



## Ashmole Primary School

# Policy for Physical Education

### Introduction

At Ashmole 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. A broad and balanced physical education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. The selection of suitably differentiated and logically developed tasks, will help pupils, irrespective of their innate ability, enjoy success and be motivated to further develop their individual potential and take part in lifelong physical activity. Providing a balanced range of individual, paired and group activities, in addition to, co-operative, collaborative and competitive situations aims to cater for the preferences, strengths and needs of every pupil. These activities, experienced within a broad physical education curriculum, aim to promote a broad base of movement knowledge, skills and understanding. They also intend to develop the pupils' ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.

The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem solving. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness.

Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the whole school's planning for the development of pupils' communication, numeracy, PSHE and Computing skills.

### Curricular Aims:

1. To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency [**acquiring and developing**].
2. To develop an increasing ability to select, link and apply skills, tactics and compositional ideas [**selecting and applying**].
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 [**improving and evaluating**].
4. To develop an understanding of the effects of the exercise on the body, and an appreciation of the value of safe exercising [**knowledge and understanding of fitness and health**].
5. To develop the ability to work independently, and communicate with and respond positively towards others [**working alone and with others**].
6. To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being [**applying safety principles**].

## **High quality PE and School Sport**

What is high quality PE and school sport?

'High quality PE and school sport produces young people with the skills, understanding, desire and commitment to continue to improve and achieve in a range of PE, sport and health-enhancing physical activities in line with their abilities'.

### **The basic principles of high quality PE and sport**

High quality PE and sport always:

- Enables all young people, whatever their circumstances or ability, to take part in and enjoy PE and sport
- Promotes young people's health, safety and well being
- Enables all young people to improve and achieve in line with their age and potential

### **The impact of high quality PE and school sport on young people and schools**

When PE and school sport provision is of the highest quality, all young people will, to the best of their abilities, develop and demonstrate the following personal qualities:

- a strong desire to learn and make progress;
- high levels of dedication, attendance and involvement in PE and school sport; high levels of commitment to PE and school sport
- good levels of positive behaviour such as politeness, fair play and helpfulness; and
- high levels of enjoyment and enthusiasm and a strong desire to get involved

Developing these personal qualities affects young people's attitudes to school and learning. This has a positive impact on the whole school and can lead to whole school improvement.

We want our pupils to:

- show commitment to PE and school sport
- know and understand what they are trying to achieve
- understand that PE and sport are part of a healthy, active lifestyle
- have the confidence to get involved
- have the skills and control that they need
- willingly take part in a range of activities
- think about what they are doing and make appropriate decisions
- show a desire to improve and achieve
- have stamina and strength
- enjoy PE and school sport

## **Entitlement**

All children are entitled to a progressive and comprehensive Physical Education programme, which embraces the Statutory Orders of the National Curriculum NC and foundation stage guidance, which takes account of individual interests and needs.

In the Early Years Foundation Stage, practitioners should:

- Plan activities that offer appropriate physical challenges, 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 just 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 Education and Swimming**) so that a realistic attempt is made to achieve the expected levels of performance as set out in the NC level descriptors.

## **Equal Opportunities**

All children should be provided with equal opportunities to participate in a curriculum where there are no barriers to access based on race, sex, religion, culture or ability. PE lessons should aim to provide quality experiences, which challenge all children.

### **Safe Practice in Physical Education (2016)**

Safety Practice in Physical Education should be paramount when planning PE activities. All teaching and non-teaching staff should be aware of the following document and know where it is located in the school.

This document can be found with the PE Co-ordinator's file. Risk assessments should be included in lesson plans, and safety aspects should be considered with the children prior to the task. Children should develop their own abilities to assess risks.

