

Allendale Primary School - Physical Education Policy

PE Vision Statement

Our aim is to provide all children with the opportunity to take part in high-quality P.E. and sport both during P.E. lessons and through after school extra-curricular activities. We encourage them to become independently active by developing their confidence and competence in the physical skills outlined in the National Curriculum. Children at Allendale Primary School will have the opportunity to compete in termly inter-school competition and also to take part in a range of intra-school competitive events. Our P.E. and sport is accessible to ALL pupils.

PHYSICAL EDUCATION IN THE NATIONAL CURRICULUM

The Government believes that two hours of physical activity a week through both Curriculum time and extra-curricular activity should be an aspiration for all schools. Competitive games are compulsory, although it is for schools to choose how to organise the curriculum to include the programmes of study.

Introduction

Physical education is education through physical activity: its goal is the development of the individual as a whole, not just their physical development or their proficiency in specific sports.

Through a focus on ensuring physical education at primary school we provide young people with access to physical activity for life as well as build the foundation for future participation and performance in sport.

A high quality PE programme will develop physical literacy and allow children to learn about themselves, the importance of a healthy lifestyle, self-expression and concepts such as fair play and respect. PE also contributes to the development of a range of important cognitive skills such as decision making and analysis, and social skills such as teamwork, communication and leadership.

Aims

At Allendale Primary School we aim to offer a programme which offers every child the opportunity to access exciting and challenging activities to help them develop their own sporting potential and improve their health and wellbeing. We organise and run competitive sports activities within our school and also enter a range of inter-school sports competitions.

PE Curriculum Planning

PE is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are categorised into.

- Games
- Gymnastics
- Dance
- Athletics
- Outdoor and adventure activities
- Swimming and water safety.

As a school, we follow the purpose and aims contained within The National Curriculum, with a view to expecting the highest standards from our children in this vital area of learning.

In Key Stage 1, we aim to develop the children's fundamental movement skills of Agility, Balance and Coordination. In key stage 2, our aim is to further develop the core fundamental skills and not only use them in the six categories outlined above but also for intra and inter school competition.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term).

Long-term plan – this maps out the PE activities covered in each term during the Key Stage.

Medium-term plans - these give details of each unit of work for each term, defining what is taught. They also ensure an appropriate balance and distribution of work across each term. In KS2 the games units are based around a specific sport so that children are developing an understanding of a range of games and their rules.

Short term plans - these list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The format of these is decided by the class teacher.

Assessment and Recording

Teachers and pupils assess against learning outcomes and success criteria.

A range of techniques can be used:

- Observation
- Discussion
- Question and answer

Assessments can inform teachers of what has been successful and future targets can be set for individuals.

Inclusion and Equal Opportunities

PE forms an important part of a broad and balanced education therefore all pupils, regardless of race, ethnicity, religion, gender or ability, are entitled to and will receive access to all PE activities.

- Through our PE teaching we provide learning opportunities that enable each individual to make good or outstanding progress by providing tasks that are suitably challenging through differentiation. (*See Appendix 1*)

- Children will undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.
- For children with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of pupils.
- No pupil will be excluded from any physical education programme unless advised to by a medical professional. In these circumstances pupils will be given alternative roles to undertake such as coach, referee, time-keeper, photographer etc. If a child is unable to undertake these roles they will be given a non-participation sheet to complete. (*Appendix 2*)
- For the purposes of competitions all children will participate in the experience.
- Spare PE kit is available for any occasional circumstances where a child does not have their own in school.

Health and Safety

All staff have due regard for ensuring that the safety of children and adults in lessons is of paramount importance. The following areas will be considered:

