

**PE and School Sport Policy**

**Rationale**

Physical activity improves health, reduces stress and improves concentration. It 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. We provide the broad and balanced programme of physical education we believe every child should experience; with activities designed to be enjoyable, vigorous and purposeful. By providing positive experiences, a lifelong interest in physical activity is encouraged. The range of activities is wide and includes athletics, dance, games, gymnastics, swimming and outdoor education. A high quality programme of study is designed to satisfy the needs, abilities and interests of all individual children.

Aims

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

• 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.

4. To help establish children’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 child has the opportunity to take part in extra-curricular sports activities and competitions.

**Guidelines**

Worth Valley Primary School will:

• Follow a broad and balanced PE curriculum fulfilling the demands of the National Curriculum

• Aim to ensure every child moving onto secondary school can swim 25m and has basic water skills

• Where possible, promote opportunities to represent Worth Valley in competitive sports fixtures

• Integrate, where possible, into other curriculum areas, such as ICT (athletics data), maths and topic.

• Develop programmes that meet the needs of all children, providing equal opportunities – inclusion of SEN and physical disabilities.

• Involve the outside community where possible- e.g. Sports Day, clubs, inter-school fixtures (Bradford School Games).

• Ensure children wear the Worth Valley PE kit in all lessons.

• Provide enjoyable experiences, where positive attitudes of sensitivity, co-operation, competition and tolerance can develop.

**1. The PE Curriculum**

EYFS 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.

• Have distinct opportunities through continuous provision to explore play.

KS1 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

• be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations

• 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.

KS2 pupils should:

• continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement

• enjoy communicating, collaborating and competing with each other

• develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

• be taught to:

- use running, jumping, throwing and catching in isolation and in combination

- play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending

- develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)

- perform dances using a range of movement patterns

- take part in outdoor and adventurous activity challenges both individually and within a team

- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

School uses The Primary PE Passport for its long, medium and short term planning.

The class teacher should identify from the curriculum map the unit of work their class will be following and each teacher should adapt the lessons in The Primary PE Passport so that they meet the needs of their particular children. Swimming lessons are planned and taught by trained instructors at Keighley Leisure Centre. Children should be allocated time during the plenary of the lesson to evaluate themselves against the outcome.

Basic Lesson Plan

1. Warm up – 3 to 5 minutes gentle exercise or stretching in the style of the sport/activity to be taught.

2. Introduction/revision - teacher led then individual or pair work.

3. Development – more challenging tasks in small groups with opportunities for AFL.

4. Conclusion – transfer of skill/s learnt to final activity e.g. playing small sided games or performing a sequence in Gymnastics.

5. Plenary – opportunity for children to reflect on their own and others’ progress.

Further Points to Consider

• Worth Valley Primary School has joined the Bradford School Games. Within this we have the opportunity each year to apply for the School Games Mark. This is something that can be celebrated by using the Mark award on websites and letterheads and is recognised by OFSTED during their inspection process. The process is simple but it does rely on commitment from all staff to play their part in extra-curricular PE and sport throughout the year.

• Staff must insist on correct and safe PE kit (blue/black shorts/track bottoms, a white polo shirt and black pumps or trainers.

• Use both teacher and child demonstrations rather than verbal explanations wherever possible.

• During demonstrations – make sure the children are watching and listening.

• Provide for maximum involvement – do not play full-sided games (e.g. 11-a-side games) where the weaker players will have little contact with the ball.

• Mixed abilities where appropriate. This will develop the skills of the weaker players and ensure fair competition. It will also encourage less confident children to be more involved in a group activity.

• Count equipment in and out, using children where possible to help.

• Question children and encourage the class to develop an awareness and understanding of how to use the skills they have developed appropriately – e.g. when to use a bounce pass in netball rather than an overhead pass.

2. Health and Safety

All areas of the PE curriculum are risk assessed annually and shared with all staff. If any training needs arise e.g.; manual handling, this will be arranged.

If any defect is found in any of the equipment or PE areas this must be reported immediately to the site manager and taken out of use.

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

2.1 Jewellery

All items of jewellery should be removed of all P.E lessons. Children who have had their ears recently pierced should bring tape from home to tape over the earring. Teachers must not remove earrings or take responsibility for the safe keeping of valuables. Hair should be tied back at all times, where a child comes without a bobble, they will be given one by a member of staff.

