

Dinting Church of England Voluntary Aided Primary School

Physical Education Policy

The school's vision statement is taken from Matthew 22 verse 39,

“Love Your Neighbour as yourself.”

Dinting School aims to create a happy, secure, stimulating and challenging learning environment, in which each child can develop to their full potential. Dinting School aims to create a family atmosphere in which Christian care is offered to all members of the school community.

Christian values are built into the ethos and teaching at Dinting School, promoting attitudes of mutual respect and responsibility.

Introduction

At Dinting Primary School we believe 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.

Our PE policy establishes common codes of practice for staff and pupils and common administrative procedures. It also ensures that statutory and local requirements are followed and other national guidelines, such as codes of practice are considered.

Aspects of this document, for example policy regarding acceptable clothing, footwear and jewellery are set out on our website, prospectus and in newsletters so that parents know exactly what is required for Physical Education.

b) Rationale

Our aim of establishing and applying safe-practice standards in Physical Education are to:

- enable pupils to participate in Physical Education that provides appropriate challenge with acceptable risk
- promote pupils learning about risk management, and their responsibility in this, in order for them to participate independently in physical activity in later life
- fulfil the provision of a broad, balanced and relevant curriculum for physical education through:
 - an environment that is safe for activity
 - adequately supervised activities
 - the use of regular and approved practice
 - progressive stages of learning and challenge

- building a system of advice and the practice of warning
 - the use of equipment for the purpose for which it was intended
 - providing basic care in the event of an accident
 - the use of forethought and sound preparation
 - involving pupils in the process of risk management
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- ensure clear management responsibilities and organisation provide for safe systems of work
 - identify and provide for any professional learning needs the staff are likely to encounter in their work.

Curricular Aims

1. To develop physical competence to excel in a wide range of physical activities, including competitive sports.
2. To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
3. To improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance.
4. For pupils to be active for sustained periods of time and to develop an understanding of the positive effects of the exercise on the body.
5. To develop the ability to work independently and respond appropriately and sympathetically to others.
6. To promote an understanding of safe practice and develop a sense of responsibility towards their own and others' safety and well-being.

See also appendix 1 – Dinting P.E expectations

Content

At Dinting primary school, our PE curriculum provides a broad base of movement knowledge, skills placing pupils in co-operative, collaborative and competitive situations which aim to cater for the preferences, strengths and needs of every pupil. We will develop their creative and expressive abilities and provide situations where pupils work independently, in pairs and in groups. They will be encouraged to appreciate the importance of having a healthy body and begin to understand the factors that affect health and well-being.

The curriculum embraces the Statutory Orders of the National Curriculum 2014 and Early Years Foundation Stage (EYFS) Guidance. It is inclusive and every pupil has equal access irrespective of their age, gender, cultural or ethnic background. Whilst retaining its unique contribution to a pupil's movement education, PE has considerable potential to contribute to wider areas of learning and it is considered important that it is integrated into whole school planning to develop pupils' literacy, numeracy, science, PSHE and ICT skills, knowledge and understanding.

PE is delivered throughout the whole day. All classes have at least two hours of PE per week. In KS1 this is divided into shorter lessons to strive towards every child having quality, structured physical experiences every day. At KS2 the PE lessons are longer and planned to enable more complex skills, knowledge and understanding to be developed.

PE is rarely cancelled. We understand the importance of the subject contributing to all aspects of health. In the event of weather conditions making it unsuitable to complete the activity planned, alternative arrangements are made. If the indoor space is available, the activity is taught inside with modification or adaptation still allowing the learning intentions to be achieved.

In the **EYFS** practitioners should:

- Plan activities that offer appropriate physical challenges and provide sufficient space, indoors and outdoors, to set up relevant activities
- Give sufficient time for children to use a range of equipment and whenever possible teach half the class in each session
- Provide resources that can be used in a variety of ways or to support specific skills
- Introduce the language of movement to children, alongside their actions
- Provide time and opportunities for children with physical disabilities or motor impairments to develop their physical skills, working as necessary with physiotherapists and occupational therapists
- Use additional adult help, if necessary, to support individuals and to encourage increased independence in physical activities.

