

# Oakdene Primary School



## Physical Education Policy

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Ratified by Governors.....(Signed)

.....(Date)

## Oakdene - Growing and Learning Together

The above statement is our Mission Statement which is what we are all aiming to achieve at Oakdene. We will try to achieve this through our aims in everything we do at Oakdene.

At Oakdene we aim :

- to enable all members of our School community to reach their full potential. *(Being Healthy; Enjoying and achieving.)*
- to prepare each child, through all aspects of School life, to become responsible citizens respecting themselves, others and the environment. *(Economic well being)*
- to become independent and highly motivated learners. *(Make a positive contribution; Enjoy and achieve)*
- to equip children to be flexible and adaptable to the modern world *(Economic well-being; Make a positive contribution)*
- for each child to feel valued, safe and confident. *(Staying Safe)*

The School Community will achieve these aims through:

- engaging all members of the School community in providing a broad, balanced and challenging curriculum for every child.
- opportunities for continuing professional development for all members of staff.
- children becoming partners in their own education and make a positive contribution to the school environment and ethos.
- opportunities for children to take responsibility for their own learning.
- using technology effectively to improve children's learning.
- a secure and safe environment.
- sport, exercise and healthy living.
- an enriching programme of extra curricular activities and visits.
- learning partnerships between home, school and community.

## **Physical Education Aims**

**At Oakdene, we help our children to;**

- ✓ develop their skills and knowledge in the five areas of PE.
- ✓ develop the ability to evaluate and modify their own performance.
- ✓ develop the ability to choose appropriate equipment and resources and to use them safely.
- ✓ Work co-operatively with other children.
- ✓ display enthusiasm for Physical activities.

## **Introduction**

### **The importance of physical education in the curriculum**

The Order for Physical Education in the National Curriculum provides a basis for us to deliver a broad and balanced physical education programme which helps us fulfil our main aims which are:-

- To enable all children to develop their physical potential through a variety of sporting activities and opportunities.
- To make all children aware of the benefits of Health Related Education.
- To provide the children with equal opportunities through a varied programme of experiences.
- To promote learning across the curriculum such as spiritual, social, cultural and moral development (National Curriculum document).
- To develop children's co-operation and communication.
- To foster pupils enjoyment through active participation in P.E.
- To give pupils the opportunity for planning, performing and assessing their own and others work.
- To give an understanding of working co-operatively in a partner/group situation.
- To develop an ability to acquire, adapt and apply knowledge, skills and concepts across a wide range of movement experiences.
- To promote an appreciation of movement through performance, observation and evaluation
- To develop a responsible attitude towards safety and safe practice and enable pupils to make informed decisions with regard to personal health, fitness and safety.
- To promote Fair Play according to the Fair Play Charter (St Helens Schools' Sports Association).
- To provide an opportunity for children to take part in extra-curricular sport.

## **Sport Premium Funding**

In April 2013, the Government announced new funding of £150 million for physical education (PE) and sport. We aim to use the funding to improve the quality and breadth of PE at Oakdene, including increasing participation in PE and sport so that all pupils develop healthy lifestyles and reach the performance levels they are capable of.

The PE co-ordinator and Head Teacher set an action plan for the spending of the sport premium funding at the start of an academic year. This is then reviewed and updated once a term. The action plan and reviews are shared with all staff and the governors.

The sport premium funding is used in the following ways:

- to employ specialist coaches to provide quality teaching for the children and CPD for staff
- to fund staff CPD courses in a range of sports, including Module 2 ASA training for all KS2 staff.
- to pay for resources such as Cyber Coach to ensure that ICT is used effectively to enhance the provision of PE in our school.
- to pay for transport to tournament finals.

### **Coverage**

The teaching of P.E should reflect the N.C Doc 2014 P.E programmes of study. Across both Key Stages, teaching should ensure that when 'evaluating and improving performance', connections are made between 'developing, selecting and applying skills, tactics and compositional ideas', and 'fitness and health'.

During Key Stage 1 pupils build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to work and play with other pupils in pairs and small groups. By watching, listening and experimenting, they develop their skills in movement and coordination, and enjoy expressing and testing themselves in a variety of situations.

During Key Stage 2 pupils enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.

