

**PE Policy for
Hillside Community First School**

Adopted date:	Summer 2017
Signature of Headteacher:	Jeremy Harrison
Signature of Governing body:	Sandra Grove
Next review date:	Summer 2020



Hillside Community First School

Nurture. Inspire. Achieve.

PE Policy

Document Purpose

This policy reflects the values and philosophy of Hillside Community First School in relation to the teaching and learning of PE. It provides a framework within which all teaching and non-teaching staff work, and it gives guidance on planning, teaching and assessment.

The policy is in line with the new National Curriculum guidelines for 2014 and can be used as a springboard to develop the individual teacher's ideas in a personal way within the school's guidelines. This should enable teachers to design a programme of activities that is responsive to their own and children's skills and needs in PE at that particular time.

This policy relates to pupils in Key Stage 1 and 2. The children in the Foundation/Reception Year will follow the Early Learning Goals which can be found in the policy for the Foundation Years.

This document is intended for all teaching staff and non-teaching staff, the school Governors, parents, inspection teams and LEA.

Introduction

The importance of physical education to the curriculum

Physical education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process, pupils discover their aptitudes, abilities and preferences, and how to make choices about getting involved in lifelong physical activity.

The Aims of PE and How These Contribute to The School's Aims

The school aims to:

- teach pupils to be more skillful in the ways they control their movements and develop co-ordination;
- develop habits leading to a healthy and active lifestyle and promote physical well-being;
- help pupils understand how the body responds to activity;
- develop pupils' confidence in applying and adapting a range of skills in a variety of settings;
- foster an appreciation of the artistic and aesthetic aspects of physical activity;
- contribute to pupils' social and emotional development, by developing their self-confidence and self-esteem;
- develop personal qualities such as commitment, fairness, tolerance, and a concern for others;
- develop personal and social competence and the necessary skills to manage success in competitive and co-operative situations; to cope with losing, and to retain a proper sense of perspective in competition.

Teaching and learning style

Inclusion. No pupils are excluded from any physical education programme.

Lessons provide good quality experiences that are suitably challenging for all pupils. Pupils undertake different activities, but all pupils are given the same opportunity to achieve the aims through an appropriate range of activities. For pupils with limited gross motor skills, the integrity of activities is maintained and expectations take into account the individual needs of pupils.

Strategy for Implementation

Entitlement and Curriculum Provision

All pupils are entitled to a progressive and comprehensive physical education programme which covers National Curriculum requirements and which takes account of individual interests and needs.

Pupils have experience of the National Curriculum Programmes of Study, so that they have every opportunity to meet and exceed expected levels.

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.

The school will follow the **2014 National Curriculum** Programmes of Study as set out above.

The Curriculum

The curriculum is planned to provide a balance of activities across the Programmes of Study. Teachers refer to the schools schemes of work and plan units of work in detail.

Lessons include warming-up exercises and stretches before the main tasks, and cooling down activities when appropriate.

Opportunities are taken, where appropriate, to make links between physical education and other subjects.

Full use is made of the field and tennis court when weather conditions allow.

Assessment and Reporting

Teachers assess children's progress in PE against the key skills in PE. Progress is recorded through the use of **'Pupil Tracker'** which are updated at the end of a year.

Continuity and Progression

Long-term planning ensures that pupils meet new knowledge, gain new understanding and develop new skills appropriately. In addition, it ensures that pupils have sufficient opportunities to revisit this learning from time to time.

Organisation

All classes are mixed ability and are taught by their class teacher, TA or external coach. We use external coaches to offer the best teaching in PE and to allow all teachers and TAs to gain continued professional development in PE. Currently we use BRS Academy and our coach is Ben Sainsbury. He can engage all children during lessons, take their learning forward and teaches outstanding PE lessons. He also runs clubs at lunchtime and afterschool.

Third party Providers

We have strong links with Verwood girls football who run a club after school on a Friday. BRS Academy run a multiskills/Dodgeball club on a Tuesday afterschool. BRS Academy also run the Hillside Football club on a Wednesday after school. Blast Football run an afterschool club on a Thursday. Sustrans work regularly with the school and have trained Mrs Daw and Mr Harrison to now offer a bike skills club afterschool on a Monday. We are also regularly supported by Rossgarth Football club, The Black Belt Academy run by Simon Bushby, Starlight skipping and dance club run by Miss Laura, Gymstars, Stephen Lambeth's Tae Kwon Do schools, Matchams ski centre (we currently have a Hillside team). We signpost children to local swimming groups, cricket clubs, rugby clubs, tennis clubs.

Learning Resources

There is a variety of games equipment to enable pupils to work with balls, bats and rackets, which are best suited for their age and stage of development. Most equipment is stored in the P.E shed located on the field. Some indoor equipment is stored in the hall on a trolley. Paperwork resources and books are stored outside of the Reception class under the bookshelves.

Pupils should be trained to select, collect and replace the hall based equipment tidily, but it is the responsibility of the staff to ensure that this is done properly. No pupils may enter the P.E. shed for health and safety reasons.

Responsibility for inspecting equipment is outlined below.

Safe Practice

Safety should be paramount when planning physical education activities.

Risk assessments should be included in lesson plans, and safety aspects should be discussed with the pupils prior to activities. Pupils should be taught how to improve their own abilities to assess risks.

First aid equipment must be available, and all staff should know what action to take, including calling for assistance in the event of an accident. Inhalers for pupils suffering from asthma must be readily accessible.

