



Physical Education and Activity Policy

Introduction

This policy defines the meaning of P.E. and School Sport (PESS) within the context of Alexandra Infants School and Alexandra Junior School. It clearly sets out the aims and objectives of the PESS programme and how it will contribute to the overall development of the children at this school.

The policy also provides the foundation for future decision making in terms of the planning and development of high quality PESS as it reflects both the whole school development plan

This policy document aims to reflect the philosophy of our school in relation to the teaching and learning of high quality P.E.S.S. It provides a basic framework through which all staff, teaching and non-teaching, can approach P.E.S.S. and gives guidance in areas such as curriculum content, planning and evaluating and Health and Safety.

This policy is to be used in conjunction with the schemes of work Get Set for P.E. and identifies the areas of the curriculum that will be covered and by which year group. It is intended that this policy in conjunction with the Health and Safety Policy and the schemes of work and advisory documents in the areas of Dance, Gym and Games, will form the basis for the teaching of P.E. in Alexandra Infants School and Alexandra Junior School. Working in consultation with the whole staff this document has been compiled by the P.E. Co-ordinator and therefore has established a shared sense of purpose and a collaborative approach to providing high quality P.E.S.S.

Mission statement

Physical education and physical activity is an essential part of all children's social and physical development. As a school we are committed to providing all the children with the opportunity to discover and develop their individual level of physical ability and motor skill.

Through gym and dance we will create an exploratory environment where the children's control and aesthetic understanding will be extended.

Through the delivery of the curriculum and outside the curriculum we hope to develop positive attitudes to physical activity and encourage the children to adopt an active and healthy lifestyle.

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.

Through P.E, the children of Alexandra Infants School and Alexandra Junior School will be made aware of their own and others strengths and weaknesses and will develop an appreciation of and an empathy for others' abilities and differences.

This mission statement will be met through the provision of a broad, well-balanced curriculum which require the children to

- develop competence to excel in a broad range of physical activities
- be physically active for sustained periods of time
- engage in competitive (both against self and against others) sports and activities
- lead healthy, active lives.

Children are encouraged to walk to school as part of the Living Streets Project. They are encouraged to take part in the following after school dance clubs; Dance, Yoga, Cricket and Multi Sports.

Through cross curricular activities and links with the PSHE programme the children are taught how to make healthy food choices.

Aims

P.E. is a subject within the National Curriculum 2000 and as such teaching should reflect these orders hence covering Gymnastics, Dance, Games and Health and Well Being in the Foundation Stage and in Key Stage 1. Gymnastics, Dance, Games, Outdoor Pursuits and Health and Well-Being in Key Stage 2.

Our aims are for all children to:

- develop competence to excel in a broad range of physical activities
- be physically active for sustained periods of time
- engage in competitive (both against self and against others) sports and activities
- lead healthy, active lives

- receive at least 2 hours high quality physical activity opportunities within the curriculum and the opportunity to a further 3 hours outside the

curriculum

- develop community links with clubs through signposting physical activities in the local area
- fully achieve their potential regardless of ethnicity, gender or disability
- to develop leadership skills.

Objectives

- All children can access at least two hours of curricular physical education in which a broad and balanced programme is provided.
- Facilities and equipment are available at break and lunchtimes. 2 children from each of the house groups at the Junior site will encourage the children to be active at these times.
- Relevant in-service training is provided for all those leading P.E. and physical activity sessions during lesson time or lunch time.
- There is provision for adequate resources and funding for Physical education and physical activity lessons.
- Provision of safe and stimulating areas in which children can play and be physically active.
- Cross curricular links are encouraged especially in dance.
- We are members of South Stoke Partnership and have visiting coaches which encourages us to liaise with other adults in the community. We encourage children to join local clubs.