- First aid equipment should be available, and all staff should know what to do and who to call for assistance in the event of an accident. Inhalers for children suffering from asthma must be readily accessible.
- Regular checks should be made on all equipment. The Co-ordinator should make frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the Co-ordinator when any items need replacing or repairing. Any items constituting a danger should be taken out of use immediately.
- All large items of PE equipment are inspected annually by an independent safety officer under a contract. ('Continental Sports' undertake this task, usually in the summer term).
- Children should be taught how to move and use apparatus safely under the supervision of a teacher or responsible adult. (See Apparatus Handling Document, Appendix B)
- Children should be made aware of safe practice when undertaking any PE activity, (e.g. not lifting hockey stick or cricket bats dangerously, not jumping or running in front of others, etc.).
- Children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery. It is recommended that children do not wear any jewellery for PE lessons.
- Good class control is fundamental to safety.
- Children must know the importance of responding readily to instructions (refer to school behaviour policy for procedures in event of unacceptable behaviour).

### **Risk Assessment in PE**

See school risk assessment folder.

## **PE Kit**

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

- A plain white T-shirt the Ashmole logo.
- Navy blue shorts – see order form for shorts.
- Trainers or plimsolls – that fit properly, can be properly tied up and are different to shoes worn in school
- A PE bag – a proper bag clearly named, not a plastic carrier bag

T-shirts, shorts and PE bags are sold inexpensively at school and can be ordered from the school office.

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

Plain navy or black tracksuits may also be worn for outdoor activities in cold weather. Bare feet for gymnastics and dance produces better quality work, but the teacher should assess the condition of the hall floor before asking children to work with bare feet.

No jewellery should be worn for PE (children wearing earrings that cannot be removed will be asked to cover them with Micropore tape).

Long hair should be tied back (we have a supply of hair bands).

Each class has spare items for children who forget their PE kit. Children who persistently forget their own PE kit should be reminded of the importance of PE and, if necessary, a note should be sent to their parents asking for their co-operation (available from the PE Co-ordinator).

In the summer, children are expected to wear hats and sun cream.

For Year 5 children, 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. Children with long hair must wear swimming hats

Children should only miss PE lessons on health grounds, 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.

Teachers and support staff involved in the lesson are expected to wear suitable footwear and clothing for teaching PE and be a role model.

## **Planning**

The PE curriculum should be planned to provide a balance of activities within the Programmes of Study. The school uses the Complete PE scheme of work. The long term and medium-term plans and other useful resources are all stored on class teacher's computers in the shared area, and are updated by the PE Co-ordinator whenever necessary. The PE units are accessible to teachers with their Complete PE log-ins and teachers are to store the lesson plans in their planning folders. Teachers will need to identify their risk assessments, differentiated learning tasks and assessment opportunities in note form on their short-term plans. All lessons should include heart-rate raising warm-up activities, mobility exercises and stretches before the main task, and cooling down activities at the end. All lessons should also include aspects of the curricular aims (acquiring and developing, selecting and applying, improving and evaluating, knowledge and understanding of fitness and health).

For gymnastics lessons teachers should plan an appropriate apparatus layout to match the respective learning theme. Group apparatus cards are a useful visual teaching aid. Opportunities should be taken where appropriate to make links between aspects of PE and other subjects across the curriculum. P.E. can also be used creatively to help children develop thinking skills.

Swimming lessons take place at Arnos Grove Pool, for all Year 5 pupils, for 15 weeks of the year. They will also receive 1 session on Water Safety and take part in a gala, competing against another school. This usually takes place at the end of the block of swimming, at school, led by a LA Swimming Instructor.

## **Implementation and Challenge**

The following should be considered when planning lessons to ensure progression:

- Making links between previous experiences and new skills
- Setting tasks which develop new knowledge and understanding
- Moving from familiar to unfamiliar contexts
- Planning to include elements of difficulty, variety and quality within each activity

As children become older and more mature, progression should involve:

- The application of existing skills and knowledge to more complex situations, e.g. working in larger groups, using different apparatus etc.
- Increasing confidence to work independently
- Developing children's ability to assess their own work and that of others, against criteria decided by themselves.

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

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

### **Differentiation**

As all children have differing needs, abilities and interests, it is necessary to develop differentiated tasks so that all children are appropriately challenged to achieve successful outcomes. Children's self-confidence in their abilities within PE is crucial, and teachers must be sensitive to the range of demands, which may be made. Differentiated learning tasks must be identified on the short-term plans.

