

Physical Education (PE) Policy

Date of policy:	December 2015
Date last review adopted by governing body:	26 February 2019
Frequency of review:	3 years

1. Overview

A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sports. It should provide an equal opportunity to all pupils to be physically active, to develop their basic skills and to encourage exercise and fitness as part of a healthy lifestyle. An enjoyment and love of sport and games should also be promoted. Physical education also provides the potential to build character and helps embed values such as fairness and respect. At Writtle Infant School we hope to develop pupils' physical competence and confidence and encourage all pupils to lead an active, healthy lifestyle.

2. Aims

We believe our school has an important part to play in promoting the importance of physical activity. Our aims as a school are to:

- Make PE and school sport enjoyable and accessible for all children;
- Encourage pupils to enjoy and show a positive attitude towards physical activity, sport and learning;
- Give the pupils a variety of different sporting and physical activity experiences;
- Promote safe practice;
- Give children opportunities to compete in different P.E. activities.

For children to:

- Acquire and develop a range of skills in all aspects of PE;
- Select and apply skills, tactics and compositional ideas;
- Evaluate and improve performance (skills, stamina and flexibility);
- Work as an individual and part of a team;
- Understand that exercise is an essential part of a healthy lifestyle;
- Develop a life-long love of sport and physical activity.
- Understand the importance of mental health and wellbeing within the school community.

Writtle Infant School currently meets the 2002 Public Service Agreement by providing 2 hours of high quality PE per week. Class teachers will ensure that all National Curriculum areas are covered over the year in delivering a broad and balanced curriculum.

3. How our school promotes physical activity and school sport

Our approach includes a range of activities.

Within class time these include:

- Delivering a well-planned and balanced PE curriculum (to include dance, gymnastics and games) which all children can access at the appropriate level;
- Make use of specialist coaches to deliver high quality tuition and offer a range of experiences.
- All children to have the opportunity to take part in level 1 sport (intra) competitions within classes and year groups.

As a school these include:

- Providing a variety of equipment to encourage children to be active at playtimes and lunchtimes;
- Celebrating the children's sporting successes in our weekly celebration assembly;
- Annually taking part in a range of sporting competitions against other schools;
- Making use of specialist coaches to offer the children different experiences;
- Providing a range of before school, lunchtime and after school sports clubs;
- Ensuring every teacher has up to date PE training.
- Providing an opportunity for parents to be involved in health and well-being workshops led by experienced external specialists within the academic year.

With parents and in the wider community these include:

- Inviting parents to share their expertise by coming in to run sports activity sessions or clubs;
- Inviting parents to attend sporting activities and watch displays;
- Putting on displays for our annual summer fair event;
- Links with clubs in the community;
- A notice board advertising activities in school and in the community;
- Handing out flyers and advertising activities on our school website;
- The Primary Link Teacher attends regular School Sports Partnership meetings to organise sporting activities;
- Junior sport leaders from a local secondary school run clubs for our pupils.

4. Teaching and learning

The National Curriculum programmes of study for physical education states that pupils should develop fundamental movement skills become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught 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 organises PE in KS1 by providing a framework in which these areas are covered evenly across the two year groups. The hall and outside spaces are timetabled so that each class has three sessions per week. Each class spends 120 minutes per week on P.E.

All class teachers are responsible for PE within their own class. The PE coordinator is also available for support and to aid development.

Writtle Infant School is committed to high standards in PE by ensuring the following:

- A coordinator for PE with expertise, opportunity and support needed to influence practice;
- A cross curricular physical education programme which meets the statutory National Curriculum requirements;
- Provide a high quality range of physical opportunities both within and outside curriculum time;
- Hold relevant in-service training opportunities;
- Promote positive attitudes towards active and healthy lifestyles;
- Provide opportunities for pupils to be creative, competitive and face up to different challenges as individuals, in groups and in teams;
- Ensure pupils are taught the safety aspects of PE and ensure teachers and pupils are also safely and appropriately dressed;
- Organise specific PE events;
- Ensure PE is seen as an essential part of the curriculum.

5. Health and safety

Health and safety awareness is an integral part of children's learning in PE. All staff accepts the codes of practice in PE following Local Authorities (LA) guidelines in the BAALPE safe practice in PE publication. The BAALPE publication is available to all staff and is located in the PE cupboard in the hall.

