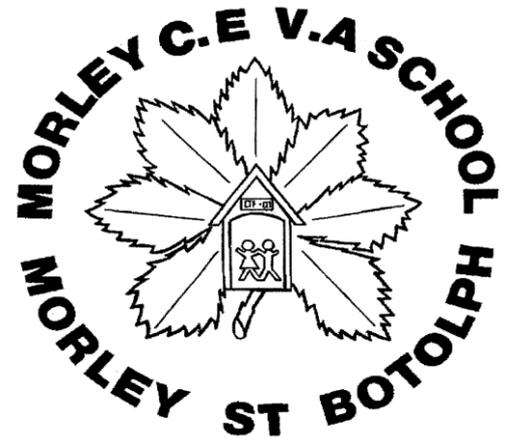


Tacolneston & Morley CE VA Primary Schools Federation



*As each has received a gift, use it to serve one another, as good stewards of God's varied grace
1 Peter 4:10*

Work together, learn together, grow together...

Physical Education Policy

All policies at Tacolneston & Morley CE VA Primary Schools Federation should be taken as part of the overall strategy of the school and implemented within the context of our Safeguarding Policy and our vision, aims and values as Church of England Schools.

Agreed: Spring 2020

Head Teacher:

Governor:

Review: Spring 2023

Physical Education Policy

POLICY STATEMENT AND CURRICULAR AIMS:

The federation believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development 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 stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and logically developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential.

A balance of individual, paired and group activities; co-operative, collaborative and competitive situations aims to cater for the preferences, strengths and needs of every pupil. Such activities, experienced within a range of areas of activity, aim to promote a broad base of movement knowledge, skills and understanding. They are also desirous of developing a pupil's ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.

The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem-solving. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness. This work is closely aligned with the school's policy on PSHCE.

Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute to much wider areas of learning.

Aims:

The purpose of study and the aims of the national curriculum for physical education (2014) state:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

The Federation's aims for PE:

The Federation's aims for Physical Education are:

To develop skilful use of the body and to become physically competent and confident in a broad range of physical activities

To develop an understanding of the effects of exercise on the body and to support their health whilst improving their fitness allowing engagement in sustained periods of physically demanding activity

To develop the ability to work independently, and communicate with and respond positively towards others

To promote an understanding of safe practice, and develop a sense of fair play, responsibility towards their own and others' safety, respect and well-being

(Please note this is not just about skill development in isolation but about the knowledge, skills and understanding – The aims support and develop the four core strands of learning, safety principles and social)

PE and sport premium funding:

Schools are required to publish details of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment.

The school receives £17,400.00 PE and sport premium. The school uses this funding to meet the following requirements, reporting back annually on the impact of its plans to:

- *Meet national requirements for swimming and **water safety***
- *KI 1 - The engagement of **all** pupils in regular physical activity (30 mins/day)*
- *KI 2 - The raising of the profile of PE and sport across the school*
- *KI 3 - The increased confidence, knowledge and skills of **all** staff teaching PE*
- *KI 4 - The broader range/experiences of sports and activities offered to **all***
- *KI 5 - The increased participation in competitive sport*

Link Governor – Our PE and sport Link Governor is Jane Coath.

Our detailed plans are available on our website <https://morley.norfolk.sch.uk/pe/> and <https://tacolneston.norfolk.sch.uk/pe/>

Entitlement:

The school provides all pupils with the full entitlement of two hours high quality Physical Education a week. This is delivered through two lessons of 1 hour duration. All children take part in the daily mile, in order to ensure that every child gets at least 15 minutes of cardio physical activity each day. This is **in addition** to the two hours of high quality Physical Education each week.

Foundation Stage:

Physical Development (PD) – *Statutory Framework (2017)*

PD is one of the three crucial areas for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

In our school *this is semi-structured/structured so that there are 3 sessions per week aimed at physical development. These are approximately 45 mins in duration and are aimed at achieving a good level of development and the Early Learning Goals.*

Key Stage 1 (x 2 lessons - 1 hour duration each lesson)

Key Stage 2 (x 2 lessons - 1 hour duration each lesson)

Each class is timetabled so that they can access the hall for the duration of the unit that they are studying. Other year groups are timetabled to outside activities such as Outdoor and Adventure at this time to facilitate this provision.

Lessons are blocked wherever possible, but swimming provision is dictated by access to swimming facilities.

