



PHYSICAL EDUCATION (PE) POLICY

School PE Vision

Our school vision for PE is a result of consultation with children, staff, parents/carers and governors. The vision's purpose is to help to improve physical education in lessons, around school and in extra-curricular activities. Our vision focuses on three areas that we feel are key to long term improvement in Physical Education.

Healthy Lifestyles

We will promote long term healthy, active lifestyle choices. We will build knowledge, improve skills and deepen social wellbeing within a fruitful partnership between home, school and the community

Participation

Each child will be given a minimum of 2 hours PE every week. Children will play in a positive learning environment which will hopefully lead to long term involvement in physical activity.

Competition

We will give all children the opportunity to represent the school in competitive sport throughout the academic year. We will run intra-school competitions throughout the year to encourage greater participation in competitive sport.

Sport Premium Funding

In March 2013 the government announced that they would introduce a dedicated primary PE and Sport Premium that would go directly to primary school head teachers so that they could decide how best to use it to provide sporting activities for pupils. The government has since announced that they would be spending over £450 million on improving physical education (PE) and sport in primary schools over the 3 academic years 2013 to 2014, 2014 to 2015 and 2015 to 2016.

Since September 2013, Ofsted inspections have reported on PE and sport provision and on how schools spend their additional funding. Schools are accountable and are required to publish details of how they spend (or will spend) their PE and sport grant on their websites.

Ethos

Physical education is an integral part of the child's education and plays an important role in the holistic development of each pupil. We believe that PE, alongside sport and physical activity can have a positive effect on attendance, behaviour and pupil attainment.

PE develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. PE promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives.

Aims & Outcomes

Aims

Our aims in the teaching of PE are:

- to enable children to develop and explore physical skills with increasing control and coordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way in which children perform skills, and apply rules and conventions, for different activities;
- to show children how to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to develop the children's enjoyment of physical activity through creativity and imagination;
- to develop an understanding in children of how to succeed in a range of physical activities, and how to evaluate their own success.
- to inspire the children to play sport and be physically active outside of school hours
- to provide a safe learning environment for physical activity
- to give each children the opportunity to take part in competitive sport, in intra-school competitions and inter-school competitions
- to provide pupils with opportunities to become aware and adhere to the principles of fair play whilst demonstrating good sporting behaviour

Outcomes

Our intended outcomes from PE include:

- Leadership
- Enjoyment
- Honesty
- Increased self esteem
- Problem solving
- Skill acquisition
- Competition
- Lifelong participation in sport and physical activity
- Understanding

Teaching and Learning Style

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children, and we encourage the children to evaluate their own work as well as the work of other children. Within lessons, we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

In all classes, children have a wide range of physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results (e.g. timed events, such as a timed sprint);
- grouping children by ability, and setting different tasks for each group (e.g. different games);

PE Curriculum Planning

PE is a foundation subject in the National Curriculum, 2014. In **Key Stage 1** pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, 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

In **Key Stage 2** 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 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, catching and throwing in isolation and in combination.
- Play competitive games, modified, where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders, 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.

In years five and six the children are also given the option to attend a residential course where they will experience various outdoor activities. The residential courses are at North Yorkshire Education Authority outdoor education centres.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage.

We use the national scheme of work as the basis for our medium-term plans. This gives details of each unit of work for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term.

We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.

The Foundation Stage

We encourage the physical development of our children in the Early Years as an integral part of their work. In the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Foundation Stage Profile, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence, control of the way they move, and care in the handling of tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

PE Timetable

At Glasshouses Primary school, all children receive a minimum two hours of PE each week.