The Role of the PE Coordinator:

- To be responsible for the planning and development of the curriculum in PE in the school.
- To co-ordinate the teaching programme throughout the school.
- To ensure progression and continuity from Foundation Stage through to the end of Key Stage 1 and then the transition from the Infants to the Junior site.
- To support and assist colleagues in lesson planning and teaching methods.
- To disseminate good practice, materials and training resources and make other staff aware of relevant CPD opportunities.

- To liaise with outside providers to ensure that good quality CPD is taking place for all staff.

Staff CPD

All staff take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff are asked at the beginning of each academic year to indicate where they feel they need support so that appropriate INSET can be identified as soon as possible. All staff who attend any CPD course must provide feedback/ disseminate the information.

Classroom assistants are used in P.E. under direct supervision of the teacher or specialist coach.

- In supporting the teacher during lessons
- In sports activities e.g., Sports Day

Specialist sports Coaches are used in line with the LEA guidelines

There is a co-ordinated professional development programme through the School Partnership.

Entitlement

In response to the Government's PSA target regarding PE all children are offered two hours each week of high-quality PE and school sport. House Captains and the Lunchtime supervisors organise games at lunchtime for the children across Key Stage 2.

P.E. is time-tabled so that both indoor and outdoor facilities are available to each year group. P.E. is taught throughout the school year, but not all areas of activity are covered each term and in each year group. P.E. is taught in mixed ability groups, however grouping by ability is done where required to enable all children to progress at their own level.

Within this framework each class in Key Stage 1 and Key Stage 2:

- Spends two lessons per week on P.E., covering two of the following; games, gymnastics, dance or athletics and swimming for KS2 children. (Total 2 hours 15 minutes)

Each class in Foundation Stage has one lesson per week and daily use of large apparatus in outdoor area.

Lessons follow the format of:

- Warm up
- Introductory activity

- Skill development
- Game situation/performance/refinement
- Cool down

Curriculum content.

Games

Dance

Gymnastics

Knowledge and understanding of fitness and health

- How exercise affects the body in the short term.
- How to warm up and prepare appropriately for different activities
- Why physical activity is good for their health and well-being
- Why wearing appropriate clothing and being hygienic is good for their health and safety.

Foundation stage

Children experience games, dance, gymnastics as part of the physical development section of the Early Years Framework.

EYFS/KEY STAGE ONE / KEY STAGE 2

GAMES

Games skills are taught in each year during EYFS, Key Stage One and Key Stage 2 and are developed through simple co-operative and competitive situations, progressing from individual activities, to working with a partner, to working in a small group. Lessons include all the generic skills essential in games play, using a wide variety of games equipment. Lessons are taught in an outdoor environment whenever possible.

Skills:

- sending (throwing, striking, rolling, bouncing)
- receiving
- travelling with
- running, chasing, dodging, avoiding
- spatial awareness

Pupils are taught to:

- travel with, send and receive a ball and other equipment in different ways
- develop these skills for simple net, striking/fielding and invasion- type games
- play simple, competitive net, striking/fielding and invasion type games that they and others have made, using simple tactics for attacking and defending

By the end of the Key Stage most children should be able to:

1. Send a variety of objects e.g. balls, hoops, quoits, and beanbags.
2. Catch or receive objects, which are sent accurately.
3. Play simple games alone and with others, using simple rules devised by themselves or the teacher – experiencing being a team member.
4. Show a basic awareness of space and appreciation of others within a games situation.

GYMNASTIC ACTIVITIES

Gymnastic activities are taught indoors, in every year during EYFS and Key Stage One and 2. The main focus is body awareness, concerning the development of control, coordination and versatility. Strength is developed and flexibility maintained.