Lessons are enhanced by the use of coaches and others who are experts in their area of activity.

Lessons are enriched by planned access to after-school / lunchtime clubs to allow the pupils to extend their learning and develop towards excelling in sport. This is further enhanced by links to outside sports clubs wherever possible.

Contribution of PE to teaching to wider curriculum

English

PE contributes to the development of Speaking and Listening skills by encouraging children to:

- *follow instructions*
- *understand and respond to instructions*
- *understand the task and terminology used to express it*
- *act on advice given*
- *learn from others*
- *ideas exchanged, team tactics, peer evaluation*

Personal, social, health and citizenship education (PSHE)

- *Children are taught the benefits of exercise, healthy eating, and how to make informed choices about their lifestyle.*
- *In PE children are encouraged to work cooperatively across a range of activities and experiences. They learn to respect the views and abilities of others.*

Numeracy / Maths

- *Children learn to apply numeracy skills when counting, measuring and timing.*
- *They are also encouraged to use mathematical terminology for shapes, space and position.*

Links to other curriculum subjects are made where meaningful.

The timetable and scheme of work is centrally planned by the PE subject leader.

Teachers and staff will also be asked to feedback via a skills audit on their confidence, competence to teach PE to facilitate the planning of staff CPD in line with the national indicator (NI3) associated with the PE and Sport Premium.

Individual lessons should be evaluated to inform planning and ensure differentiation.

At key stage 2, swimming is taught by the Swimming Instructor with support from the staff. Information on progress, assessment of attainment is provided by this person in consultation with the class teacher.

Teachers must ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas and fitness and health.

A copy of the curriculum map is attached as appendix

Teaching and Learning:

The organisation of PE in the school promotes teaching and learning. Lessons are blocked in units of work to promote greater depth of understanding, developing of skills, contextual application of these skills and the ability to perform reflectively. Children will be presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams. They will learn how to think in different ways to suit the different challenges. They will be given the opportunity of demonstrating their learning, using a range of communication styles, allowing for effective assessment. This assessment will be used to inform planning and promote greater learning.

The structure of the scheme of work will promote teaching and learning as it provides both continuity and progression. This scheme of work specifies progression of skills, knowledge and understanding.

Monitoring of Standards of Teaching and Learning:

The PE Subject Leader will conduct sampling of lessons across the year. Using the subject specific exemplification material from Ofsted or other agreed criteria, they will look at what they observe and compare that with the exemplification material to ensure standards of teaching and learning and pupil achievement are high.

Assessment and Recording:

Pupils work will be assessed throughout each unit of work using formative and summative assessment methods.

Pupils progress will be monitored by the individual class teacher who will use these methods to set realistic targets for the individual pupil, based on their strengths and weaknesses. At the end of each unit an indication of the progress that they have made will be recorded. This will allow an overview of all progress made over that academic year. This will allow a comparison to be made with national expectations.

Pupils will also use ICT to record their achievements and to enhance their learning. This should include digital photography/ video and data handling.

Equipment and Resources:

All resources are recorded on the resources for PE list (available from the PE subject leader). These are regularly reviewed in order to ensure they are appropriate to the range of activities undertaken, pupil ages, abilities and needs of the children in order to enhance learning. Resources are kept in the store cupboard in the hall and PE shed.

Resources should be counted out and counted in, returned in good condition and working order. The pupils should be encouraged to:

- Look after resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place (staff should oversee)
- Be told of any safety procedures relating to the carrying or handling of resources.

Any damage, breakage or loss of resources should be reported to the PE subject leader as soon as possible. Any damage observed done to a piece of apparatus which could cause subsequent injury must be isolated from use, and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.

An overview of our planned use of the PE & Sport Premium:

Safe Practice and Risk Management:

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. This school follows the “Safe Practice in Physical Education, Physical Activity and School Sport” (2016) guidance provided by the Association for Physical Education (afPE). A copy of the Association for Physical Education (hereafter afPE) manual is located in the staffroom.

The School employs the P.I.E. model extolled by afPE – ‘Prevent, Inform, Educate’.

All pupils must be taught how to handle and carry apparatus, resources appropriately. They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.

Specific guidance on all areas of activities is given by afPE- additional local authority guidance is available on the website. The PE subject leader will provide all staff teaching PE with the appropriate guidance and access to the risk assessments.

