



Southridge First School

Physical Education Policy

This policy was reviewed and approved by the Governors Curriculum Committee on 23rd May 2017 in preparation for ratification by full GB in Summer 2017.

It will be reviewed in Summer 2020

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Physical Education Policy

Rationale

Southridge First School believes that Physical Education is a unique and vital contributor to a pupil's physical development and well being. A high quality P.E. programme develops knowledge skills and understanding so that pupils can perform with increasing competence and confidence in a range of physical activities. The P.E. programme at Southridge First School aims to contribute to the personal development, health and well being, enjoyment, success and achievement of all pupils across the curriculum and beyond. The P.E. programme will allow pupils to learn, think and make decisions in different ways in response to creative, competitive and challenging activities. P.E. will also help pupils to develop personally and socially through working in teams and undertaking different roles and responsibilities.

The Physical Education Policy fits in with the school ethos and aims to raise pupils' self confidence and self-esteem. It also supports the physical, mental, spiritual, cultural and moral needs of each pupil.

The School's Aims for Physical Education are:

- To deliver an entitlement to all pupils through a planned and progressive curriculum for P.E.
- Provide opportunities for all pupils to take part in a range of competitive, creative and challenge type activities.
- To develop pupils' self confidence in a range of physical environments.
- To develop physical skilfulness, physical development and a knowledge of the body in action.
- To promote positive attitudes towards active and healthy lifestyles.
- To encourage the pupils to reflect on their actions in order to improve the quality of their actions, performance or composition.
- Provide opportunities for pupils to 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.
- To provide feedback to the pupils, involving them in their learning, allowing them to plan how to improve their performance.
- Provide an environment for pupils to be committed to P.E. and Sport both in and out of school.
- Provide an out of school hours programme which extends and enriches the curriculum and which encourages pathways to lifelong participation in physical activity.

Curriculum

- We aim to offer each pupil the chance to participate in at least 2 hours of high quality P.E. per week.
- A broad and balanced curriculum is offered to provide opportunities for all pupils to develop their physical skills and understanding in a range of creative, competitive and challenge type activities. The curriculum map is progressive to ensure skills are developed, mastered and applied in a range of contexts.
- Pupils have access to all areas outlined in the National Curriculum Programme of Study and the Early Years Foundation Stage Guidance.
- Schemes of Work are provided for each unit of work and ensure that pupils have the opportunity to:
 - Acquire and develop new skills
 - Select and apply appropriate skills, tactics and techniques
 - Evaluate their own and others performances in order to make improvements
 - Experience a range of roles/responsibilities
 - Make decisions and solve problems
 - Work individually, in pairs and teams
- Planning and teaching should take into account the 5 abilities recognised in PE – Physical, cognitive, social, personal and creative.
- In Key Stage 2 pupils in Y3 will receive weekly 30min swimming lessons for a minimum of 20 weeks
- In Key Stage 1 Y2 pupils will receive weekly 30 minute swimming lessons in the summer term

Teaching and Learning

- A variety of teaching styles will be used to engage the variety of learners and provide them with the opportunity to learn from visual, auditory and kinaesthetic activities.
- Lessons will provide pupils with the opportunity to make decisions for themselves and to work together to solve problems and to be creative.
- Lessons will be planned to ensure a range of strategies are used to provide challenge and progression for all pupils
- Lessons will be differentiated according to the needs and abilities of each class/ individual. A range of differentiated strategies will be implemented including task, questioning, roles, grouping and individual feedback.
- Lessons will also be planned to ensure that all pupils are supported to achieve and make progress in a range of learning opportunities.
- Assessment for Learning opportunities will be provided in every lesson to ensure pupils are able to make evaluate and improve work and make progress in learning. This information will also inform teacher planning.

ICT in P.E.

- In P.E. staff and pupils may use ICT to enhance performance and understanding.
- ICT could be used to record results and achievements through the use of digital photography and video so that the pupils can evaluate and improve their own performance.
- Use of the internet and interactive CD ROMs can also enhance and improve understanding of the subject.

Assessment and Recording

- The attainment targets for P.E. as detailed in the National Curriculum, set out the knowledge, skills and understanding that pupils of different abilities are expected to have achieved.
- Teachers will be expected to assess pupils work in PE by making informal assessments of progress against learning objectives.
- Teachers must ensure that when assessing, connections are made between acquiring and developing skills, selecting and applying skills, evaluating and improving performances as well as demonstrating knowledge and understanding of health and fitness.
- Teachers in Key Stage Two should also assess pupils' understanding of different roles (in particular games etc.)
- Assessment for Learning strategies are employed by teachers in the course of their everyday planning and teaching. These strategies ensure pupils are able to evaluate and improve work and make progress in learning and will also inform teacher planning.
- Progress in PE is reported to parents in end of year pupil reports.

