

Bushfield Road Infant School



Physical Education Policy

Policy Reviewed: Autumn 2021

Next Review: Autumn 2022

BUSHFIELD ROAD INFANTS SCHOOL VALUES AND ETHOS

MISSION STATEMENT

At Bushfield Infants, we provide a positive, happy and safe learning environment where all children feel valued and secure. We are committed to providing a rich and exciting curriculum, which encourages all children to meet challenges with enthusiasm and inspires them to succeed. At the heart of our school is a strong commitment to raising children's self-esteem and self-confidence, which enables them to become confident lifelong learners.

COMMUNICATION AND INTERACTION

We spend a huge part of our lives talking, listening and responding to people around us. We should never just expect communication to happen; we should take personal responsibility for the quality of our conversations. Almost everything we do, in and out of school, depends on talking and listening. Speech, language and communication skills are crucial for the development of a child's learning and for their social and emotional wellbeing. For that reason, across all areas of our creative curriculum, we provide opportunities to talk, to listen and to respond to what we see and hear.

OUR VISION

Here at Bushfield Road Infants we believe that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to pupil's physical literacy and well-being. A broad and balanced Physical Education Curriculum is intended to provide for pupils' increasing self confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide a stimulating, enjoyable, and appropriately challenging learning experience for all pupils. Through differentiated tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential. Physical Education at Bushfield Road Infants promotes teamwork, imagination and personal health and fitness in a fun and encouraging environment. Children of all abilities develop and achieve whilst being given a chance to shine.

HEALTHY AND ACTIVE LIFESTYLES

We aim to educate both adults and children to develop a greater understanding of the benefits of healthy living. Children need to practise skills on a daily basis to show commitment to keeping their bodies healthy. This will promote long term healthy, active lifestyle choices. We will build knowledge, improve skills and deepen social well-being within a fruitful partnership between home, school and the community.

COMPETITIVE OPPORTUNITIES

Our aim is to nurture confident, resilient children who strive to achieve their potential through a wealth of competitive experiences. We encourage a positive attitude towards winning and an accepting approach towards losing within a wide range of sports. This way everyone can celebrate varying sports, skills and success in themselves and others in school.

We provide, 'opportunities for children to compete in a wide range of sports and other activities in order to build character and help to embed values such as fairness and respect.'

We ensure that; 'pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. 'As pupils move into KS2 they will 'continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to actions and sequences of movement.'

At Bushfield Infant School we support the children in, 'developing an understanding of how to improve physical activities and sports and learn how to evaluate and recognise their own success.'

National Curriculum 2014

We offer a range of sports and physical activities that will encourage children to enjoy exercise now and also throughout their whole life. This promotes high self-esteem and confidence when faced with challenges in all areas of life at school, at home and in the community. Overall potential must be enhanced by celebrating success in all that our children strive to do academically and physically. Healthy minds and bodies support present and future learning and wellbeing.

SPORTS PREMIUM FUNDING

In March 2013 the government announced that they would introduce a dedicated primary PE and Sport Premium that would go directly to primary school head teachers so that they could decide how best to use it to provide sporting activities for pupils. The government has committed to funding the primary school Sports Premium up until 2020 - an investment worth £750 million.

Since September 2013, Ofsted inspections have reported on PE and sport provision and on how schools spend their additional funding. Schools are accountable and are required to publish details of how they spend (or will spend) their PE and sport grant on their websites.

Details of how the Sport Premium Funding is spent can be found on our school website.

AIMS AND OBJECTIVES

We believe that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. The physical education curriculum aims to provide for pupils' increasing self-confidence through an ability to manage themselves successfully in a variety of situations. A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil's needs and abilities. The scheme of work is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils. The scheme aims to promote an understanding of the many benefits of exercise, through a balanced range of relevant activities. Physical education is considered as a vehicle to facilitate access to cross-curricular themes, skills and dimensions, rather than a subject concerned exclusively with the acquisition of motor skills and techniques.