The afPE Safe Practice Posters (appendices in journal) should be displayed where staff teaching PE will be able to study it.

Staff who lack confidence in teaching areas of activities will be supported by access to INSET training either in school or on appropriate courses.

Differentiation:

Physical education in the school will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils’ diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils

The action necessary to respond to an individual’s requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. Some pupils may need specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists, or in exceptional circumstances, with a statement of special educational needs.

Any classroom support provided must extend into physical education lessons as appropriate. Teachers and Adults Other Than Teachers (AOTTs) working with the children will be made aware of any pupils who have special educational needs or medical conditions. The SENCO will liaise with all staff to ensure all pupils needs are met in relation to teaching and learning in PE.

Teachers and others teaching PE in our federation do so with due regard to the federation Learning and Teaching Policy.

The QCA document “Physical Education – Planning, teaching and assessing the curriculum for pupils with learning difficulties” (2001) is available to all staff. Dated now but still very useful

Equal Opportunities and Inclusion:

Every pupil has equal access to national curriculum physical education. Learning experiences are differentiated in such a way as to meet the needs of all pupils.

All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

Assessment and Reporting:

Assessment is normally carried out by teachers in the course of the normal class activity. Formative assessment and summative assessment methods will be used. These will allow a picture to be built up of the pupil’s progress, any areas of strength or weakness. Individuals will be set challenges appropriate to their attainment and will be involved in making judgements on their own progress – suggesting how they need to improve.

Pupils will be given the opportunities to provide evidence of their knowledge, skills and understanding by contextual tasks, performances and questioning. Knowledge and understanding must underpin the skill demonstrated, this is best achieved through contextual tasks and not in isolation. ***Lessons are not the only place that pupils demonstrate their knowledge, skills and understanding, wherever practicable staff will consider pupil’s outside interests eg. Lunch-time or after school clubs, local teams etc.***

In accordance with the Federation’s policy, parents will receive a written report on all aspects of a pupil’s school work at the end of the ***summer term***. This will include PE and should indicate to the parents whether the individual is working in line with, above or below national expectations.

Staff Continued Professional Development (CPD):

National Key Indicator 3 and the use of PE and sport premium enhance and extend your schools ability to build capacity, staff confidence and competence. Describe here how you are optimising this to build a sustainable high-quality legacy.

All staff should take part in professional development to ensure secure subject knowledge, consistency and awareness of health and safety procedures and up to date knowledge. This is exemplified in the new teacher’s standards. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader or appropriate other through INSET.

All staff who attend any external CPD course must provide feedback/ disseminate the information.

Extended Curriculum:

Out of School Hours Learning (OSHL):

Both schools offer a wide range of lunch-time and after school activities. These are open to any pupil in the relevant year group.

PE and sport premium funding is used to increase the range of opportunities available to pupils and in combination with Pupil Premium and SEN Funding to ensure any barriers to engagement / participation are removed. The PE subject leader will monitor uptake and report back via the PE and sport premium reporting template.

Staff will notify pupils of any cancellation, rearrangements of clubs as soon as possible. A member of the midday supervisor team is trained as a 'play leader' at each school to help facilitate this provision.

Order of priority for after-school sports clubs:

In the event that an after school club is oversubscribed, the following order is applied to allocate places:

1. Looked after children
2. Year 6 who have not had a place at the club previously.
3. Any other Year 6 children.
4. Year 5 who have not had a place at the club previously.
5. Any other Year 5 children.
6. Year 4 who have not had a place at the club previously.
7. Any other Year 4 children.
8. And so forth, in descending order of year groups.

Some clubs may be split to accommodate different year groups on different days. In this case, the order of priority is separate for each club and priority is given to the highest year group on that day first, that is for a year 3 and 4 club, the year 4 children will be given priority. This is to ensure that we give as wide a sporting experience to as many children as possible.

Foul Weather:

In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made. These may include class based activities around the activity, or rescheduling the activity for another day. If the indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning intentions to be achieved.

Loss of Teaching Time / Space:

Whenever it is impossible to teach the planned PE lesson, this should be recorded and teachers should endeavour to revisit the learning as soon as is practical. The school has a policy of spreading activities throughout the curriculum rather than targeting one subject only when theatre groups, trips etc occur. This ensures greater parity of access to all areas of the curriculum.