### **Curriculum**

Oakdene Primary School is organised into 7 classes. P.E. is delivered by each class teacher but is planned with other teachers to ensure continuity and progression. Specialist Sport Coaches are used throughout the year, to teach a range of sports. P.E takes place in the school hall or playground. Each class is timetabled for two P.E lessons a week. All children in Years 2 - 6 attend swimming lessons for a half term, once a year. Children in Year 5 and 6, who haven't achieved expected level (to be able to swim 25m confidently), attend extra booster swimming lessons for six weeks. Classes are taught as a whole and follow a similar procedure of warm up, introductory activity, development and a conclusion/cool down. Children are normally grouped by ability, unless mixed ability groups are planned for in order to share ideas and knowledge. Lessons are organised to encourage maximum activity with a clear understanding of safety.

### **Expectations**

#### **Objectives for End of Foundation Stage**

- Children show good control and co-ordination in large and small movements.
- Move confidently in a range of ways, safely negotiating space.
- Know the importance of good health and physical exercise.

#### **Objectives for End of Key Stage 1**

At Oakdene we ensure that all pupils have undertaken the necessary experiences to enable them to:

- Perform confidently basic ways of moving from one place to another, for example running, jumping, rolling, climbing, transferring weight from one body part to another and holding the body still
- Perform contrasting movements including quick and slow, strong and light, wide and narrow, high and low
- Use apparatus to get on/off, under/over/along and to absorb shock when jumping or moving from apparatus of various heights
- Perform dances using simple movement patterns.
- Appreciate and respond to contrasting sounds in music, percussion and words
- Propel a variety of objects, including balls of various sizes, quoits, beanbags, and hoops
- Undertake simple ball skills, for example, throw, catch, bounce, kick
- Play simple games with and alongside others in order to experience being a member of a team
- Develop simple tactics for attacking and defending.
- Become familiar with various forms of apparatus and to set it out and put it away efficiently and safely
- Explore the potential for physical activities in the physical environment.

## **Objectives for End of Key Stage 2**

At Oakdene we ensure that all pupils have undertaken the necessary experiences to enable them to:

- Combine basic actions such as travelling and turning in the form of a sequence
- Perform sequences on the floor and apparatus on different heights
- Repeat and refine the original sequence
- Reproduce some specific movements including named skills such as a forward roll
- Absorb shock and momentum on landing and travelling from different levels of apparatus
- Respond physically and aesthetically to rhythms, moods, qualities in music, words and sounds
- Develop and repeat movements in dance
- Strike/propel a ball with reasonable accuracy by using different parts of the body and various implements
- Invent their own games selecting appropriate equipment, size and shape of playing area and number of players
- Participate in team games involving various numbers of players and conform to rules
- Compare their performances with previous ones.
- Apply basic principles suitable for attack and defence.
- Enter water safely by jumping or diving
- Swim 25 metres on front or back
- Complete a water safety course
- Perform certain water skills to include floating and treading water
- Experience outdoor and adventurous activities

## **Planning**

A whole school Long term coverage map has been drawn up to ensure a broad and balanced curriculum from YR to Y6. This is based on the new National Curriculum 2014 and it clearly shows the different sports and activities which are to be taught in each group and outlines the skills which the children should be taught in each area. There are also long term plans for each individual year group. To ensure continuity and progression throughout the school we use the online scheme of work *peprimary.co.uk*, which includes:

**LONG TERM PLANNING:** This identifies and maps out the areas of activity to be addressed for each half term or series of weeks across a complete Key Stage. It identifies the theme or focus of learning for each unit of work and shows continuity and progress in each area of activity.

**MEDIUM TERM PLANNING:** This is an individual unit of work for a specific area of activity. Each unit will normally introduce pupils to a new aspect of learning. This plan will identify learning objectives and expected learning outcomes. It suggests possible teaching activities that will enable these to be achieved. These activities should be presented in a sequence, which promotes progression.

**SHORT TERM PLANNING:** This refers specifically to the lesson planning and is the responsibility of individual teachers. Using the medium term plan teachers will identify activities and ways in which the ideas may be taught in order to meet the learning objectives. Lessons should be built upon so pupils can progress through the series of lessons, which comprise a unit of work. Teachers should take the needs of the particular class into account when planning the activities and ensure that they are taken through the necessary stages in order to achieve the expected outcomes.

