

Lady Margaret Primary School



Where children come FIRST

Physical Education Policy

Last reviewed: May
2022

*Meaningful **L**earning opportunities and strong **M**otivation leads to rapid **P**rogress and high levels of **S**uccess*

Respecting Rights

The policy is written with consideration to our school commitment to the Rights of the Child and our achievement of being a Rights Respecting School. It complies with Article 28 of the UNCRC 'Every child has the right to an education' as well as Article 29 'Education must develop every child's personality, talents and abilities to the full.' Although direct reference to this is not continuously made, the policy has been written with full awareness of our responsibility and commitment to children's rights.

Purpose of study

At LMPS, we believe that Physical Education (P.E.) is essential to the development of the whole child, through the use and knowledge of the body and its movement. It provides the foundation for a healthy lifestyle and promotes character building, co-operation and self-esteem. Consideration will be given to those with special educational needs, and those who are high performing. We hope to inspire children to form a positive relationship with sport and also encourage children to participate in the extracurricular activities which are offered.

Aims

The curriculum at LMPS for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities;
- Are physically active for sustained periods of time;
- Engage in competitive sports and activities;
- Lead healthy, active lives.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes as follows under each Key Stage heading.

Planning and progression

A curriculum map outlines units of work to be covered each half term throughout the year; this is in accordance with the National Curriculum expectations and ensures appropriate breadth of study. Medium Term Plans (MTP) are then used to ensure progression of skills throughout the school. The MTP clearly sets out what and when skills should be taught. However, it is the teacher's responsibility to ensure that all children can access the lesson and are appropriately challenged.

Teaching styles and strategies provide opportunities for children to participate in a range of activities and evaluate their own performance. Children experience a range of opportunities to work individually, in pairs or in groups over time.

Meaningful Learning opportunities and strong Motivation leads to rapid Progress and high levels of Success

EYFS

We recognise the importance of Physical development in the Early Years Foundation Stage as a key area of learning. There are two strands under Physical Development; Gross Motor and Fine Motor.

Gross motor skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine motor skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Children in the EYFS, have access to time and space to enjoy energetic play daily, using large portable equipment. Furthermore, specific physical development lessons give children the opportunity to practise movement skills through games with beanbags, cones, balls and hoops. They participate in activities where they can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching. These skills can then be built on when children enter KS1.

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.

Meaningful Learning opportunities and strong Motivation leads to rapid Progress and high levels of Success

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, basketball, cricket, football, netball, 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.

Access for all

At LMPS, we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. We believe that children should have equal access to and participation in a range of physical education activities. We are committed to ensuring that all children participate in PE and physical activity irrespective of any special educational need(s) or physical disability they may have. We believe that children should have equal access to and participation in a range of physical education activities in order to reach their own potential. Research has shown that children ALL participating in PE together proves better outcomes for ALL than not being inclusive. Teachers can access resources, guidance or strategies on TOP Sportsability (free online resource) for better including all children in every PE lesson. Provision will be made for pupils with special educational needs where it affects their performance in PE, through: greater differentiation of tasks, use of specialised equipment, activities planned in accordance with the child's EHCP, and use of school-based interventions as set out in the Inclusion policy.

Assessment

Assessment of PE is an ongoing process. As each lesson progresses, the teacher carefully observes and assesses, intervening as necessary, to ensure that each child makes the full progress of which they are capable. Lessons are planned to ensure they are fully inclusive and take account of children's differing needs and physical ability. The assessment of PE at LMPS is in accordance with the National Curriculum attainment target for each key stage. In addition to this, we conduct a general fitness, speed and agility assessment at

Meaningful Learning opportunities and strong Motivation leads to rapid Progress and high levels of Success

the start, middle and end of the year. This allows us to track progress and identify those that show exceptional ability and those that need further support.

The PE leader is responsible for monitoring the effectiveness of teaching and learning of PE across the school. This is achieved through observation of lessons and informal feedback. Guidance should be both constructive and positive.

Reporting: This is done termly to parents in reports and parents evenings. Parents are informed of their child's fitness assessment results and they are given a grade relating to effort/attitude and attainment.

Organisation

Under the PE Curriculum, PE is a statutory subject to be taught, although there is no statutory requirement for time spent engaging in PE lessons. LMPS does however; acknowledge the DfE recommendation of 2 hours per week. Therefore, children have access to a minimum of one P.E. lesson a week of 1 hour (children come to school in PE kit on PE days so that no PE time is lost). On the four days that children do not have a PE lesson, they participate in a fitness break of 15 minutes.