During **Key Stage 1**, pupils should be taught knowledge skills and understanding through dance, gymnastics and games activities.

Key Stage 2 pupils should have access to all components of the National Curriculum Programme of Study, (Athletics, Dance, Games, Gymnastics, Outdoor and Adventurous Activities and Swimming).

Programme Management

a) Planning and Preparing the Physical Education Programme

All our PE lessons are well-prepared and structured to contribute to safe learning situations. Good practice = safe practice. In the planning stage we think through the following process:

This is what I want pupils to learn. This is how I plan for learning to take place and is the learning experience safe.

Pupils learning needs are assessed against the scheme of work we use. Safe practice is embedded in the learning process and implemented in every lesson.

At Dinting Primary school , a PE qualified teaching assistant and class teachers teach physical education to not only develop and maintain their skills and understanding of the subject but also because they know their pupils' personal, social and health needs and make appropriate cross curricular links where they exist.

Teachers need to plan their own learning objectives and outcomes to suit the needs of the class and these are made clear to pupils. It is important that explicit learning about safety is annotated on the plans where appropriate and teachers monitor pupils' understanding of, and ability to apply effectively, principles of safe practice. Teachers should also conduct their own risk assessment plan differentiated learning tasks and assessment opportunities and ensure these are noted on their short-term plans.

Each lesson should include a warm-up and cool down relevant to the main activity and learning environment/weather conditions. All pupils should be physically active for sustained

periods of time in every lesson. Progressively they should learn about the components and how to perform warm up and cool down exercises paying attention to the principles of safe exercise practice.

Swimming takes place at Glossop pool for all Year 4 pupils, plus and Year 5 children who haven't achieved 25 metres, for 30 weeks of the year. Lessons are planned and delivered by the Glossop swimming instructors and a qualified class teacher. The instructors will provide assessments at the end of each term and deliver a session, on water safety at the beginning of the programme.

b) Progression in the Physical Education Programme

Carefully planned and graduated progression is fundamental to enabling pupils to improve safely their skill and understanding in Physical Education. All pupils should be enabled to achieve success in an environment that safely meets their needs

High quality PE lessons should include challenges for pupils, which involve developing:

- A sense of accomplishment/achievement
- Learning something new and wanting to learn more
- Physical and mental well-being
- A feeling of independence
- Wanting to perform well and with imagination and flair

c) Personalised Learning in the Physical Education Programme

At Dinting Primary school, we have the highest expectations of pupils and believe they should have the opportunity to make safe progress at individual or small-group rates. None of our classes have a uniform level of ability or need to progress at the same rate, even if grouped or 'streamed' according to ability.

All pupils will learn if they are provided with appropriate learning conditions. Differentiated work or **personalised learning** involves matching the tasks to the students to enable progress at an appropriate pace.

In addition, our range, quality and availability of age and ability related equipment for most activities enable us to meet the specific needs of our pupils.

d) Assessment of Pupil Progress and Attainment in PE

The Physical Education National Curriculum (2014) sets out the aims, purpose of study and content for physical education. It does not specify a detailed overview of the nature and content of learning. However, it does present attainment targets that pupils should reach by the end of each key stage and these targets are considered the minimum entitlement.

At KS1: Pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, 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.

At KS2: Pupils should continue to implement 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 succeed in different activities and sports and learn how to evaluate and recognise their own success

The national KS1 and KS2 targets above have been broken down into “Expectations” per year group. There are ‘Expectations’ in each area of activity and for each year group. There is a separate Expectations booklet which contains all the statements on the staff shared area.

At Dinting primary school, class teachers and a PE qualified teaching assistant teach PE and use the QCA scheme of work to **support** planning. There are units of work for all six areas of PE and these have been positioned in and across the year groups to achieve a broad, balanced and progressive programme.

Formative assessment helps pitch the learning activities to accurately meet the needs of all pupils in the class and the units of work are annotated accordingly. The scheme of work incorporates three learning domains: cognitive (thinking), psychomotor (physical) and affective (personal/social and health) ‘head, hands and heart. Assessing pupils using these three learning domains provides a broader picture of the physically educated child as opposed to purely identifying what physical skills (hands) they have acquired.