In order to ensure the safety of pupils taking part in physical activity the following steps must be taken:

- All equipment is regularly checked by the PE coordinator / Head teacher;
- Gymnastics apparatus is regularly checked by an external Health and Safety organisation;
- There are sufficient qualified first aid trained staff in school;
- All staff use the Safe Practice document to inform planning and delivery of lessons as well as looking at the risk assessment of P.E. lessons;
- All pupils should be appropriately dressed for physical activity (including the removal of earrings as advised by Essex and long hair tied back).
- Safe and effective exercise procedures are taught and adopted in all activity sessions within and outside school hours – this includes a warm up and cool down.

Pupils are taught:

- To respond to instruction immediately in a safe and controlled manner;
- To work confidently and safely with regards for themselves and others at all times;
- The importance of warming up and cooling down;
- How to lift, carry, place and use all equipment safely.

Suitable PE clothing must be worn for all P.E lessons. Teachers should wear appropriate clothing and footwear, setting a good example to the children. Gymnastics and dance will be done in bare feet. If a child has a verruca they should wear plimsolls. All children that have long hair must tie their hair back when taking part in any PE lesson. Any headbands must be removed. All jewellery must be removed. Earrings must be removed; they cannot be covered by tape.

A note or verbal communication is needed from the parent/ carer if their child is not able to take part in PE lessons.

Important gymnastics information

Teachers are only allowed to teach forward and backward rolls, handstands, cartwheels and bridges if they are a qualified Gymnastics Instructor. If a child who belongs to a Gymnastics Club demonstrates these within a PE lesson, you can advise them but these actions must not be taught by a class teacher due to Health and Safety regulations.

6. Out of hours learning

Daily extracurricular opportunities are provided for all children to enable, extend or enrich their curricular PE. Children are encouraged to participate in lunchtime play. Clubs aim to aid sports development across the school as well as individuals' learning and performance and to provide access to new opportunities for children at school.

7. Equipment and resources

All resources are held centrally in the hall or in the shed on the playground. Children are responsible for storing and using resources sensibly and with respect. This should be under adult supervision as it is the class teacher's responsibility/senior midday assistant to ensure that equipment is stored correctly at the end of a lesson/playtime.

The PE co-ordinator/ PLT is responsible for purchasing, maintaining, and storing equipment. Equipment will be stored so that it is easily accessible by staff.

8. ICT

Children can develop their ICT skills through using digital cameras and I-pads to evaluate their performance of skills and to determine a focus for future improvements. This can also be used to improve their own and other's work. DVD's and videos on sports websites can also be used of professionals carrying out dance, gymnastics or games related sports as a stimulus for a lesson.

9. SEND

We enjoy teaching physical education to all children, whatever their ability. It is part of the school curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. Work in P.E. takes into account the targets set for individual children in their One Plans.

10. Able and talented children

Children identified as gifted and talented in PE are offered open-ended and extension tasks which enable children to perform at a higher level. In Year 2, 4 children are offered the opportunity to attend an afternoon session at a 'Little Stars' camp to extend their skills.

11. Assessment and recording

Every teacher is continually assessing every child's progress against the National Curriculum performance descriptors throughout the year. These assessments are made by watching, listening to

and questioning the children. Assessment informs planning by identifying children's future learning needs. This information can be used to ensure that future planning and delivery is pitched at the correct level and that children are accessing appropriate teaching and learning. These records can ensure continuity and progression along with the teachers taking photographs of the children carrying out these PE activities. Pupils also make assessments of their skills and improvements at the beginning and end of each unit of study. Parents are given the opportunity to discuss their child's progress at parent's evenings as well as receiving an annual report.

12. Monitoring and review

Continuity, consistency and progression are ensured by the following:

- The Physical Education coordinator will monitor planning;
- Pupil voice questionnaires;
- Lesson observations and drop in's (Class teachers and Specialist teachers/ club leaders);
- Feedback to staff and CPD opportunities built in where it would be deemed valuable (both teachers and TA's). These might take the shape of inputs during staff meetings, INSET or training sessions;
- Regular Cluster meetings are organised termly with the Chelmsford School Sports Partnership for the purpose of moderation throughout the year.

13. Role of Governors

Governors determine, support, monitor and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching.

14. Role and responsibility of the subject leader

- To facilitate the development of Physical Education identified in the School and Subject Development Plan.;
- To review the Physical Education policy periodically;
- To create and monitor Schemes of work;
- Monitoring including observations and pupil interviews;
- Running training during staff meeting and Inset days;
- To attend relevant CPD courses, and encourage and support staff where possible;
- Assessment overview in each year group;
- Overseeing cross curricular links;
- Monitoring of resources;
- Budget bid form and spending of allocated budget.

15. Equality statement

The governors and staff are committed to providing the full range of opportunities for all pupils regardless of gender, disability, and ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.