Monitoring and Evaluating

- Subject monitoring and evaluating will be carried out by the P.E. Co-ordinator with support from SLT.
- The following strategies will be used:
 - Lesson observations
 - Each class will provide the P.E. Co-ordinator with Photographic evidence
 - Assessment of pupil progress and learning
 - Pupil interviews/ questionnaires

The role of the P.E. Co-ordinator

- Maintaining and updating knowledge and understanding of the subject.
- Co-ordinating planning and setting high expectations for staff and pupils.
- Overall responsibility for teaching and managing pupil learning in P.E.
- Ensuring consistency in assessment, recording and reporting.
- Monitoring pupil achievement
- Managing and developing school staff in CPD.
- With support of the head teacher managing AOTT's contributing to the P.E. and OSHL programmes.
- Managing and monitoring P.E. equipment and resources.
- Managing the P.E. School Sport Funding with the support of the head teacher and the school office manager.

Staff Development

- Opportunities for the development of all staff will be provided in order to enhance the quality of P.E. within the School.
- The needs of staff will be identified through monitoring and evaluating undertaken by the P.E. Co-ordinator.
- The P.E. Co-ordinator will ensure any development opportunities available from NT LA are disseminated to staff
- The P.E. Co-ordinator along with the head teacher will organise school/staff specific professional development opportunities with NTLA School Improvement Advisor for PE.

Health and Safety:

- **All school staff** are aware of the general Health and Safety requirements in P.E. activities.
- The school has risk assessments for activities delivered on and off-site.
- Staff not confident in delivering areas of the curriculum will seek support and CPD from school.
- Staff should encourage pupils to be aware of basic hazards and take steps to control these risks for themselves and others.
- The school expects that children will help to set up and put away gymnastic apparatus, including the large apparatus in the hall. Managing their own equipment represents an important element of pupil safety education. Pupils must be taught correct procedures on how to carry and lift equipment and should be done in an organised and systematic manner under direct supervision from the class teacher.
- The Association for PE (AfPE) document 'Safe Practice in Physical Education and School Sport' (2008) is a comprehensive guide to safe practice and managing risk in PE and should be referred to regarding any aspect of Health and Safety in PE.
- Many staff members are trained in first aid and will usually attend off site sporting activities.

AOTT's (Adults other than Teachers):

- The school values the contribution of external providers/coaches and encourages the opportunity to liaise with the wider community. Appropriate CRB/safeguarding procedures must be carried out before external providers begin any work in school – this includes:
 - Enhanced CRB
 - Public Liability Insurance up to £5 million
 - Suitable level of qualification appropriate to activity
 - 2 recent references
 - Photo identification
 - 2 utility bills
 - If a provider is working for a company then a disclaimer should also be completed
- North Tyneside LA has a database of coaches and external providers that have undertaken the above checks and are approved for NT schools. The NT database is updated on a monthly basis and emailed to all schools FAO the Headteacher. For any queries or for a copy of the database, please contact Rachel Wardle on (0191) 643 8585
- If school choose to use a provider who is not on the North Tyneside external database then this is at the discretion of the Head teacher and/or governors and all of the above checks should be undertaken.
- If coaches are used in curriculum time, the class teacher still retains overall responsibility for the pupils and should be present to monitor and evaluate delivery.
- Support Staff may be used in curriculum time to support the delivery of P.E., however the class teacher always maintains overall responsibility for what is taught and for the Health and Safety and wellbeing of pupils. Direct or distant supervision of support staff is acceptable according to competence levels. This should be determined through a risk assessment and training.

Resources/Equipment/Facilities:

- The P.E. Co-ordinator will manage the condition of resources and equipment and any damages will be repaired, replaced or removed from school.
- **All staff** have the responsibility of informing the P.E. Co-ordinator about and damaged items.
- Resources will be audited/managed and replacements ordered by the P.E. Co-ordinator if funds allow.

- The P.E. Co-ordinator along with the head teacher will have an overview of the management of internal and external facilities and equipment.

P.E. Kit:

Indoor

Plain white t-shirt with school logo
Maroon shorts
Trainers/ Plimsolls

Outdoor

Plain white t-shirt with school logo
Black or Navy jogging bottoms
Maroon School Jumper
Trainers/ Plimsolls

- All school pupils are expected to change into the agreed P.E. kit for every lesson.
- It is expected that staff will set a good example and should endeavour to change for P.E. lessons. At the very least a change of footwear should be undertaken.
- Footwear that is fit for purpose is essential. It should demonstrate effective grip, support and reasonable protection where required.
- Pupils should never participate in socks on polished surfaces.
- Jewellery and other personal effects should be removed by pupils before participating in P.E.
- Staff must undertake a risk assessment as to whether or not the weather conditions pose health and safety risks to pupils.
- Pupils should be adequately dressed for the weather conditions.

Out of School Hours Learning (OSHL)

- The school offers a wide range of before/ after school opportunities for all pupils which extend and enhance curriculum work. These activities are advertised to parents on a half termly basis and the Head teacher and the P.E. Co-ordinator have the responsibility of maintaining OSHL timetables.
- The school also enters a range of inter school competitions across the year.
- The P.E. Co-ordinator will liaise with the Secondary Sport Co-ordinator (SSC's) to ensure that opportunities to enhance the curriculum, OSHL and competition programmes are maximised.

Links to other School Policies

This policy links to a number of other school policies:

- Physical Activity policy
- Equal opportunities policy
- Teaching and Learning
- Health and Safety
- Inclusion and Special Needs

Southridge First School are committed to being a healthy school.

All school staff have read and agreed to this policy