The table below shows the time allocation for each class:

Class 1 (Rec & Yr 1)	Mon 1:15-2:15pm
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	Wed 1:30-2:30pm (Swimming in Summer term) Fri 1:00-2:00pm
Class 2 (Yr 2 & 3)	Mon 2:15-3:15pm Wed 1:30-2:30 (Swimming) Fri 2:00-3:00pm
Class 3 (Yr 4, 5 & 6)	Wed 1:30-2:30 (Swimming) Thursday 1:15-3:15pm

- At Glasshouses Primary School we are proud to employ a Physical Education Coach, Daniel Woolston, who usually leads each PE session. These sessions are supported by the class teacher and SLT are clear that these sessions should not be used to release class teachers.
- PE sessions are matched to the main hall timetable. Dependent on the activity, the staff will decide whether the session will be taught inside or outdoors. Whenever possible the staff will try to take the children outside. This allows them a greater access to more space. As part of the PE kit guidelines, children are required to bring tracksuit bottoms and a hoody to keep warm in outdoor PE.

Out of school hours learning (OSHL)

OSHL activities are an important part of Glasshouses Primary School and are planned to enhance curriculum PE, allowing pupils the opportunity to broaden their experience and to take part in competitive sport. We have an excellent history of participation in events and competitions in the local area. Pupils are provided with information about local clubs and exit routes through the club links section, found in the PE area of school website. The club links area of the website provides a medium for local clubs to advertise through school, enhancing the link between the school and the club. At Glasshouses Primary School we celebrate our sporting achievements during our celebration assembly on a Friday, on weekly newsletters and by also posting information on the school website.

The children have access to a wide variety of sports throughout the academic year as either a lunch time or an after school club. The focus is on participation with all children encouraged to attend practices. These competitive sporting events are generally offered to Key Stage 2 children. However at various points during the year, specific events are organised for Key Stage 1 children to attend. Staff running extra-curricular activities keep a register of attendance. The school participates in a variety of sporting events both within and out of school hours, mostly organised by the Harrogate School Sports Partnership.

Swimming and Water Safety

All of our children from Yr1-Yr6 have access to weekly swimming sessions. The Year 2-6 children have one, half hour session each week in the Autumn and Spring terms. In the Summer term, Year 1-5 children have one session each week. The sessions take place at Nidderdale high school and transport is provided from school. The sessions are paid for by the parents but at a vastly reduced price to what they would pay outside of school hours.

In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively such as front crawl, backstroke and breast stroke.
- Perform safe self-rescue in different water based situations.

Contribution of PE to teaching in other curriculum areas

Maths

- In athletics it is hoped that pupils will reinforce skills in measuring and timing. In other activities, basic numeracy skills will be developed by the understanding of scoring systems.
- In the dance scheme teachers have access to numeracy based concepts which can be taught through dance.

Literacy

- PE contributes to the teaching of English in our school by encouraging children to describe what they have done, and to discuss how they might improve their performance.

Personal, social and health education (PSHE) and citizenship

- PE contributes to the teaching of personal, social and health education and citizenship. Pupils interacting with each other and in a group situation will promote personal and social skills. They will also be promoted by cooperation, tolerance, respect of the individual and group, self-respect and self-discipline. 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 in which 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. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to cooperate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

ICT

- Information and communication technology enhances the teaching of PE, where appropriate, in all key stages. In dance and gymnastics, children can make short video recordings of their performance or take still photographs using a digital camera and use them to develop their movements and actions. They can, similarly, also record experiences during outdoor activities.

PE and Inclusion

We teach PE to all children, whatever their ability or individual needs. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; English as an Additional Language (EAL).

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - equipment, teaching style, differentiation - so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps to ensure that our teaching is matched to the child's needs.

Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE.

We enable all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school (a sports event at another school, for example), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

When we identify a pupil who is particularly Gifted and Talented within an area of PE. We will look for opportunities for that child to develop their skills further. Whether that is within leadership or performance. We have developed sports ambassador roles especially for this purpose and encourage these pupils to take on more responsibility within school.

Assessment for Learning

Teachers assess children's work in PE by making assessments as they observe them working during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways in which to improve. Teachers record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement against the expectations of the National Curriculum. Teachers record this information and use it to plan the future work of each child.