The online resource *Cyber Coach* is used in PE lessons. This is an online, interactive resource, which provides videos which the children can follow during the lesson. The resource has planning available and teachers should ensure that a series of lessons are followed, at the appropriate level, to ensure progression throughout the school.

Teachers also have access to a range of planning resources related to teaching specific sports, including hockey, badminton and athletics. These resources all have differentiated planning available, which is planned to ensure progression throughout the school, as well as resources to support the planning.

Where possible, cross-curricular physical education is planned into the curriculum.

### **Differentiation**

Within PE, differentiation is frequently achieved by outcome as the teacher sets a task that allows children to perform to their own level of ability. Differentiation by task can also be used especially in the areas of games, outdoor and adventurous activities. This enables the more able child to be challenged by extending the specific task and the less able can be encouraged to achieve success by breaking the task down into simple progressive stages. Children are assessed regularly and grouped by ability during swimming lessons.

Independent learning is encouraged during PE lessons. Higher order questioning is used throughout lessons to ensure children are challenged.

Higher ability and Gifted and Talented children are planned for specifically to ensure that they have the opportunity to build on their skills and apply new tactics to game situations. Children are encouraged to explain their learning and are given the opportunity to develop their own drills and games to improve a given skill. They are also given the opportunity to coach other children and referee games.

## **Staffing**

Individual class teachers are responsible for the delivery of PE. There are 5 teachers and 5 Learning Assistants who hold the Amateur Swimming Association teacher certificates thus are responsible for the delivery of Year 2 and KS2 swimming. Learning Assistants provide support for children with SEN in PE.

## **Scheme of work**

We are currently using the online scheme of work *peprimary.co.uk* for Gymnastics, Games and Dance in the Foundation Stage, KS1 and KS2. This scheme of work ensures continuity, development and progression throughout the school. The Key Skills documents are used to assess PE through school so that each teacher knows what most children should be able to achieve at different ages and we can ensure progress is maintained when children move from infant to junior school and subsequently to secondary school. These expectations relate closely to the Attainment Target level appropriate for the age group as reflected in the National Curriculum Document.

## **Foundation Stage Scheme of work**

To address the physical education needs specifically for foundation stage children a scheme of work called 'Action Kids' is followed (Val Sabin Publications). The aim of 'Action Kids' is to "further extend the physical, creative, personal, social and emotional capabilities of pre-school children through enjoyable, planned, physical development play activities in the areas of spatial awareness, games, gymnastics and dance". To ensure a broad and balanced physical activity programme the scheme provides: -

- Warm-up ideas
- Activities which develop spatial awareness
- Activities leading to games
- Activities leading to gymnastics
- Activities leading to dance
- Calming down ideas

The material is presented to provide progression and development through the 'stepping stones' towards the Early learning Goals. The Foundation stage teacher will use this material until the children are able to use the Reception material provided in the scheme of work used by Key Stage One.

## **Assessment**

The P.E. programme is constantly monitored and reviewed where necessary by the P.E. subject leader in consultation with the teaching staff. Within the areas of the NC the class teacher is responsible for the delivery and assessment for each unit of work as planned. The main method of assessing achievement in P.E. is made through a continuous process of teacher observation. In meeting the end of Key Stage statements pupils should be able to demonstrate the knowledge, skills and understanding involved in all areas of activity encompassing gym, dance, games, swimming, athletics and OAA.

Skills documents outlining the age related expectations for different year groups are followed in every class. These are used for assessment purposes to assess a child against the age related expectations.

### **Monitoring and Evaluation**

The Subject Leader will review and monitor the skills based planning format. S/he will also monitor and evaluate standards in the subject. This will be conducted in line with the school's agreed policy on monitoring and evaluation and will include: reviewing teachers' planning, collecting and monitoring assessments and observing teaching. A specific PE observation form is used when observing lessons.

The Subject Leader will complete an annual budget setting action plan to outline how the Sports Funding grant will be used. This action plan will be reviewed termly and an annual funding statement will be published on the school website to highlight the impact of the funding.