The aims of PE are:

- To enable children to develop and explore physical skills with increasing control and coordination;
- To encourage children to work and play with others in a range of group situations;

- To develop the way children perform skills and apply rules and conventions for different activities;
- To increase children's ability to use what they have learnt to improve the quality and control of their performance.
- To teach children to recognise and describe how their bodies feel during exercise;
- To develop the children's enjoyment of physical activity through creativity and imagination;
- To develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.
- To promote physical activity and healthy lifestyles, encouraging children to adopt positive attitudes towards physical activity.
- To provide opportunities for children to learn new skills.
- To ensure that each child is able to fulfil their full potential in a range of physical activities.
- To develop a sense of fair play, honest competition and good sporting behaviour.
- To promote and develop safe practice in all types of physical activity.
- To provide opportunities for children to enjoy communicating, collaborating and competing with each other whilst developing a sense of fair play.
- To provide equal opportunity for all pupils, regardless of gender, ethnicity, background or ability.

TEACHING AND LEARNING STYLE

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of the other children. Within lessons we give the children the opportunity to collaborate with each other, and they have the opportunity to use a wide range of resources.

- Opportunities for physical activity may be incorporated into lessons e.g.: Brain Gym, GO Noodle, 5 a day, outdoor adventure trail.
- Parents will be provided with information about physical education and other school-based physical activities before, during and after the school day; and the

school will support parent's efforts to provide their children with opportunities to be physically active outside of school.

EQUAL OPPORTUNITIES

In all classes there are children of differing physical ability. We aim to provide suitable learning opportunities for all children. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results.
- Grouping children by ability and setting different tasks for each group.
- Providing a range of challenge through the provision of different resources.

CURRICULUM PLANNING

In **foundation stage** the prime areas of learning are:

- communication and language
- physical development
- personal, social and emotional development

The specific areas of learning are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Teaching is often done through play, where the child learns about subjects and other people through games.

In **Key Stage 1** pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend agility, balance and coordination, individually and with others. They are able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

Pupils are taught to:

- master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, 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

We are required to provide two hours of PE a week. All classes in, Year 1 and Year 2 have two sessions of one hour of PE a week. Reception has one session of 1 hour and then a shorter session of 45 minutes, which includes changing time. Nursery has one session of 2 hours hall time once a week which covers the majority of children attending the Nursery.. Foundation Stage also has physical activity during outdoor play sessions and has access to the outdoor area at all times. Enrichment PE is available on a Friday afternoon for all classes during the year.

Teachers have a long term PE curriculum map that has been written by the PE leader. The long term plan mainly follows the Primary Steps PE Scheme of work which ensures coverage of all NCPE objectives.

PE sessions are matched to the main hall timetable. Dependent on the activity, the staff will decide whether the session will be taught inside or outdoors. Whenever possible the staff will try to take the children outside. This allows them a greater access to more space.

We plan the PE activities so that they build upon prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

OPPORTUNITIES PROVIDED

- Many pupils, living close to school, are encouraged to walk or bike to school encouraging pupils to improve and maintain their road safety awareness.

- Additional activities are planned to enhance curriculum PE, allowing pupils the opportunity to broaden their experience and to take part in competitive sport. Pupils are provided with information about local clubs, provided with taster sessions and exit routes through coaches.
- We celebrate our sporting achievements during our Tuesday assembly's, on newsletters and also posting information on the school website.
- The children have access to a wide variety of sports throughout the academic year as either a lunch time or an after school club. The focus is on participation with all children encouraged to attend practices. These competitive sporting events are offered to Key Stage 1 children. Extra-curricular activities keep a register of attendance to monitor those attending. The school participates in a variety of sporting events both within and out of school hours. These are led by the PE Subject Leader and the school sports Partnership (Get Ahead). They promote numerous competitions/festivals throughout the academic year that we attend on a regular basis.

CROSS CURRICULAR LINKS

English

PE contributes to the teaching of English in our school by encouraging children to describe what they have done, discuss how they might improve their performance and communicate with others when working as a team.

