basic water skills.
- Ensure every child has to opportunity to represent Ingol CP School in a competitive sports fixture.
- The intent is to develop the fitness of the individual, by ensuring a good pace in lessons and incorporating fitness activities into physical education lessons as appropriate.
- Link and integrate, where possible, possibilities for cross-curricular knowledge to take place (i.e. numeracy, science, geography, music and literacy)
- Develop programmes that meet the needs of all the children, providing equal opportunities - inclusion of SEN and physical disabilities.
- Involve the outside community where possible - e.g. Sports Day - parents, Clubs - Change 4 Life, Inter-school matches, outside coaching personnel and resources
- Ensure children wear the expected P.E. kit. for all lessons. (See Appendix 1)

- Pupils with SEND achieve the best possible outcome based on targets set for the individual
- Provide enjoyable experiences, where positive attitudes of sensitivity, co-operation, competition and tolerance may develop.

The P.E. Curriculum

Curriculum Framework

Teachers should use the curriculum framework (see appendix 2) as a starting point when planning their work in Physical Education. The framework has been devised to ensure adequate coverage of the National Curriculum six activity areas specified by the National Curriculum and a progression of skills. All classes will be expected to have covered the 2 activity areas for their specific year group in each half-term block.

Units of Work

The class teacher should identify from the curriculum map the 5-7 week unit of work their class will be following. Each teacher must submit a detailed medium term plan which clearly show the learning intention, success criteria, vocabulary, teaching input, activities and plenary for each lesson within the *Gymnastics, Dance and Games* units. Swimming lessons are planned and taught by trained instructors who plan targets for each of the ability groups. In each lesson or series of lessons, a link should be made to one of the 10 PESSCL outcomes (http://www.scssp.co.uk/PDF/poster_pack_for_pupils.pdf). Children should be allocated time during the plenary of the lesson to evaluate themselves against the intent. The PE Lancashire Scheme of Work to be used to plan and assess progression.

Individual Lessons

Individual lesson plans may be taken directly from available resources and adapted to suit the class. If the class teacher is confident he/she may choose to plan the lessons in their entirety. This is, in many ways, preferable, but teachers should ensure they plan to the weekly learning intentions of the unit of work. This will ensure logical progression throughout the unit of work and means skills will not be taught in isolation and there is a clear end objective. This objective may be realised explicitly in the final lesson. For example, with a performance in *Dance*, or a full (age appropriate) rules tournament in *Games*.

Basic Lesson Plan

1. Warm up - 3 to 5 mins gentle exercise or stretching.
2. Introduction (or Revision) - individual or pair work. Share chosen PESSCL outcome.
3. Development - more challenging tasks in small groups.
4. Conclusion - transfer of skill/s learnt to final activity e.g. playing small sided games or performing a sequence in Gymnastics. Evaluate chosen PESSCL outcome.

Further Points to Consider

- Insist on correct and safe PE kit - see section in Health and Safety.
- Use both teacher and pupil demonstrations rather than verbal explanation wherever possible - make an effort to vary the children chosen.
- Generally, sit the class down when showing demonstrations. Make sure they are watching and listening.
- Select a mixture of competitive and non-competitive activities.
- Provide for lots of activity and maximum involvement - do not play full-sided games (eg 11-a-side football) where the weaker players will have little contact with the ball.
- Mix abilities where appropriate. In games, this will develop the skills of the weaker players and ensure fair competition. In Dance and Gymnastics, this will encourage less confident children to be more involved in a group activity.
- Encourage honest competition and the idea of doing one's best - work towards children refereeing their own games. Choose suitable equipment for the age and ability of the pupils - eg in rounders progressing from: throwing the ball, to using wide tennis bats, to using rounders bats.
- Question pupils and encourage the class to develop an awareness and understanding of how to use the skills they have learned appropriately - eg when to use a bounce pass in netball rather than an overhead pass.

- Encourage independence by ensuring pupils have opportunities to express and develop their own ideas. For example, children creating their own games with their own rules and scoring system.

How PE teaching is monitored

PE is monitored annually. The Subject Leader looks at planning and observes lessons. We actively seek the recommendations and feedback of physiotherapists and occupational therapists working with the school.

Health and Safety

PE KIT

Foundation and KS1

All foundation stage and KS1 are encouraged to bring in a school PE kit, which consists of a white t-shirt and shorts. Spare PE kits around school will be given for those without their own kit. Whilst in the hall children must have bare feet during gymnastics and PE pumps for games and fitness training in the hall. When PE is outdoors children will wear black PE pumps.

KS2

In the interests of safety and hygiene teachers must insist on children wearing their PE kit to school on their allocated day to such lessons (twice weekly). This will ensure consistency and avoid confusion for the children:

Games and Athletics: Shorts and T-shirt for indoors lessons in the halls (track-suit bottoms and sweatshirts should only be necessary in the playground on a cold day). Properly fitting trainers or plimsolls

Dance and Gymnastics: As for Games but bare feet.