### **AEN**

All children at Oakdene will be given the opportunity to develop skills to the very best of their ability. Wherever possible all children will be able to participate in the whole physical education curriculum that we offer. In order to cater for all abilities in P.E. teachers will:

- Provide for a variety of learning opportunities within their lesson so each individual can achieve a task.
- Use specially designed equipment and resources for children with physical disabilities or co-ordination difficulties. (This modification is made in consultation with the SEN subject leader, occupational therapist, physiotherapist and support staff). For children who do need this more individual provision teachers should be aware of the Pupils' Statement of Education Needs and IEP and select material and teaching strategies to enable inclusion.
- Use teacher praise and encouragement for all.
- Provide opportunities, inside and outside of school, for Gifted and Talented children to realise their full potential (see Gifted and Talented policy). Gifted

and Talented children to be used as leaders to showcase their talent and to support other children in a mentor role.

### **Inset/Professional development**

All staff (teachers and support staff) have been involved in TOPS training, currently gym and games. All staff are offered a number of PE courses at the start of the academic year to address any weaknesses in their understanding of teaching PE. The PE subject leader and appropriate teachers will attend possible relevant courses. Ideas and resources will be shared with colleagues. A number of staff have attended the Module 1 ASA swimming course and will be completing the Module 2 ASA swimming course in the near future.

Every year, all staff complete a subject knowledge self-evaluation form. These are be used to allocate PE CPD over the next academic year. Staff will also team teach alongside specialist sport coaches over the course of the year.

The PE co-ordinator attends regular cluster meetings ran by St Helen's Council to ensure that all staff are given as many opportunities as possible to complete CPD.

### **Equal opportunities**

Children should have equal access to the Physical Education curriculum at all times. This applies to all children with additional needs, including the exceptionally able. Children will be taught in accordance with the present policy for Equal Opportunities.

All pupils, regardless of ability, race or gender should have the opportunity to participate in all physical education activities, which are appropriate for their age and ability. We aim to ensure that all pupils are equal and that all can achieve within P.E.

### **Non Participants**

All children should participate in physical activities as far as possible. If a child is unable to participate, due to medical problems or injuries, a note signed by a parent or guardian is expected. Non-participants should be encouraged to take an active role eg refereeing, time keeping, scoring.

### **Resources**

There is a hall, playground and playing field that are available for P.E.

A wide variety of P.E. resources are available in school. These include teachers' resource books and notes, dance CDs, teachers' lessons plans and P.E. equipment. All resources are shared. Cyber Coach is also available as an online, interactive resource.

The majority of PE equipment is kept in the storeroom in the school hall. The store is only accessible to members of staff and children under adult supervision. Small apparatus has a particular area for storage in the cupboard and should be returned to the labelled area. Large apparatus is kept in the school hall. The hall contains a good quantity of gymnastic apparatus including a fixed climbing frame and a variety of moveable and hook-on pieces. Teachers' resource books and notes are kept in the small cupboard underneath the display board outside of the PE storeroom.

It is helpful if staff return any resources as soon as they have finished with them to the correct place in the storeroom.

The P.E. subject leader is responsible for maintaining P.E. resources, monitoring their use and organising the P.E store and large equipment. Resources are replaced and purchased by the subject leader following an annual audit and review of resources, in consultation with staff members.

The purchase of resources is planned each year by the P.E. subject leader. Resources are replaced and updated regularly.

### **Extra curricular provision**

This is an important part of a child's primary education. It enables pupils to develop particular skills and further their interest in one or more sporting activities. It helps to introduce a competitive element to team games and to promote co-operation and a sense of good sportsmanship. Children are encouraged to attend extra-curricular activities to collect credits in order to earn certificates through the Children's University programme.

Links have been established with outside agencies such as Everton and Liverpool Football Club, Saints RLFC, St Helens Schools' Sports Association and Rainhill High School to help in the development of Extra Curricular Provision.

Extra curricular activities currently offered are:

- Athletics
- Football
- Rugby
- Judo
- Dance
- Dance aerobics

- Fencing
- Cricket
- Multi-sports
- Tennis
- Hockey
- Rounders
- Netball
- Gymnastics

All clubs are available to boys and girls, across both key stages.

At Oakdene we also believe that competitive sports are an important part of a child's development. To support there are two intra school athletics competitions held throughout the school year. The children compete in their team colours and overall winners are determined. At the end of the school year all children compete in a school sports day. Children also take part in charity sport events, such as Sport Relief, in order to raise money by completing sport challenges.