Effective speech, language and communication are crucial for the development of a child's learning and for their social and emotional well-being.

Communicating and interacting are how we learn about the world around us, how we resolve problems and create new opportunities. It is how we plan and organise our lives and how we build relationships and friendships. It is how we learn.

For that reason, across all of our areas of our creative curriculum, we provide opportunities to talk, to listen and to respond to what we see and hear. (Please refer to the Communication, Interaction and Literacy Policy for further information)

Personal, social and health education (PSHE)

PE contributes to the teaching of personal, social, health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's level of ability, and encourages them to cooperate across a range of activities and experiences. Children learn to respect and work with each other, and to develop a better understanding of themselves and of each other.

TEACHING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

At our school we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education for all children. Through our PE teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting learning challenges and responding to each child's different needs. Assessment against National Curriculum levels allows us to consider each child's progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, and differentiation - so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through School Action and School Action Plus will lead to the creation of an Individual Learning Plan (ILP) for children with special educational needs. The ILP may include, as appropriate, specific targets relating to PE such as the Madeline Portwood programme which is offered to those children in KS1 who need support with gross and fine motor skills.

Occupational health and physiotherapy become involved with children when necessary.

ASSESSMENT AND RECORDING

Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. Each term, staff use the school devised assessment sheet to track pupils progress. They use this information to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of the year.

RESOURCES

There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. The hall contains a wide range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field for games and sports activities.

HEALTH AND SAFETY

In all areas of PE safety guidelines are strictly adhered to, in order to promote safe practice and fulfil the safety requirements of the National Curriculum. We follow the safety guidelines 'Safe Practice in PE and School Sport' guidance provided by the Association for Physical Education. A copy of the document is kept on the main bookshelf in the school Reception. Health and safety is an integral part of pupils' learning in PE and they are taught to recognise and take some level of responsibility for their own safety. They are taught to recognise and be aware of hazards that are present from an early age.



Staff must all be aware of safety guidelines for PE that can be found in the book, **'Safe Practice in PE and School Sport.'**

PE CHANGING

When changing for PE, pupils change together in their classrooms. The girls and boys toilets should be used by either gender to get changed privately if required in Year 2. Staff are present during changing times, in both areas, to ensure children are safe at all times. After changing for PE children place their school clothing into their PE bag which is kept at school through the week.

SCHOOL PE KIT

In the interest of health and safety appropriate kit should be worn for P.E. activities. Acceptable kit is that which presents no risk of injury to the wearer or other children and details of our policy are outlined below.

Indoor clothing

- Plain white T-shirt,
- Dark shorts
- Children must have bare feet for gymnastics unless they have medical reasons not to.

Outdoor clothing

- Plain white t-shirt
- Dark leggings/ shorts/ tracksuit bottoms
- Trainers
- A hoody or school jumper may also be worn at the discretion of the teacher.
- Trainers must be worn outside. Indoor pumps are not suitable as the grip is insubstantial

INAPPROPRIATE KIT

A limited selection of spare PE kit is held in each class and can be used when required.

In the event of new piercings (*less than a month*) if a child is unable to remove them, ears must be taped up.

STAFF DRESS

It is expected that teachers change for P.E, or come to school dressed appropriately, for the safe delivery of a PE lesson. This should include suitable footwear. If possible jewellery should be removed to set a good example.

ACCIDENT PROCEDURE

For school based activities staff follow the guidelines in the Health and Safety Policy. For off-site activities, staff familiarise themselves with the individual facility procedures. Risk assessments must be in place for any off site visits.

As a school we ensure the safety of all pupils and staff through the following codes of practice:

- Safe storage of all equipment - all equipment to be stored safely and tidily in its appropriate place after use, so easy access and availability are ready for the next group. PE equipment is stored in a number of places including, the hall and PE Cupboard. These areas will be monitored by members of the PE team.
- The school office will arrange for an annual safety equipment check (gym equipment) by a recommended maintenance contractor, currently **SportSafeUK**.
- Children are taught to manage and use apparatus safely and effectively.
- Equipment will be checked at the beginning and end of use. All unsafe, damaged or lost equipment to be reported to a member of the PE team.
- Staff are aware of First Aiders within the School and there are several members of staff first aid trained across school.
- Staff have knowledge of the environment in which learning is taking place. They must check areas for hazards before any activity takes place.