When appropriate, the PE teaching assistant and class teachers should use assessment methods to capture learning in these three domains. Common methods used on a day to day basis include peer observation, analysing performance and using learner statements. All these methods can be integrated into the learning activities to assess pupils’ knowledge, skills and understanding. In addition, assessment information recorded in this way can be kept as sampled evidence and be helpful in moderating teacher’s judgements. Summative assessments are made by the class teacher at the end of each unit of work (usually the end of each half term). Each child in the class is assessed against the statements in the Expectations document, which can be found on the staff shared drive. The statements which directly relate to the unit that has been taught should be highlighted and pupils are identified as follows:

Emerging – not quite met the learning objectives (or only met with support)

Expected – successfully met the learning objectives

Exceeding – achieved over and above what is expected.

. Overall judgements will be transferred onto a class assessment list at the end of each academic year.

Clothing, Footwear and Personal Effects

All children should have a clearly named PE kit at school every day. Our PE kit consists of:

- A white t-shirt
- /Black shorts /leggings/tracksuit bottoms, no stripes, logos or other emblems

Trainers and or plimsolls – that fit properly and are different to shoes worn in school
T-shirts and shorts are sold inexpensively at school and can be ordered from the school office.

PE kits should be taken home in the holidays for washing.

Swimming kit should be brought to school on the day when swimming lessons take place and taken home afterwards. Goggles should be discouraged unless on medical advice and children with long hair must wear swimming hats or have it tied back

If the child is well enough to be in school, they are encouraged, unless on health grounds (broken bone), to take part. They should only miss PE lessons if this is requested by their parents, either by direct contact with the school or in a note to the teacher

Non participants should be included in the lessons. They can take the role of an evaluator, coach, score keeper etc.

Personal effects, such as jewellery, (including body piercings), watches, hair slides and sensory aids including glasses, should ideally always be removed to establish a safe working environment.

Long hair should be tied back for every lesson with a suitably soft item.

Our policy on clothing, footwear and personal effects is provided to new parents on their child's entry to the school. It is also on our website and annually provided in a newsletter when appropriate.

Equipment

a) Managing equipment

Pupils are taught to lift and carry equipment safely from an early age. They know how many people are needed to carry and place specific items of equipment and how to carry correctly. All equipment should be visually checked prior to using it to ensure it is safe to use, assembled correctly and not damaged or faulty. Pupils should be involved in reporting any faulty equipment in line with their age, ability and previous experience. In addition to the annual contractor (gymnastics and early years' outdoor equipment/surface) inspections, we have a system for staff to report faulty equipment.

Where equipment is deemed unsafe, but reparable, it is moved well away from the working area and clearly labelled as unsafe until made good.

Equipment condemned following an inspection is completely removed and disposed of.

b) Mats/gymnastics equipment

Mats are designed to absorb impact when landing on the feet so need to be placed as suitable landing areas for pupils when working on large apparatus. They also provide a suitable cushioned area for aspects of floor work (e.g. developing rolling).

7. Inclusion

All pupils are entitled to access a full programme of PE as possible. (Equality Act 2010)

To enable all pupils to enjoy suitable and safe participation and to demonstrate optimum inclusion as appropriate we try to gain as much knowledge of the specific learning difficulty, disability, medical condition or emotional or behavioural disorder and understand how the individual's condition affects them.

8. First Aid

The PE subject leader works with the 'appointed person/people' to plan first aid arrangements for sporting events off-site if they themselves are not trained. It is considered good practice by the school to have at least one of the PE 'personnel' trained so they can take control of first aid arrangements when taking part in physical activities and school sport off-site.

10. Enrichment Opportunities

We provide a diverse and quality assured extra-curricular programme with links, where possible, to local opportunities.

Our school is part of the borough PE and sports service which enables us to access a wide variety of leagues, fixtures, events and festivals. A record of who represents the school is stored on the school drive.

Healthy competition is central to both curricular and extra-curricular programmes. Fair play, tolerance, leadership and other values are taught through both.

Pupil voice drives decision making around the enrichment offer and participation data is used effectively to plan for further widening of opportunities.

Junior leaders of sport experience high quality training and are supported to be deployed across a range of lunchtime school sport opportunities

Policy Reviewed September 2019

Policy to be reviewed September 2022