These records also enable the teacher to make an annual assessment of progress for each child, as part of the school's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

Resources

There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. By so doing, the children learn to handle equipment safely. The children sometimes use the cricket field for games activities. The local swimming pool is used for swimming lessons.

Health and Safety

It is the general teaching requirement for health and safety that applies to this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity. Teachers set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no potentially dangerous jewellery is to be worn for any physical activity. Earrings, if worn, must be either covered with tape or removed by the child.

PE Changing

When changing for PE, Class 1 and Class 2 pupils will change together in their classrooms where as Class 3 pupils will change in separate areas. The toilet area will be used by Class 3, the boys getting changed in one half and the girls the other. Staff must be present during changing times, in both areas, to ensure children are safe at all times. After changing for PE children should place their school clothing into their PE bag.

School PE Kit

In the interest of health and safety appropriate kit should be worn for P.E. activities. Acceptable kit is that which presents no risk of injury to the wearer or other children and details of our policy are outlined below.

Indoor clothing = plain white round necked T-shirt, black shorts and school pumps. Children must have bare feet for gymnastics unless they have medical reasons not to.

Outdoor clothing = plain white round necked t-shirt, plain black leggings or tracksuit bottoms, jumper or hoody and trainers.

- In warmer months the children can substitute leggings/joggers for shorts.



Failure to produce appropriate kit

The reluctance of some children to bring appropriate kit should be avoided if the child understands the necessity of changing for PE lessons and is familiar with the timetable. Staff will encourage and support all children to meet the requirements. If PE kit is forgotten then a spare kit (regularly cleaned) will be provided. The use of spare kit is monitored by staff and any regular occurrence will be forwarded to the head teacher. If a pupil is not actively taking part in the lesson, due to illness or injury, then a letter is required from home.

Staff Dress

It is expected that teachers change for PE lessons or come to school dressed appropriately, for the safe delivery of a PE lesson. This should include suitable footwear. If possible jewellery should be removed to set a good example.

Accident Procedure

For school based activities staff should follow the guidelines in the Health and Safety Policy. For offsite activities, staff must familiarise themselves with the individual facility procedures. Risk assessments must be in place for any off site visits. For swimming sessions, all staff should familiarise themselves with pool procedures, e.g. the fire and drown alarm. They must know the location of rescue and survival equipment and have the ability to use emergency drill. There should be frequent practices involving the children.

As a school we ensure the safety of all pupils and staff through the following codes of practice:

- Safe storage of all equipment - all equipment to be stored safely and tidily in its appropriate place after use, so easy access and availability are ready for the next group. PE equipment is stored in a variety of places including, the hall, outside storage and the PE garage. These areas will be monitored by members of the PE team.
- The school office will arrange for an annual safety equipment check (gym equipment) by a recommended maintenance contractor.
- Children are taught to manage and use apparatus safely and effectively.

- Equipment will be checked at the beginning and end of use. All unsafe, damaged or lost equipment to be reported to a member of the PE team.
- Staff are aware of First Aiders within the School and there are several members of staff first aid trained across school.
- Staff have knowledge of the environment in which learning is taking place. They must check areas for hazards before any activity takes place.

Handling Apparatus

- Apparatus should be stored consistently and always returned to the same place.
- Apparatus needs to be easily accessible for all children.
- Children are taught how to lift apparatus correctly. They should know:
 - never to touch apparatus unless instructed to do so by the teacher
 - how many children should be holding it
 - where they have to grip the apparatus
- To carry apparatus – never drag it across the floor
- to have knees bent, back straight and head up ready to lift. They must walk when carrying the apparatus
- only to lift when everyone is ready. When ready lead child to say ‘one, two, three lift’ and when it is in place ‘one, two, three down’
- when the apparatus has been positioned, children must sit on the floor to await instructions
- Use the apparatus floor cards to indicate where apparatus should be placed.
- Always have plenty of children lifting the apparatus.
- Avoid walking backwards when carrying the apparatus. The apparatus should be pointed in the direction of its destination and children should carry it facing in the same direction.
- Mats should be put out last and put away first; this will avoid children tripping over the mats as they carry the apparatus.
- As a general guideline, children should only use apparatus which they can move themselves.
- Finally when ready to use the apparatus, teachers should complete a risk management of the equipment with the children.