2.2. Resources

• The site manager will inspect the outdoor area each morning for hazards.

• The teacher is responsible for ensuring apparatus is correctly erected and safe. Children should not move equipment without supervision.

• The teacher should ensure that there are no hazards in the hall during PE.

• Children must not be responsible for the P.E equipment cupboard and must not enter the cupboard unsupervised.

2.3 Classroom Management

• Children should be encouraged to work quietly to ensure total concentration and control during apparatus and physical activities.

2.4 Accident reporting

• Any accidents should be reported to the first aid co-ordinator in school and to the Head teacher and it must be recorded in the accident book.

3 Inclusion

Inclusion in PE means that all children have access to and are given confidence in the six 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.

• Structuring activities so that all are fully involved. For example, 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 example, allowing time at the end of a gymnastics or dance 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.

• Recognising the need to extend more able pupils and providing enrichment tasks to further their skills.

4 Assessment

We use formative (ongoing) assessment each lesson and focus in on the key outcomes of that session. We do not leave assessment until the final session as the danger then is that we do not take into account the children’s contributions to the planning, composing, refining and evaluating phases which are all very crucial as well as missing out on AFL opportunities to move learning on.

Notwithstanding Staff should at the end of each lesson use the notes page at the top of each lesson plan to record memorable achievements and should periodically keep some video evidence each lesson to use to get children discussing what went well and how they can improve their work even further as they are getting changed. This is also very useful for moderation purposes when coming to an overall judgement. As soon as possible at the end of the session staff should tag in children achieving specific outcomes.

Assessment should take place at the end of each unit of work within week 6 of The Passport. Staff award Gold, silver or Bronze for each child against the assessment criteria- Performing (acquiring skills), Personal and Social Development and Competing (applying skills)

5 Staff Training

A bi- annual audit takes place of staff competencies and confidence. Staff are encouraged to attend courses to further develop confidence and provision for PE across the school.

6 Timetabling

In the event of wet weather, the children who were timetabled to do outdoor PE will still participate in a PE lesson using the indoor spaces or a variety of resources. E.g. Take 10, Speed Stacking, Table Tennis.

7 Safeguarding

All adults working with children in school are to be checked for appropriate DBS clearance. This includes coaches working for a term at a time as well as staff working on a one off basis or with clubs. The responsibility for this lies with the Safeguarding team. Induction procedures are carried out before any activities by …….. Children in Year 5 and 6 are not expected to change together, but will always be under supervision.

8 Out-of-School-hours Learning (OSHL)

Our extra-curricular programme complements and supplements the range of activities covered in curriculum time. The planned programme for reflects a breadth and balance across the NC areas of activity. We participate a range of inter-school fixtures, tournaments and festivals within the Bradford School Games Partnership . At the beginning of each term, we publish a documented timetable of clubs. The extra-curricular content aims to be varied – including competitive and non-competitive and team- and individual based clubs appropriate for all pupils.

9 PE Kit

At Worth Valleywe are continually looking at our PE kit to try to make it something that the pupils are happy and proud to wear. We are also mindful of the cost of PE kits.

Please be aware that all pupils will be expected to change into PE kit, even though they may not be taking part in the lesson as they are ill or injured.

Children not participating in the lesson will be given a task to complete based on the lesson delivered and / or used to collate multimedia evidence.

The PE department has a kit for those who have genuinely forgotten their kit on a one off basis to allow participation in lessons.

For indoor PE the children are expected to participate in bare feet, and wear T shirt and shorts only. For outdoor PE in winter, the children may wear warmer clothing, should it be necessary, at the discretion of the teacher.

10 PE Resources

• It is the responsibility of all members of staff to keep the PE cupboard tidy, putting back equipment where the labels are.

• Equipment must be put back into the cupboard at the first availably opportunity.

• Gymnastics equipment must be returned to the areas indicated in the hall.

• The subject coordinator will audit PE resources each summer term.

• Teachers should let the PE Manager know of any equipment or resources needed to teach PE skills that are not already available.

11 Monitoring and Evaluation

The subject leader has a monitoring and evaluation schedule which includes observing lessons in different phases as well as carrying out learning walks and pupil interviews.

There is a named governor with responsibility for being a ‘critical friend’ to the PE subject leader and supporting school in planning and committing its Sports Premium budget.

Policy Date : July 2019

Review Date: July 2020