1. Proper clothing and footwear are essential in all PE and games activities. Children without suitable kit will be provided with kit. If kit is not regularly available, parents will be informed. (Indoor PE kit: blue polo shirt, blue shorts Additional kit for outdoor PE: blue tracksuit bottoms, blue Allendale hoody.)
2. PE activities will be carried out barefoot (dance and gymnastics), in pumps or trainers. Staff must decide which of these is appropriate for the activity being undertaken.
3. Children will not be permitted to wear watches whilst doing PE as they may cause injury to themselves or others. All piercings must be removed before P.E lessons – covering them with plasters is not a suitable compromise.
4. Long hair should be securely fastened back for physical activity.
5. Consideration should be given to whether pupils who wear glasses keep them on during physical activity (this will depend of the individual needs of the children and the type of the activity).
6. Teachers should be aware of any drug therapy which a child may be undergoing, or any medical condition which may affect a child's sharpness of perception or motor control / co-ordination.
7. Responsibility for health and safety remains with the class teacher when additional tuition or coaching is included in PE / games provision.
8. Teachers will ensure that apparatus and equipment and surfaces used in PE and games is in good condition before use and will not use damaged equipment. Should any equipment be damaged it should be taken out of use and reported to the subject manager.
9. Children should only use equipment that they are able to carry themselves, unless this has already been set out by the teacher.
10. During gymnastics, mats should only be used where a child is asked to perform floor work or jump. Mats should never be used as a precaution against injury except in the case of crash mats being used by an experienced coach with additional adult support.
11. Staff dress – should be conscious of same health and safety standards and dress accordingly.
12. Staff should not be interrupted whilst teaching Physical Education. If the interruption is essential, all children taking part should be asked to stop what they are doing.

Contribution of PE to teaching in other curriculum areas

There are many opportunities to link PE to other curriculum areas. Where appropriate PE, particularly dance, could be linked to enhance curriculum topics. Here are some examples of how this can be achieved.

English

PE contributes to the teaching of English in our school by encouraging children to describe what they and others have done and to discuss how they might improve their performance. Children could apply their knowledge of recounts, reports and the writing of instruction in a sporting context.

Maths

Children will be encouraged to think about PE in a mathematical context by looking at shape, position and direction during activities such as Dance and Gymnastics. Children could also explore counting, measuring and graphical representation of data through physical activities.

Science

During PE sessions, children will experience the effects on body parts and pulse rates and understand the impact of exercise on the body. Children could also be given the opportunity to test predictions and carry out investigations in a sporting environment.

Computing

We use ICT to support PE teaching when appropriate. In dance and gymnastics children could make video recordings of their performance, and use them to develop their movements and actions. Older children could compare each other's performance from recordings and use these to improve the quality of their work.

Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Children learn to respect and work with each other and develop a better understanding of themselves and of each other. Through PE, children will develop a positive attitude towards themselves and others as well as raising self-esteem through opportunities to develop sporting success.

Music

The teaching of PE could contribute to the teaching of music through skills using rhythm and tempo. It could give the children the opportunity to demonstrate musicality and creativity through movement to music.

Extra Curriculum Provision

Extra-curricular provision is given through school clubs after school and during lunchtimes. A list of current clubs will be provided on the school website.

They ensure that;

- a variety of activities are provided e.g. Games, Gymnastics
- different opportunities are provided each half-term
- family learning is encouraged
- links to the community are fostered, e.g. local sports clubs
- there is a balance between recreational clubs and school team clubs
- opportunities for young leaders to take a role in the delivery of the club

Roles and Responsibilities

The Head Teacher is responsible for:

- Monitoring and evaluation of the quality of teaching and learning of PE.
- Recruitment, screening, induction, monitoring and evaluation of outside providers and coaches.
- Ensuring that the Sports Premium Money is spent correctly and documented on the school website and that necessary paperwork has been completed.

The PE Leader is responsible for:

- Monitoring and supporting colleagues with the quality of teaching and learning in PE.
- Maintaining and replacing equipment.
- Assisting with the assessment and progress of pupils.
- Ensuring that pupils have the opportunity to become involved in extra-curricular clubs to further develop skills and talents with external links.
- Providing a strategic lead for the subject in the school.
- Produce and update the school PE policy in line with new guidelines and directives.
- Evaluating strengths and indicating areas for further development.
- Developing PE schemes of work across the school.

All members of staff teaching PE will:

- Demonstrate being a positive role model adhering to dress and health and safety guidelines.
- Endeavour to provide and teach high quality PE lessons.
- Be responsible for putting the National Curriculum requirements, schemes of work and PE policy into practice.
- Be aware of impact of teaching and activities on the learning of children.

- Adapt planning to suit the needs and levels of all children.
- Report any damage of equipment.
- Be responsible for the safety of the children in their lesson, following the health and safety guidelines.
- Follow assessment procedures.
- Where appropriate, members of staff taking children on off-site sporting events or visits will complete necessary health and safety risk assessment forms and letters to families.

Monitoring and Review

The P.E subject leader will observe P.E lessons and feedback to staff in line with the school's monitoring programme and procedures. A yearly report will be produced outlining the strengths and weakness of P.E. that indicates areas for further improvement. Staff will monitor their own teaching and seek support where needed. Governors with responsibility for PE will monitor the breath of provision, allocation of Sport Premium funds and delivery of the curriculum through meetings with the Head and Deputy Headteacher and through observations.