The children will experiment with and are taught the basic natural actions of:

- travelling
- turning
- rolling
- jumping
- balancing
- climbing
- take off and landing/flight

Pupils are taught to:

- perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus
- develop the range of their skills and actions (for example, balancing, taking off and landing, turning and rolling)
- choose and link skills and actions in short movement phrases
- create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed

By the end each of the Key Stage most children should be able to:

1. Perform confidently, travel with varying degrees of control and co-ordination, all of the basic gymnastic actions.
2. Use apparatus to get on/off, under/over, along, around and through.
3. Land safely when jumping or moving from apparatus of various heights.
5. Remember and refine actions, linking them together into a simple sequence.
6. Lift, carry and place a range of simple apparatus safely.

DANCE

Dance is taught, in every year during EYFS and Key Stage One. It is concerned primarily with developing control, co-ordination, balance, poise, elevation and individuality. It also encourages aesthetic awareness and the appreciation of quality in movement.

Children are taught to develop the above elements through the basic actions of:

- travelling
- jumping
- turning
- gesture
- stillness
- shape

Pupils are taught to:

- Use movement imaginatively, responding to stimuli, including music, and performing basic skills
- Change the rhythm, speed, level and direction of their movement

- Create and perform dances using simple movement patterns, including those from different times and cultures
- Express and communicate ideas and feelings

By the end of each of the Key Stage most children should be able to:

1. Appreciate and use contrast in speed, in effort and in spatial aspects, for example, quick/slow, strong/light, wide/narrow, high/low.
2. Appreciate and respond to, contrasting sounds in music, percussion and words and to be able to react to simple rhythms.

Convey through movement the elements contained in text (including different times and cultures) and to express appropriate characteristics and expressions.

Inclusion

The implications of attending to inclusion issues relating to P.E. are recognised and dealt with, with due regard to the whole school policy statement. All children regardless of gender, race or disability are provided with the same experiences in P.E. There are equal opportunities for girls and boys to work together. The teachers do not portray any skill or game as being for girls or boys only-

Pupils with SEN are able to develop confidence and express their feelings in P.E. as it is a subject in which success does not depend on academic ability. All children at this school will be given the opportunity to develop skills to the very

best of their ability. Children are generally grouped by ability where tasks are differentiated by task, support, resources and outcome. This allows high ability children to progress further and low ability children to work at their own level.

Excellence in P.E. is celebrated in performance, including:

- Participation in sporting competitions against other schools
- An annual sports day involving all pupil

Inclusion

The starting points for educating all pupils are the same: an acceptance of diversity, pupils' rights, and the knowledge that all pupils can learn if they receive good teaching. All pupils have a right to effective teaching and full participation in the community of a school as set out in international agreements (the UN Convention on the Rights of the Child, 1989) and education law in England (the Equality Act, 2010 and the Children and Families Act, 2014).

At Alexandra Infants' and Junior School, it is our belief that all children have an equal right to a broad and balanced curriculum, which enables them to meet their full potential. Through our teaching we provide learning opportunities that are ambitious for all and enable all pupils to make good progress.

Teachers set high expectations for all pupils in physical education. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

(For further details, see separate policies)

Teachers will plan lessons so pupils with SEN and/or disabilities can study physical education, and ensure that barriers to learning are reduced through adaptations as part of high-quality teaching. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in physical education.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

As a school we strive to ensure that all children, staff and members of our school community are treated fairly and equally. All children have equal rights to access all areas of the curriculum, regardless of race, gender, religious beliefs, sexual orientation and disability. Within this subject area, the Senior Leadership Team (SLT) and all staff endeavour to provide the appropriate provision for this to occur. This policy follows the guidelines and practices that are stated and outlined in Alexandra Infants' and Junior Schools Equality Scheme. Please see this policy for further detail.'

Adaptive Teaching

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 the adaptive teachings techniques for their individual tasks and materials. Some pupils may need specialist equipment and approaches or to alternative or adapted activities. Any classroom support provided must extend into physical education lessons as appropriate. Teachers and Adults Other Than Teachers 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.

Continuity and Progression

At the Infants, Get Set for PE has been brought by the school to support the teaching of physical education. Using this scheme, a long-term plan was devised and lessons created for all areas of the curriculum.