HANDLING APPARATUS

- Apparatus is stored consistently and always returned to the same place.
- Apparatus is easily accessible for all children.

- Children are taught how to lift apparatus correctly.
- They know:
 - ✓ never to touch apparatus unless instructed to do so by the teacher
 - ✓ how many children should be holding it
 - ✓ where they have to grip the apparatus
 - ✓ To carry apparatus - never drag it across the floor
 - ✓ To have knees bent, back straight and head up ready to lift. They must walk when carrying the apparatus
 - ✓ Only to lift when everyone is ready. When ready lead child to say 'one, two, three lift' and when it is in place 'one, two, three down'
 - ✓ When the apparatus has been positioned, children must sit on the floor to await instructions

For reference, please see p114 - 119, Safe Practice in Physical Education and Sport

PARENTS AND OTHER ADULTS

Other adults including students and dinner supervisors who wish to be involved in supporting PE activities should be introduced to the ideas behind the National Curriculum requirements. These extra adults need to have police clearance.

STAFF DEVELOPMENT

All staff will attend appropriate inset training to ensure continued professional development. Staff meetings will be used to address areas of PE that need to be developed.

MONITORING AND REVIEWING

The monitoring of the standards of the children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

ROLE OF PE GOVERNOR

- The PE governor is invited into school to meet the coordinator and to become familiar with PE in school.
- They are welcome to observe or join in with classes across the Key Stage.

ROLE OF PE CO-ORDINATOR

The PE subject leader is responsible for:

- Monitoring the teaching and learning of PE within the school
- Keeping up to date with new developments and inform staff
- Producing a flexible scheme of work, with lesson ideas to support colleagues in all aspects of the curriculum. (STEPS TO PE)
- Auditing staff performance to determine appropriate and targeted training
- Aiming for excellent teaching competency across the school
- Ensuring that PE resources are available and appropriate to the needs of the staff
- Auditing resources regularly and take overall responsibility for equipment and resources
- Ensuring that all pupils have the opportunity to become involved in extra-curricular clubs to further develop skills and talents and will monitor attendance to ensure there is an inclusive offer which is accessible to all pupils
- Ensuring that PE maintains a high profile within the school, through displays etc.
- Assisting with recording keeping and assessment of the subject.
- Presenting information detailing the current and projected expenditure and impact of the Sport Premium monies published on the school website
- Regularly sharing current and projected outcomes with pupils, parents, staff and senior leaders including governors
- Have a formal, long term strategy for PE, sport and physical activity which is aligned with the SDP and have been informed by pupil and staff feedback
- Ensuring all coaching staff delivering PE and Clubs on the school site are quality assured and have provided enhanced DBS checks.
- Informally observing PE lessons to compile a picture of teaching competency across the school
- Performing annual / termly planning scrutiny
- Contacting local sports clubs to establish new community links with the school

Teachers are responsible for:

- communicating high expectations, enthusiasm and passion about PE to pupils and challenge their thinking and act as a good role model.
- having a high level of confidence and expertise both in terms of their up to date specialist knowledge and their understanding of effective learning in PE. As a result, they employ a very wide range of resources and teaching strategies to stimulate pupils' active participation in their learning. This enables pupils to explain their ideas and concepts clearly and apply them with confidence.
- planning for opportunities for pupils to develop and demonstrate their initiative and independence and take responsibility for their learning. Lessons are thoughtfully planned and secure outstanding progress across all aspects of PE.

The Class Teacher is responsible for the planning and teaching of PE as set out in this Policy. The Teaching Assistant (TA), when available during PE lessons, supports the class teacher in delivering PE and in particular, supports those children with Special Educational Needs where timetabled to do so and collect resources if requested to do so by the class teacher.