Facilities, Equipment and Resources

Glasshouses Primary School has a school hall, which is equipped with portable and fixed apparatus for gymnastics. For the teaching of games, there is a large playground, with multi-purpose markings. We also have use of Glasshouses Cricket Club in the Summer months for PE lessons.

Sports Day

The PE team organises the annual Sports Day in which all children compete in a variety of races. Each Year 6 child has their own team made up of children from the other year groups, and these teams compete against each other throughout the day. Glasshouses Cricket Club is used as the venue for sports day.

Staffing / Staff Development

All staff should 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 should indicate where they feel they need support so that appropriate support can be given by either the subject leader, the PE Adviser or through INSET. Any staff member who attends a CPD course must provide feedback/ disseminate the information. Using the link with the Harrogate School Sports Partnership, Mr Woolston is also attending a Subject Leader course to provide further knowledge of PE in the school environment.

Governors and leadership

The Governors at Glasshouses Primary School know about current and projected expenditure of the Sport Premium funding and will regularly scrutinise current and projected expenditure with the HT and understand the impact the grant is expected to make.

The Head teacher will actively support and encourage staff by praising good practice and supporting staff development and resources, including extra curricular activities. She will:

- Regularly share current and projected expenditure with governors and discuss the impact the grant is expected to make
- Aim for high teaching competency across the school
- Designate a member of staff to lead the subject

The PE leader will:

- Monitor the teaching and learning of PE within the school
- Keep up to date with new developments and inform staff
- Produce a flexible scheme of work, with lesson ideas to support colleagues in all aspects of the curriculum
- Audit staff performance to determine appropriate and targeted training
- Aim for excellent teaching competency across the school
- Ensure that PE resources are available and appropriate to the needs of the staff
- Audit resources regularly and take overall responsibility for equipment and resources
- Ensure that all pupils have the opportunity to become involved in extra-curricular clubs to further develop skills and talents and will monitor attendance at OSHL to ensure there is an inclusive offer which is accessible to all pupils
- Ensure that PE maintains a high profile within the school, through displays etc.

- Assist with recording keeping and assessment of the subject.
- Present information detailing the current and projected expenditure and impact of the Sport Premium monies published on the school website
- Regularly share current and projected outcomes with pupils, parents, staff and senior leaders including governors
- Have a formal, long term strategy for PE, sport and physical activity.
- Ensure all coaching staff delivering PE and OSHL on the school site are quality assured
- Establish a Sports Council where pupils can discuss and plan PE, sport and pa activities
- Informally observe PE lessons to compile a picture of teaching competency across the school
- Perform annual / termly planning scrutiny
- Contact local sports clubs to establish new community links with the school

Teachers should:

- communicate high expectations, enthusiasm and passion about PE to pupils and challenge their thinking and act as a good role model.
- have a high level of confidence and expertise both in terms of their up to date specialist knowledge and their understanding of effective learning in PE. As a result, they should employ a very wide range of resources and teaching strategies to stimulate pupils' active participation in their learning. This enables pupils to explain their ideas and concepts clearly and apply them with confidence.
- plan for opportunities for pupils to develop and demonstrate their initiative and independence and take responsibility for their learning. Lessons should be thoughtfully planned and secure outstanding progress across all aspects of PE.

The PE leader will be responsible for the planning and teaching of PE as set out in this Policy. The Teaching Assistant (TA), when available during PE lessons, will support the PE teacher and class teacher in delivering PE and in particular, support those children with Special Educational Needs where timetabled to do so and collect resources if requested to do so by the class teacher.

This policy will be reviewed continuously and will be updated in line with current practice.

December 2015