- The core tasks are used in all activity areas to ensure that both staff and pupils are aware of the appropriate level of challenge and level of attainment expected for each year group and how core tasks can be used to provide appropriate development and progression.
- Blocks of lessons are followed by the teachers following the schemes of work.
- Evaluations are completed for every lesson by all class teachers.

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, development 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.
- 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.

PE across the curriculum

Speaking and listening is developed in P.E. as is PSHE. ICT is used in photography and videoing movements. Report writing on P.E. activities encourages boys in particular to develop their writing skills. Dance is often linked to the topic being studied e.g. Seasons across EYFS and KS1.

The Assessment, Recording and Reporting in P.E.

- The assessment of the children will be carried out by the class teacher during normal class activity.
- The school will utilise the contextual core tasks in combination with formative assessment to arrive at end of unit levels of attainment. These will allow a picture to be built up of the pupils' progress, any areas of strength or weakness. Evidence will be recorded on an online portal for all children across EYFS and KS1 at the end of each half term or unit of work.
- Individuals will be set challenges appropriate to their attainment and will be involved in making judgements on their own progress and suggesting how they need to improve.
- The use of core tasks will make it possible for the class teacher to compare the children's progress against the national attainment targets and expected outcomes.
- Formative and Summative assessments are used to help inform judgements.

- At the end of each year an indication of the level that each child has been working at will be recorded.

In accordance with the school'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 the range of activities covered and areas of personal strength and weakness.

Monitoring and Evaluation

All curriculum areas are subject to monitoring procedures as part of the school's monitoring and assessment policies. The P.E. co-ordinator monitors and evaluates the subject and in addition there is continuous monitoring through:

- Monitoring of lessons and lesson plans
- Lesson evaluations/assessment grids.
- The collecting of evidence

Children are also encouraged to evaluate their own and others' work.

Out of School Hours Activities

Primarily our Pupil Premium children will be targeted for these clubs in order to develop their fitness, stamina and good health. In addition to this, the school website will signpost parents to sport based clubs in the local community to enable the children to access these. At present our after-school clubs are run by the following provider, Angela Beardmore School of Dance.

Coaches

All coaches are CRB checked and have suitable qualifications for the sport they are coaching. They are given a copy of the risk Assessment for the area they are going to be working in and are familiarised with the school behaviour policy. When working within the curriculum the work is planned after discussion with the P.E. coordinator to ensure coverage of the National Curriculum.

Health and Safety

The school follows the Health and Safety guidelines set by the BAALPE 'Safe Practice in PE' document and also the guidelines of the whole school policy for Health and Safety. Risk assessments have been made for all relevant areas and activities using the LEA risk assessment template.

Issues include:

- Use of equipment, apparatus and techniques in accordance with Health and Safety requirements
- Appropriate storage of equipment and apparatus
- Teaching pupils to understand the need for safe practice in physical

- activities and how to achieve this
- Pupils wearing the correct, appropriate P.E. kit which is different to that worn in the classroom
 - Jewellery is not permitted for P.E.

The Head Teacher and Link Governor have a working understanding of their liabilities and legal responsibilities relating to health and safety procedures and duty of care.

The P.E. coordinator is a qualified First Aider.

Equipment and Resources

A variety of resources are available in school. These include teachers' resource books, online portal Get Set 4 PE and schemes of work, lesson plans and P.E. equipment, both fixed and consumable. The majority of P.E. equipment is kept in the P.E. store. The equipment is checked annually by an outside agency. The store is only accessible to members of staff, and children under adult guidance. A budget is given to the P.E. co-ordinator annually to replace or extend the equipment.

Resources are the responsibility of the P.E. co-ordinator. They include:

- Fixed gymnastics apparatus and equipment in the hall
- Sports, games and athletic equipment in the P.E. store
- Indoor and outdoor space
- Outdoor play equipment-balls, hoops, skipping ropes etc.