### **Dress**

The children should wear the appropriate dress for the proposed activity. The kit recommended by the school is:

- For Dance/gym/indoor games- shorts, t-shirt and pumps
- For Outdoor games/ Athletics: Winter-jogging suit and pumps
- Summer- shorts, t-shirt and pumps
- For Swimming- swimming costume or trunks, cap, goggles, jogging suit.

Long hair should be tied back.

Staff should also wear appropriate clothing and footwear when teaching physical activities.

### **Time Allocation**

Each class receives at least one timetabled hall period and one timetabled outside games period per week. In case of wet weather, a hall slot is available. Within this time it is expected that all relevant attainment targets and programmes of study are covered at each key stage. It is recognised that limited time and wet weather can at times affect P.E. teaching. However class teachers and the P.E. coordinator endeavour to ensure the subject is adequately represented in terms of the overall timetable in each class.

### **Health and safety**

The school will follow the safety requirements as laid down by the guidelines in the BAALPE Safe Practice in P.E. document. This is kept in the staffroom.

At Oakdene Primary school we ensure that all pupils are effectively supervised during P.E. Within the school, teachers should be aware of situations, resources or equipment that could be potentially dangerous. Teachers will ensure that there is a safe working environment for all activities being undertaken and carry out a risk assessment before the P.E. session. It is also expected that all pupils are made aware of safety when participating in all areas of activity in P.E.

### **Jewellery**

Jewellery is not permitted in school with the exception of a watch which should be removed before the session and stored safely.

### **Safety Points**

1. Children must wear the appropriate clothing for P.E.(well fitting shorts and t shirt).
2. Long hair should be tied back.
3. Children must work in a suitable and safe environment. This means:
  - (a) The removal of unnecessary furniture from the working space.
  - (b) A clean and dry floor in the hall
  - (c) A safe, outdoor surface for playing games (no loose stones and gravel, no badly uneven surfaces, no holes in tarmac or grass surfaces).
  - (d) Floor markings for games sufficiently far away from fences and walls to prevent accidents.
4. Suitable and safe organisation of apparatus which means:
  - (a) Easily accessible gymnastic apparatus spread around the hall to allow for its safe and efficient handling and not blocking fire exit doors.
  - (b) Following the whole school policy for lifting and carrying apparatus. This ensures a consistent approach when lifting, carrying and placing equipment.
5. Re-cap correct handling/ safety procedures every lesson.
6. Large Apparatus should be used under supervision for swinging, climbing, hanging and moving in and out of. Mats must be used under large apparatus.
7. There are emergency procedures for P.E in place

### **Risk assessment**

Regular checks and risk assessments are made by all teachers as well as ongoing risk assessment every day. Annual safety checks and repairs are carried out on gymnastic equipment and staff check apparatus as it is being taken out for every lesson. If a potential hazard is identified it is immediately taken out of use and reported to P.E. Subject leader/Headteacher.

## **Students on Teaching Practice**

Students on teaching practice should always be supervised by qualified teachers, even though they may reasonably assume greater responsibility for classes as their initial training progresses. It is important to realise they cannot be in loco parentis until they are finally qualified on satisfactory completion of their courses. This responsibility is retained by the class teachers and cannot be transferred to the pupils.

## **Assistance from Adults Other Than Teachers**

The help of an adult in school may be considered provided they have the appropriate experience to assist with the activity in which they offer support and meet the requirements of the Children Act 2004. They should always work under the supervision of a teacher, for it is the teacher who remains in loco parentis at all times.

Teaching Assistants can assist the teacher whilst using the large apparatus especially in Key Stage One.

Targets marked on walls in the playground.

## **Accident Procedure In P.E.**

1. As soon as an accident occurs, stop all activity and sit the class down calmly.
2. Send two children to Mrs Campbell in the school office then to Mrs Lee with the following information: -  
Where the injured person is and which teacher is asking for assistance.
3. Teacher can give comfort to the child but must not move them.
4. First -Aider and class teacher will then decide whether to ring for an ambulance. If in doubt -RING.
5. Telephone parents /contact number of the child.
6. If an ambulance is needed teacher/ first aider to go with child if parents are not immediately at hand and should stay with them until the parents arrive.
7. All details must be recorded as soon as possible in the Accident Book.