Professional Development

The purpose of professional development is to ensure that all staff feel confident in delivering all aspects of the P.E. curriculum. Staff will be encouraged to identify areas for their own personal development and highlight these to the PE coordinator. Staff will have regular opportunities to work with and observe a PE specialist delivering curriculum content to their class.

PE Sports Premium

What is the Sports Premium?

The government is providing funding of £320 million per annum to provide new and substantial primary school sport funding. The funding is being jointly provided by the Departments for Education, Health and Culture, Media and Sport, and will see money going directly to primary school Head teachers to spend on improving the quality of sport and PE for all their children.

Each school will receive £16,000 plus an extra £10 per pupil each year. The money can only be spent on sport and PE provision in schools. The money will be used so that all children benefit regardless of their sporting ability.

Allendale Primary School have used £6,000 of its PE Sports Premium to work in partnership with the Tynedale PE & School Sport Programme. This service provides specialist PE coaching to pupils (and teachers) across all age ranges. The programme will also provide after school sporting activities.

The balance of the sports premium money will be used to maintain and improve PE equipment, provide transport to sporting events and to further develop PE provision and engagement at Allendale Primary School.

The PE action plan provides full detail about how the school will meet its PE aims.
Allendale Primary School

March 2018

Review Date: March 2020

Appendix 1
Using the STEP framework

All physical education lessons and physical activity sessions will contain children with a wide range of abilities. Some may be very skilful and will need to be challenged with harder activities. Others will be less able and will need simpler activities, or skills broken down into their component parts.

The STEP framework offers a format to help adapt activities so that all young people can achieve success and fun.

The following table shows how **STEP** can be used to change and vary tasks to support a child's learning & progress.

Space	
Where the activity is happening?	<p>Level (height) Rising/ falling, floor-based/ ambulant/ on apparatus, low/ high barrier</p> <p>Direction Forwards, backwards, sideways, up, down</p> <p>Pathways Straight, diagonal, curved, zig-zag, circular</p> <p>Personal/ General In, out, over, under, cross</p> <p>Area More/ less, free/ defined, different starting points</p> <p>Distance Short/ medium/ long between points/ people</p>

Task	
What is happening?	<p>Rules More/ less</p> <p>Roles Allocate specific roles or rotate</p> <p>Targets More/ less, closer/ further away, score points, larger/ smaller</p> <p>Actions More/ less, specific/ free-choice, order, single/ combined, different body parts/ sides of body</p> <p>Dynamics Vary speed and weight, unison/ canon</p>

Equipment	By type	By varying:
	Balls	Size
	Bats	Shape
	Cones	
	Rubber-lines	

What is being used?	Mats	Hoops	Colour
	Hands	Plank	Texture
	Turtles	Bench	Weight
	Bells	Koosh ball	Environment
	Instruments	Stop-watch	Play surface
	Feet	Whistle	In/outdoor
	Hurdles	Scarves	
	Canes	Flags	
	Ropes	Apparatus	
	Ribbons	Bean bags	
	Music	Accompaniment	

Equipment	How does it change the activity?
Balls	
Lighter	Travel slower in the air and give more time
Larger	Easier to see, hit or catch
Softer/slightly deflated	Travel slower on the floor
Different colours	Children with visual impairment may prefer one particular colour
Bats	
Larger	Easier to hit a ball (larger surface area)
Lighter	Easier to manipulate
Glove or attached bat	Enables player with impaired to absent grip to participate

Appendix 2

PE non-participation sheet

Pupil's Name:

Date:

During the PE lesson that you miss, answer the following questions by observing and writing about the activities and tasks that take place during the session.

You will need to use the back of this sheet to record some of your answers.

1. The reason I did not participate in the lesson today is:
2. Is this the first time you have not participated in a PE lesson?
(YES or NO)
3. How many other pupils in your class did not take part in today's lesson?
4. Indicate where the lesson took place (INDOORS / OUTDOORS)
5. On the back of this sheet write down the warm-up activities that were done during the beginning of the lesson.
6. What skill / activity is the class learning about in this lesson?
7. Pick one person to watch (do not indicate their name). On the back of this sheet, describe what they are doing during the main part of the lesson.
8. Name two sports or activities where you could use this skill.
9. On the back of this sheet write the cool down activities that were done at the end of the lesson.

10. What are some of the things you could do to ensure you do not miss future PE lessons?