



Kirk Smeaton CE Primary School PE Policy

Policy to be reviewed: April 2018

Context for the Policy

Physical Education should give every child, whatever their ability, an equal opportunity to develop their physical competence so that they are able to move efficiently, effectively and safely and understand what they are doing and in particular to enjoy physical activity. PE provides the potential for personal development by making particular demands, which are not easily replicated in other subjects. Through PE children are encouraged to 'enjoy and achieve to their potential'.

Policy Aims

- To contribute to the physical development of each child.
- To develop, through a varied teaching programme, satisfying and enjoyable physical activities.
- To develop motor-skills and agility.
- To encourage awareness of the need for a positive attitude to; cooperation with; and responsibility for ourselves and others when engaged in physical activities.
- To develop physical and mental coordination, self-control and confidence.
- To encourage appreciation of physical skills in others.
- To promote physical activity and healthy lifestyles.
- To provide opportunities for a wide experience in many types of movements and activities, both with and without apparatus.
- To develop skills to ensure safe practice in all activities.

Staff Responsibilities

All teaching staff are responsible for the delivery of a complete PE curriculum. In year groups 2 – 6 an additional games session is delivered weekly by an external provider. All staff should be committed to raising standards of PE across the school, be encouraging the children in all aspects PE. It is our job to ensure that children are aware of the importance of PE in creating a fit and healthy child, in promoting good attitudes to teamwork, team games and in developing abilities that are viewed by outside agencies. Our excellent links with PLT are encouraged by all teachers.

Entitlement

All children are entitled to a progressive Physical Education programme which embraces the Statutory Orders of the National Curriculum and which takes account of individual interests and needs. Children should have access to all components of the National Curriculum programmes of study so that a realistic attempt is made to achieve the expected levels of performance as set out in the NC level descriptors and the Early Years Foundation Stage in Physical Development (PD).

Equal Opportunities and Inclusion

All children have access to disability sports through 'Inclusion Week'. Activities range from 'wheel chair basket ball' to 'sitting volley ball' & 'blind football'. Children are provided with equal access to the PE curriculum through sports funding & pupil premium. This ensures there are no barriers based on race, sex, culture or ability. PE lessons always aim to provide quality experiences that challenge children.

Safety

Risk assessment is a legal requirement under the 'Health and Safety at Work Regulations 1992', and should therefore be included in all plans. The teacher's role is to decide whether a risk is significant and, if so, to determine and implement the precautions necessary to eliminate or minimise the risks presented.

First Aid equipment is available in the Kitchen area. In the event of an accident a first aider should be sent for – current first aiders in school are:-

Hannah Cuddy, Margaret Whittles, Beth Hursthouse, Kirsty Wilkinson, Rebecca Morton, Chloe Pounder, Sally Wolff, Catherine Ghent, Anita Marner, Holly Spink, Fiona Holt and Yvonne Garside. Inhalers for children suffering with asthma must be readily accessible.

Regular checks should be made on all equipment. This should be carried out by the each teacher before letting the pupils use the equipment.

'Sportsafe' also complete yearly checks on our equipment, and will inform Jay Maltby/Anita Marner of any problems.

* Children should be taught how to move and use apparatus safely under the supervision of a teacher or responsible adult

* Children should be made aware of safe practice when undertaking any PE activity.

* Children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery.

* Good class control is fundamental to safety.

When Teachers and Teaching Assistants are leading sessions they must take with them a 'walkie talkie' so as to quickly gain support if a child is injured, or behaviour needs to be dealt with. The 'walkie talkie' will make contact with a member of office

staff, and that member can locate the appropriate person needed to deal with the situation. If a parent writes a letter to excuse their child from PE due to an injury, we must honour this.

The child must accompany the teacher and class outside or wherever the lesson is being taught.

Equipment & Resources

Equipment is stored in the PE cupboard located in the PE hall. All items in the store cupboard are labelled. Teachers and TA’s are responsible for ensuring that equipment is returned to the PE cupboard correctly and inform the coordinator of any equipment is broken and needs replacing. It is the coordinators responsibility to ensure that equipment is kept up to date and replacements order when needed. Under Health and Safety laws children must not enter the PE Cupboard without an adult. Starfish Class keep their PE resources in the out door area.

Year 5 pupils have been trained in ‘Peer Mentoring’ through the ‘Playground Buddy Scheme’.

PE Kit

All children are expected to wear their PE kit for PE lessons. This should be different from the clothes and footwear worn during the day. Children who persistently forget their PE kit should be reminded of the importance of PE and if necessary a letter should be sent to their parents asking for their cooperation.

The PE kit consists of:

	Winter	Summer
Indoors	Black close fitting shorts, Red t-shirt and plimsolls (all named)	Black close fitting shorts, Red t-shirt and plimsolls (all named)
Outdoors	Tracksuit, Red t-shirt, black close fitting shorts and white trainers (all named)	Black close fitting shorts, Red t-shirt and white trainers (all named)

The PE Curriculum

EYFS

Involves providing opportunities for young children to be active and interactive, and to develop their coordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

KS1 & KS2

Teaching and Learning

Good Lessons should contain the following elements:

Purpose: lessons should have clear objectives and defined learning

Outcomes: which should be explained to the pupils at the beginning of the lesson.

Progression: pupils’ capabilities should be developed with increasing demand made on the physical and mental processes.

Building on previous learning is essential; so too is working to achieve successful outcomes through repetition, application and refinement of skills.

Pace: high levels of activity, avoiding dead spots, with clear expectations for high work rates to be maintained are important.

