

Castleside Primary School

Enjoy life, learning and sharing



P.E. Policy

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Intent

Physical Education in schools is developing to become an integral part of the children's daily lives. Through being involved in P.E. at Castleside Primary School, we want to equip the children with the knowledge, skills and an understanding of how to keep themselves healthy, both mentally and physically in order to support their long-term wellbeing.

In line with our school curriculum aims, our P.E. curriculum intends to:

- To ensure that P.E. and sports have a high priority in school and how this contributes to a healthy lifestyle.
- Opportunities to engage in a range of activities and to enjoy physical activities.
- Effective use of the whole school day to promote physical activity e.g. lunchtimes and the range of activities available, before and after school opportunities.
- To ensure that the P.E. Curriculum engages all children by providing a wide range of sports and activities.

Implementation

- Children participate in high-quality P.E. lessons twice a week covering a range of different sports/skills per term.
- Teachers use and adapt the core skills and Durham assessment tasks to plan lessons which show progression throughout the year.
- Children participate in a variety of sports and activities through coaching sessions, visiting taster activities and also attend Durham County Council festivals.
- We provide the opportunity to compete in local team and league sports such as cross country, swimming, cricket and netball tournaments.
- We provide breakfast club and after school club sporting opportunities and activities which include all children across the age ranges as well as SEND and those children least likely to participate.
- All classes participate in BBC Supermovers or Bodycoach school session fitness videos on a daily basis to help children meet 30 minutes of physical activity at school.
- Children participate in the daily mile by running, jogging, walking, hopping, skipping etc. Each time they have achieved this, they will receive a daily mile dojo reward. This can also be used as an opportunity to re-energise pupils during lesson time.

- Children attend swimming lessons in Year 4 & 5 and Year 6 during Summer 2.
- Pupils from years 1-6 have the opportunity for physical activity during morning and lunchtime breaks on one of two spacious yards. There is a rota for football during the week as well as use of the trim trail. Plans to develop outdoor resources to include equipment which children can access themselves or use with playground leaders who can coordinate a range of active playground games, will begin this academic year.
- Annually the school celebrates Sports/Activity Week which enables the children to engage with both new and familiar activities and culminates with our whole school Sports Day.

Aims

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.

Subject content Key stage 1

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.

Key stage 2

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. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should 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.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.

Teaching and Learning

Opportunities for competition both against others and personal

Opportunities to evaluate their own and others' performances in order to improve

EYFS

We recognise the importance of Physical development in the Early Years Foundation Stage as a key area of learning. There are two strands under Physical Development: Moving and Handling and Health and Self-care Children in the EYFS access time and space to enjoy energetic play daily in the outdoor learning area. The children also access specific physical development through timetables PE lessons which give the children the opportunity to learn and practice basic, fundamental movement skills. They participate in activities where they can practice moving in different ways and at different speeds; balancing; rolling; throwing balls and bean bags; catching and kicking. These skills can then be built on when they enter KS1.

KS1

Within Key Stage one children develop their fundamental movement skills through a range of activities and opportunities, where children work individually in pairs or in groups.

KS2

Within Key Stage two children continue to apply and develop a range of skills, learning how to use them in different ways and to link them to make actions and sequence of movements. They continue to use the skills individually but also develop cooperation through games. Children also learn to swim while in Key Stage 2 (Year 3)

General Lesson Structure

- An explanation of the learning intentions/outcomes of the lesson;
- A warm-up to prepare children physically for exercise;
- Direct teaching of skills followed by skills practice;
- Possible activities where the children can use these skills individually or cooperatively such as a game or sequence;
- A cool down activity;
- Possible opportunities to share and evaluate throughout the lesson, supported by the use of computing resources e.g. iPad videos.

Assessment

Teachers should ensure that when evaluating and improving performance, connections are made between acquiring, developing, selecting and applying skills, evaluating and improving performance as well as demonstrating a knowledge and understanding of health and fitness and performance in different roles

Refer to National Curriculum documentation for details relating to physical education strands

The expected attainment for the majority of pupils at the end of each phase (EYFS, KS1, LKS2, UKS2) is summarised in the Durham County Progression of Skills resource. In deciding on a pupil's level of attainment at the end of a phase, teachers judge which descriptor best fits the pupil's readiness for the next phase. Progress is recorded on Target Tracker.

To assist in formative assessment, teachers could use the following:

- QCA core tasks, Durham County assessment tasks, Durham County Progression of Skills sheets and Durham County assessment pyramids to involve pupils in self and peer assessment, helping them understand where they are at the beginning of a unit of work, and identify what they need to do to make progress;
- Watch children work, talk to them about what they are doing and listen to them describe their work;
- Receive feedback from pupils to inform teachers and pupils of what has been successful and allow them to set their own future targets;
- Use ICT to develop portfolios of children's work in physical education to show progression and quality of performance.

Equal Opportunities

At Castleside Primary School we are committed to promoting equal opportunities to all children, irrespective of their socio-economic background, gender, disability or ethnicity. We believe that all children have equal access to and participation in a range of physical activities. We are a Rights Respecting School.