Regular checks should be made on all equipment. The subject leader makes frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the subject leader if any items show wear and tear. Any items constituting a danger should be taken out of use immediately and the subject leader must be informed of any faults. All large items of equipment are inspected annually by an independent safety expert.

Pupils should be taught how to move and use apparatus safely under the supervision of a teacher.

Pupils should be made aware of safe practice when undertaking any activity, (e.g. not lifting Unihoc stick, not jumping or running in front of others, etc).

Pupils should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercing.

Good class control, appropriate routines and the use of recognised procedures to teach skills are fundamental to safety.

Learning Environment

Good lessons should contain the following elements:

- purpose: lessons should have clear objectives and defined learning outcomes which should be explained to the pupils at the beginning of the lesson;
- progression: pupils' capabilities should be developed, with increasing demand made on the physical and mental processes. Building on previous learning is essential; so too is working to achieve successful outcomes through repetition, application and refinement of skills;
- pace: high levels of activity, avoiding dead spots, with clear expectations for high work rates to be maintained are important. The physiological benefits of exercise should be explained and understood and their association with health emphasised;
- coherence: all teachers should reinforce previous understanding and establish links between curriculum experiences.
- challenge: high expectations are set for individual and group achievement. Pupils are extended both physically and intellectually through interesting tasks;
- differentiation: is achieved through using tasks and equipment that enable pupils to be challenged appropriately and which ensures good progress for all ability groups;
- pupils' responsibility: in lessons pupils are encouraged to make decisions. They are given responsibility for equipment, group organisation, and, at times, their own learning, as they practice and repeat movements in order to improve efficiency and the quality of their performances.

Staffing Issues/Staff Development

The subject leader will attend relevant training in order to keep abreast with developments in the teaching and learning of PE.

Safe Practice and Out-Of-School Opportunities

We follow the Safe Practice in Physical Education and Sport guidelines. (A copy is stored with the books under the bookshelves outside of Reception class). All work within and outside of the school grounds is carried out in compliance with statutory requirements and recommendations laid out in the document "Health and Safety of Pupils on Educational Visits" DfEE 1998. Teachers must also take full account of guidance within the *'Educational Visits Policy' (2015)*

Leadership and Management

Staff Development and Training Opportunities

To develop staff confidence and competence in teaching PE:

- Whole-school training needs are identified as a result of the monitoring and evaluation programme;
- Other training needs are identified through induction programmes and performance management review;
- The subject leader will arrange for relevant advice and information from courses to be disseminated and, where appropriate, included in improvement planning;
- Where necessary, the subject leader leads (or arranges) school-based training.

Leadership and Management Roles

The subject leader has the responsibility to take a lead in developing PE further across the school within the school's improvement plan; monitoring the effectiveness of teaching and learning; and the use of resources. Teachers and educational support staff can expect informal support from the subject leader, support arising from the school improvement plan and identified in performance management and induction programmes. PE links are fostered and maintained with the other first and middle schools in Verwood.

Sports premium

The school receives sports funding and the use of this is displayed on our website. This helps improve the provision of PE and sport for the benefit of pupils so that all pupils develop healthy lifestyles.

How the subject is monitored and evaluated

All teachers are responsible for monitoring standards but the subject leader, under the direction of the head teacher, takes a lead in this.

The subject leader monitors standards achieved throughout the year by using allocated time to observe lessons or talk to pupils and extra-curricular activities. This is achieved by collecting teacher assessments of pupils' abilities. Where particular weaknesses in skills are observed, modification of the curriculum and time allocation for particular aspects of physical education are considered and changes made when necessary. The rate of participation in extra-curricular activities is monitored from time to time.

Teachers' assessments are monitored and moderated by an annual work scrutiny.

Once per cycle the subject leader provides feedback to staff about the quality of PE being taught. The subject leader follows this with an update of their action plan. The action plan should identify plans for the following year, which includes staff development and training activities where appropriate, resource needs and changes to planning.

Physical activity policy

Introduction

The importance of exercise to the physical development of pupils

Expectations:

- the school has a whole-school approach to the promotion of physical activity;
- the school is aware of a range of relevant national and local initiatives and networks and takes advantage of appropriate opportunities to promote and develop physical activity;
- the school encourages its staff, pupils, parents/carers and other adults, for example, sports development officers, to become involved in promoting physical activity and to develop their skills, abilities and understanding by appropriate training.

The aims of physical activity and how these contribute to the school's aims

The school aims to:

- challenge gender stereotypical beliefs and attitudes and promote positive images of boy/men and girls/women enjoying activity at all levels of achievement (not just elite performer);
- ensure that all physical activity is enjoyable and makes a positive contribution to the pupils' self-confidence and self-esteem;
- ensure an appropriate balance of individual, team, aesthetic, competitive and recreational opportunities, recognising that all pupils have preferences;
- provide all pupils with a varied and positive experience of physical education/activity;
- cater for the physical needs of all pupils (whatever their age and stage);
- recognise and celebrate individual differences in pupils' abilities and to ensure that all pupils feel a sense of achievement and success;
- ensure lunch times are productive periods where activity is encouraged and purposeful;
- promote an understanding of the benefits of an active life style through the school's culture, which embraces all members of the school community;
- work in partnership with other agencies to promote activity patterns which are supported by extra-curricular and community activity provision;
- encourage members of the school community to use active physical means of transport from home to school, where it is safe and feasible.

Review

This policy will be reviewed every three years. The subject leader is responsible for reporting to the governors' curriculum committee about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

May 2017

Claire Daw