The physiological benefits of exercise should be explained and understood and their association with health emphasised.

Coherence: all teachers should reinforce previous understanding and links should be made between curriculum experiences.

Challenge: high expectations will be set for individual and group achievement. Pupils will be extended both physically and intellectually through interesting tasks.

Differentiation: will be achieved through using tasks and equipment that enable pupils to be challenged appropriately and which ensures good progress for all ability groups.

Pupils Responsibilities: in lessons pupils will be encouraged to make decisions. They will be given responsibility for: equipment; groups organisation; and at times their own learning, as they practice and repeat movements in order to improve efficiency and the quality of their performances.

Planning

The PE curriculum should be planned to provide a balance of activities within the Programmes of Study. The scheme of work is based on the Val Sabin units of work. Teachers need to plan units or work in detail to include outline of tasks, risk assessments and assessment opportunities.

Sessions should; include warming up exercises and stretches before the main tasks, and cooling down activities at the end.

Opportunities should be taken where appropriate to make links between aspects of PE and other subjects across the curriculum.

For example Starfish Class follow ‘Wake-Up=Shake-Up’ programme. KS1 & Lower KS2 follow Val Sabin’s ‘Activate’ programme.

Upper KS2 follow a Thai-Chi programme.

*In EYFS; Val Sabin schemes of work for formal PE sessions plus free access to the ‘out door’ area in Starfish Class.

*In KS1; Val Sabin schemes of work are followed for games, gymnastics & dance

*In KS2; Val Sabin plus 'Key Steps' schemes of work are followed for, games, gymnastics & dance

* Specialist coaches are employed weekly to deliver elements of our games curriculum, Coach Clayton (Complete Sports) cover PPA time on a Wednesday afternoon.

Also in KS2 swimming is a legal requirement.

Swimming lessons are conducted at Askern Swimming Pool for years 3, in the spring & summer terms.

Time Allocation

Children should take part in 2 hours of actual PE a week at both Key stages.

The High Quality Outcomes and PESSCL booklets state that children should take part in 2 hours of actual PE a week at both Key stages.

Implementation and Challenge

The following should be considered when planning lessons to ensure progression:

*Ensuring progression by making links between previous experiences and new skills.

*Setting tasks which develop new knowledge and understanding.

*Moving from familiar to unfamiliar contexts.

*Planning to include elements of difficulty, variety and quality within each activity.

As children become older and more mature progression should involve:

*The application of existing skills and knowledge to more complex situations eg working in larger groups, using different apparatus.

*Increasing confidence to work independently.

*Developing children's ability to assess their own work and that of others, against criteria decided by themselves.

Quality PE lessons should include challenges for all pupils which involve developing:

*a feeling of improvement

*a feeling of accomplishment/achievement

*learning something new and wanting to learn more

*physical well-being

*a feeling of independence

*wanting to perform well and with imagination and flair

Differentiation

All children have differing needs, abilities and interests. Therefore it is necessary to develop differentiated tasks so that all children are appropriately challenged to achieve successful outcomes. Children's self confidence in their abilities within PE is crucial, and teachers must be sensitive to the range of demands which may be made.

Competition

There should be a balance between personal activity and self-improvement, and competition. This should include teams, groups, and competitions which pupils make up themselves. Additional opportunities in a range of competitive activities will be provided whenever possible through extra-curricular clubs, and through taking part in tournaments, swimming galas, etc against other schools.

Our gifted & talented pupils are encouraged to represent the school in all sports.

*inter-team,

*inter-school

*inter –county competition.

Children are able to compete within school competitions such as sports day and organised school sporting events events such as race for Life and Sport-relief.

Inter-school competition is encouraged with opportunities available e.g. dancing, gymnastics, football, cricket and athletics.

Inter-school & inter-county competition is provided by Kirk Smeaton CE Primary school being part of the Campsmount Secondary School PLT.

Assessment, Recording and Reporting

The assessment of PE skills is undertaken by class teachers using the depth of learning trackers developed in line with the new curriculum expectation of basic, advancing or deep mastery of PE skills. Pupils also have a PE Passports which pupils take ownership of to show their own views and self-assessment of skills every term. This is then passed to high-school to give a complete picture of a child's physical development. Pupils are highly skilled in self assessment, peer evaluation & supporting each others needs within PE sessions & at break times. The PE subject leader keeps photographic evidence in line with the confidentiality policy. This is used alongside teacher assessment to support judgements. Once these have been recorded they are stored in the PE assessment file on the server and are used in the moderation process.

Staff Development

Opportunities should be taken for the coordinator to attend courses in order to keep up to date with the PE curriculum. They should then give summaries of information to the rest of the staff and draw their attention to any new safety guidelines published by the LEA or National agencies. Opportunities will be provided for members of staff to attend courses to develop their own confidence in teaching all aspects of the PE curriculum.

Monitoring and Evaluation of the subject

This will be carried out by the coordinator, who will collect termly plans and observe lessons. Feedback and advice will be given to teachers.

Extra-Curricular Opportunities

Extra-curricular activities will be provided for children who wish to extend their skills and abilities and become representatives of the school in the chosen aspect of PE. Teachers and other adults can manage extra-curricular activities.

Day	Activity
Monday	Musical Theatre Dance
Tuesday	Mini-movers street dance
Wednesday	Multi-skills
Thursday	Football
Friday	Street Dancing
Annually	*Robinwood (Residential visit) *Get Fit Week *Sports Day
Adhoc	Fundraisers; Sport-relief, Race for life