Teachers decide pupil groupings for PE. These may be sometimes by ability, behaviour and or friendship (usually houses). Children knowing their 'PE groups' helps the organisation of lessons, particularly in small group games and dance and gymnastics compositional work.

### **Time Allocation**

At Ashmole Primary School we aim to provide all of our pupils with at least 2 hours of high quality PE, sport and physical activity each week. We will also be working on increasing this to up to 5 hours per week, through further extra-curricular and/or community programmes.

The hall is timetabled for two sessions per class per week and the playground is also timetabled for outdoor PE. The latter takes place throughout the year with pupils suitably dressed.

PE is rarely cancelled. The school values regular and frequent lessons to develop children's skills and abilities. In the event of weather conditions making it unsuitable to complete the activity planned, alternative arrangements should be made. These include class based activities around the activity (e.g. evaluating and improving work based on watching video clips from previous weeks, class activities based on knowledge and understanding of fitness and health) or rescheduling the activity for another day. If the indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning intentions to be achieved.

### **Daily Physical Activity**

In addition to the weekly 2hr curriculum provision for PE, we incorporate a 'Fun Run' into our timetable. The 'Fun Run' takes place during allocated times for each Key Stage within the school playground and MUGA. Children complete the fun run by walking or running around the area for several laps to complete the run. The 'Fun Run' gives pupils a daily opportunity to be healthy, active and fit.

**Active Lunchtimes**

At lunchtimes pupils are supervised by trained Play Leaders and Sports Coaches who provide purposeful skill and health enhancing activities that aim to improve behaviour, attitudes to learning and healthy living.

**Out of School Hours Learning**

Ashmole Primary School offers a wide range of after school sports opportunities. These are open to any pupil in the relevant year group. Staff will notify pupils of any cancellation or rearrangements of clubs as soon as possible. See the office for a timetable of clubs.

**Competition**

There should be a balance between personal activity and self-improvement, and competition. This should include teams, groups, and competitions, which pupils make up themselves. Additional opportunities in a range of competitive activities will be provided whenever possible through extra-curricular clubs, and through taking part in tournaments, swimming galas, etc. against other schools.

**Assessment of Attainment**

Assessment is anchored in the Levels of Attainment, which define what a pupil must be able to understand, know and do. Through the use of assessment for learning in PE, pupils are able to assess their own work as well as their peers and then demonstrate improvement.

**Storage**

Most of the games equipment is kept in the PE cupboard in the hall. Gymnastics equipment is stored in the hall. Children should be trained to replace equipment in the cupboard tidily, but it is the responsibility of all staff to ensure that this is done properly.

## **Staff Development**

Opportunities should be taken by the PE co-ordinator, and colleagues where possible, to attend courses in order to keep up to date. They should then give summaries of information to the rest of the staff and draw attention to any new safety guidelines published by the LEA or national agencies.

## **APPENDIX A The Role of Parents and AOTTs**

The two principles, which the school uses to influence decisions in respect of the suitability of adults to work with and alongside young people, are:

1. Has the adult the appropriate specialist knowledge to be able to work safely with young people? (In most cases a national Governing Body Coaching Qualification is the best way of ensuring appropriate knowledge.)
2. That the adult is an appropriate person to work with young people and is known by both the school and wider community. DBS checks and references ensure that individuals are “fit and proper” to work with children and young people. The following procedures are used:
  - Check the adult has an appropriate NGB Coaching qualification;
  - Set up an opportunity to explain school policy and procedure;
  - Take all reasonable care to ensure that the adult is an appropriate person to work with young people. This should include a DBS check and references;
  - Ensure a system of monitoring the activity on a regular basis is in place so that any problems can be picked up early.

## **Commissioned Activities**

Insurance is a major concern and all adults working with young people must be insured against 3rd party liability. We need to assess the nature and extent of our duty of care to others.