Inclusion

At Castleside Primary School, we are committed to ensuring that all pupils access and participate in a broad and balanced PE curriculum. This is done through careful lesson planning and differentiation to make sure that all children, including those who have special educational needs, disabilities, English as an additional language or those who are gifted and talented.

Differentiation

Planning for differentiation is based on the S.T.E.P. principles i.e. making changes to SPACE, TASK/TIME, EQUIPMENT and PEOPLE taking account of:

- The size of the area in which a pupil works, smaller spaces until pupils develop spatial awareness and control over themselves and equipment, larger spaces to challenge more able pupils;
- Pupil activity, e.g. different task, different roles and responsibilities, different allocations of time and variations of pace within the lesson to meet needs of different levels of ability;
- Resources, e.g. different equipment for different levels of ability across the key stages;
- Pupil groupings, e.g. ability or mixed ability groups; or group, paired or individual activities, the opportunity to work with adult support where needed.

Health & Safety

The importance of safety in PE is stressed immediately pupils enter the school and pupils are continually reminded of the need to look after themselves and others whenever they are participating in PE, sport or playing in the playground. Planning includes opportunities for explicit teaching of safe practice, particularly in potentially dangerous areas like the swimming pool, gymnastics hall and playground. Teachers and pupils help to identify possible hazards in lessons. Teachers discuss with pupils how much risk the hazard is and what can be done to reduce the risk so nobody gets harmed.

PE Kit

Children are expected and encouraged to wear appropriate PE clothing.

Indoor: White T-shirt and black shorts (plimssoles/trainers may be worn if appropriate)

Outdoor: White T-shirt, black shorts and trainers. Warmer clothing, jumper and tracksuit bottoms could be worn in colder weather outside.

Swimming: Swimming costume, swimming hat and towel

Footwear that is fit for purpose is essential. It should demonstrate effective grip, support and reasonable protection for outside work and games, contrasting with lightness and flimsiness for indoor activities such as gymnastics and dance, if worn. Children may be bare foot for gymnastics and dance activities. However, **ALL** children must be the same for safety (**all** bare foot or **all** in footwear). Children should **NEVER** participate in socks on polished surfaces.

Personal effects, such as jewellery, religious artefacts, watches, hair slides etc, should **always** be removed by pupils before participating in physical activity. Staff should always give a verbal reminder to pupils and, where necessary, visually monitor the group. If they cannot be removed, e.g. medical bracelets/necklaces, staff need to take action to try to make the situation safe. Castleside Primary School has a no jewellery policy.

Long hair worn by both staff and pupils should always be tied back with a suitably soft item to prevent entanglement in apparatus and to prevent obscuring vision.

Disclaimers from parents about the wearing of any item of jewellery by a pupil should be declined. Such indemnities have no legal status. The duty of care remains firmly with the school on such matters.

Staff should always endeavour to change for physical education, wear suitable footwear and clothing for practical activities and remove their personal effects, such as jewellery, to minimise the likelihood of causing or receiving injury.

Forgotten Kit Children should only take part in PE if they are appropriately dressed for the planned activity. If kit is persistently forgotten, the class teacher should notify the parents of this and seek their assistance to remedy the problem.

Accidents

If an accident occurs it must be reported to the office, appropriate first aid applied and written in the accident book. Usual school accident and first aid procedures will be followed with regards to notifying parents.

Extra-Curricular Learning

A range of activities are offered outside of the curriculum to both key stages. Some of these are led by school staff while others are led by visiting / bought in coaches. The activities include: Tag Rugby, Gymnastics, Dance, Athletics, Football, Multi-Skills and Cricket.

Competition

The school hold various 'house' competitions throughout the school year. We also take part in a range of competitions and leagues throughout the year including Netball, Football, Tag Rugby, Tennis, Athletics and Cross Country.

School Sports Partnership

The school currently buys into the Derwentside and Durham Schools Sports Partnership. Through this we have access to a range of coaches, festivals, inter-schools competitions and CPD opportunities.

Coaches

The school uses coaches to provide extra-curricular opportunities and also to team-teach in lessons (helping to up-skill teachers). All coaches are CRB checked as well as having their sporting qualifications checked, either by the school itself or through the School Sports Partnership, who provide many of the coaches used.

Role of the Subject Leader

The PE lead will monitor and oversee the organisation and teaching of PE within the school. This will take place through a variety of ways including talking to children, looking at lesson plans, PE photos and videos where appropriate.

The PE lead will make sure that the curriculum overview and map is up to date and in line with new curriculums by keeping up to date with ongoing training and any new strategies introduced within the subject.

The PE lead will also be responsible for keeping staff and governors informed about new initiatives, planning and resources. Carrying out or organizing any staff training that is necessary. Overseeing the School Sports Premium budget and applying for the School Activemark.

The PE lead will also organise School Sports Days and oversee after school clubs and activities.

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