Swimming: Swimming costume, children are NOT allowed to swim in underwear. Shorts above the knee are permitted for boys and the girls must wear a one piece swimming costume. A swimming hat MUST be worn.

Outdoor Activities: Generally as Games, but otherwise clothing appropriate to the activity.

General Points

Both staff working with children (teachers, SLT, teaching assistants, 1:1 etc.) and children should adhere to the following guidelines:

- Teachers, if participating, should also wear appropriate clothing.
- Jewellery must be removed. However if this is not possible it is the child/parents responsibility to supply plasters/tape in school to cover. Teachers will not take responsibility for looking after jewellery.
- Children should bring a note or have verbal consent from a parent or carer if they are unable to participate through illness or injury. Staff should be vigilant if a pattern of non-participation is established for a variety of reasons (including child protection issues).
- Children not going swimming through illness or injury will stay in school with another class.
- In all other PE lessons children not participating should remain with their class: helping in the lesson or doing PE related work.

Children without Kit

In the case of a child missing/forgotten P.E kit, they will be provided with necessary attire to continue with the P.E lesson (i.e. appropriate footwear and, if necessary, uniform or clothes to participate in the lesson in). Children will not be exempt from participating in PE lessons if they have forgotten PE kit.

At the beginning of each term parents will be informed by letter of PE kit requirements and they will have the opportunity to discuss any serious reservations with the Head. A child who has forgotten their kit should first be reminded by the teacher. If it is an ongoing problem a letter will be sent home from the Subject Leader.

Accidents

For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes a friend should be sent with the injured pupil to go to a first aider for a plaster if necessary.

For serious accidents (head injuries, serious cuts or suspected fractures) the teacher should stay with the child and send a responsible child to inform the school

office. After the incident the teacher must complete an accident report form which is available in the office.

Medical Conditions

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary.

OTHER ISSUES

Swimming sessions have been risk assessed and there is a guidance sheet (see appendix) which all staff have and this is given to supply teachers taking classes swimming by a member of the leadership team. The premises have been risk assessed by the site manager. All playgrounds and halls (including apparatus) are safety checked annually by a specialist company. Equipment is dealt with below.

Inclusion

Inclusion in Physical Education means that all children have access to and are given confidence in the 6 activity areas, regardless of race, gender and ability. We should aim to create an environment in which all children learn to respect and value each other and each other's interests. This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability - when applicable
- Structuring activities so all are fully involved. For instance, a team cannot score in a bench ball game until all the team has touched the ball.
- Giving all the children an opportunity to share their work. For instance, allowing time at the end of a gymnastics lesson for the whole class to perform their sequences.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Considering ways in which to support ESL children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.

Recording and Assessment

The PE Curriculum Framework will serve as a record of the broad topics covered (units of work) in each activity area for subsequent teachers to refer to. In line with overall school policy, teachers should make notes of significant achievement. During swimming lessons distances achieved and National Swim Awards passed should be noted and the PE coordinator informed - ASA certificates will then be presented in assembly. However, end-of-year assessments should remain firmly focused on qualitative judgements based on observation of achievement and progress made. The following criteria should be taken into account and questions answered:

- Pupil record of participation.
- The overall physical skill and ability of the pupil.
- The ability of a child to select an appropriate response to a task.
- The ability to appreciate and evaluate the performances of self and others.
- Does the child have any particular aptitudes or talents?
- What work has the class covered in the year?
- Has the child any specific problems which need to be addressed?

Other Issues

EXTRA-CURRICULAR SPORT

Ingol CP School is fully committed to providing extra-curricular sporting opportunities. These will include:

- Clubs (after-school) available to all age groups and in a range of activities.
- Competition against other primary schools in a wide range of sports
- Friendly matches against other schools/groups.
- Exhibiting work. For example a dance performance in assembly or attendance at a gymnastics festival.

LINKS WITH OTHER AGENCIES

These include:

- Visits, and liaison with, outdoor education centres and agencies.
- Involvement with Team Theme and other outside agencies

- Team Theme involved in delivering team sports throughout school and caters for all abilities.

PUPIL PREMIUM

All staff know which pupils meet the criteria in their own class. Support staff are utilised to ensure that these pupils have the support they need to make good progress. Pupil premium is used to enhance wider opportunity to participate in competitive competition and experience other sports that they may not experience regardless of ability.

STAFF TRAINING

- The PE subject leader will have access to specific training to support and develop their role - in particular, the School Sport Co-ordinator Programme.
- All staff will be encouraged to attend courses and review resources.
- The PE subject leader will advise and team teach newly qualified teachers, new staff and in areas where existing staff feel unconfident.

DISSEMINATION and REVIEW

All staff and governors will receive a copy of this policy. A copy will be available on the School Web Site. The policy and schemes of work will be available on request to parents, LEA, OFSTED and others working for the school, through the Head teacher.