It is therefore essential that all parties are aware of what insurance cover exists to cover the activity. In most cases work with school aged pupils which is associated with school will be insured by the Trust providing the correct procedure for screening the adult have been followed.

The important issue is whether the activity is “Commissioned by the school”. An activity, which is being run for young people on behalf of the school either to provide additional opportunities to young people or to support activities, which are part of the normal school programme.

Activities, which take place on the school site, but are “not commissioned” by the school must have their own insurance cover and would not normally be covered under the Trust, (e.g. a local soccer club, which uses the school facilities on a Saturday morning). These activities are normally set up as a facility let and run independently.

## **AOTT working in schools can be grouped into 4 categories:**

Category 1 – A volunteer NGB qualified adult running a commissioned activity (unpaid)

These people are qualified coaches and are working on behalf of the school to provide support and additional activities for pupils. The duty of care rests with the teacher or Head Teacher and the activity should be monitored. These adults can work with young people within the guidance set out by the school providing the Head Teacher is satisfied that the person meets the appropriate requirements, (set out in principles 1 and 2 above).

**Category 2 – A NGB qualified adult running a commissioned activity (Paid)**

This category requires the same safe guards as category 1. Because the person is paid to work with pupils they will be insured under the Trust insurance for staff. These adults should still be monitored and work within the guidance set out by the school.

**Category 3 – An adult without a qualification but willing to support school activities.**

Adults in this category cannot take responsibility for groups of children, but can work alongside teachers to support activities. It is important that teachers do not ask these adults to run sessions independently of themselves. The duty of care rests with the teachers at all times and cannot be delegated.

**Category 4 – A qualified coach wishing to charge pupils to attend their sessions**

Coaches offering to run activity sessions for schools and charge pupils for attending are not insured by the Trust. It is important that these adults have appropriate National Governing Body insurance and understand that the Trust does not cover them.

Where coaches run sessions at weekends or in the evening on school sites it is recommended that the activity be set up as a club and facilities are formally hired out to the coach. In this way the Head Teacher is discharging responsibility for the care of the young people to the coach and removing any uncertainty as to whom is responsible.

## **Appendix B Apparatus Handling**

Pupils should be taught how to lift, carry, place and use equipment safely.

The practice of leaving apparatus out for a series of lessons should be avoided if at all possible for three reasons.

- The apparatus may not be suitable to the theme being taught.
- The children may not have adequate safe space to carry out the warm-up/floor-work which is a necessary prelude to apparatus work.
- The height of cross poles, ladders and other apparatus may not be applicable to the age range that is following another into the gym.

Trained children are able to move quite complex apparatus arrangements in a short time.

The number of children required to lift and carry pieces of apparatus will vary according to their age, size and strength/ability.

When planning the layout, consider the order of getting out and putting away apparatus. Although mats are often put out last and put away first sometimes it saves congestion if some groups get out the mats, whilst others get out apparatus e.g. tables and stools followed by planks and benches.

**Mats**

2-4 children.

2 lift together, or 4 with heavy mats and younger children.

Thumbs on top, walk forwards.

**Benches**

4-6 children.

Carriers stand either side.

Insist that children sit down off the apparatus when they have finished setting it out and never touch, or use it, until checked by the teacher.

**APPARATUS HANDLING**

When lifting and lowering apparatus the knees should be bent and the back kept straight. The strain is on the thighs rather than the back.

**Planks, Poles & ladders**

4-6 children (As for benches).

The equipment is placed on the floor. If the item is to be inclined, and fixed below head height, 2 children lift one end over the bar and secure the screws onto it.

It may be necessary for the teacher to assist children, especially if the item is to be fixed above head height.

**Ropes**

2 children.

Ropes are guided out safely to the end of the track-way. They should never be knotted.

**Wall Bars**

2-4 children.

1 or 2 children on each handle. With younger children, another on each frame holding a bar. Sections of the frame are moved in unison. The bolts should be secured in the floor plates and straining wire tightened. When the wall bars are returned to the wall position, check the bolt is resting in the wall bracket at the top of the frame.

Feb 2022

Next review due: Feb 2023