PE is taught by the class teacher. 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 indicate where they feel they need support and attend available courses. The PE leader and SLT are responsible for observation of PE lessons and auditing strengths and weaknesses of the quality of PE provision. Training and support opportunities are then prioritised accordingly.

Sports days are held annually during the summer term for each Key Stage.

Swimming provision

At LMPS, children attend swimming lessons at the local leisure centre in Year 4. Each class participates in 2 half- terms of weekly lessons. Lessons are taught by specialist swimming instructors who assess the children at the start and end of the swimming course.

Extra-curricular

Extra-curricular activities are offered in a variety of sports throughout the year in response to pupil interests, teacher's abilities, available resources. We work with a range of outside professionals to ensure our children have access to further opportunities for quality Physical Education provision.

Meaningful Learning opportunities and strong Motivation leads to rapid Progress and high levels of Success

Equipment, resources and the learning environment

Facilities

Both school halls are equipped as gymnasiums and are timetabled for use by every class. Outdoor facilities include a large grassed area (which is shared with Durdan's Primary and situated opposite the school). One large concrete area is also available with various court markings.

Apparatus

Both school halls are well equipped with fixed and freestanding apparatus which is subject to a mandatory annual inspection. Teachers are responsible for its storage and correct location at the end of each lesson, encouraging pupils to be involved in the safe movement and storage of apparatus where possible.

Equipment

P.E. equipment is stored safely in the P.E. cupboard. The PE cupboard is locked and only members of staff have access. The cupboard is regularly checked by the PE leader to check its tidiness and organisation. Staff are advised to inform the subject leader of broken, damaged or lost equipment so that replacements can be ordered.

Safe practice (in accordance with school Health and Safety and Behaviour policies and the BAALPE guidelines for safe practice in PE):

Health and good safe practice is always emphasised in each environment, including the handling of equipment. Large equipment is inspected annually. Appropriate clothing is essential and children's attire is checked by teachers prior to undertaking PE activities.

a) PE Kit

Children are encouraged to wear appropriate PE clothing. Shorts/jogging bottoms, t-shirts and sensible footwear for outdoor activities are recommended. In Early Years, children change into PE kit before each session, to support their development of independence and motor skills. In years 1-6, children should wear their PE kit to school on PE days. Teachers send polite reminder slips home to remind parents of children who have failed to wear PE kit. This helps to minimise the number non-participants. Children are bare-footed for gymnastics lessons, though they must bring their shoes to the lesson and leave them at the side in case of a fire emergency.

b) Jewellery and Hair

Wearing jewellery is not allowed at LMPS. Children must not wear any kind of jewellery in PE lessons, including watches. Children with medium/long hair are reminded to tie it up securely. If a child is not allowed to remove the item of jewellery for religious/cultural reasons, a note must be provided from home and every effort should be made to cover the jewellery (e.g. with tape or sweat band).

c) Weather

Meaningful Learning opportunities and strong Motivation leads to rapid Progress and high levels of Success

It is encouraged that outdoor PE lessons take place in all seasons and in as many weather conditions as feasible. Classes are timetabled to have an hour in the hall each week, so if the weather is not appropriate for outdoor PE, the PE lesson can still go ahead. Children are encouraged to wear clothing in line with the season and weather conditions, maximising access to all lessons.

d) Hygiene

Children are taught about the body changes that occur when they exercise along with recognition of the short and long term effects of exercise on the body. Aspects of hygiene are addressed in upper KS2.

e) Staff dress

It is important that staff should consider their own and their children's safety with regard to their own personal clothing, footwear and jewellery when involved in the teaching of any PE activity.

d) Activity:

All teachers are responsible for safety in their own lessons and should, therefore, be familiar with the procedures associated with teaching of particular activities such as swimming and gymnastics. Teachers should seek relevant training to ensure safe practice is understood and adhered to.

f) Accidents:

If an accident occurs during a PE lesson the teacher should send the child to the medical room or office with another child. Walkie-talkies should be used to ensure the children arrive safely. In the event of a serious injury, PE staff should use a walkie-talkie to gain assistance.

Primary Sports Funding

The School work as a collaborative unit in terms of taking all decisions; this will include decisions on funding, resourcing and timetabling. Ultimately, decisions on funding will rest with the Head teacher. The 'PE and Sport Premium' is designed to help primary schools improve the quality of the PE and sport activities they offer their children. Schools receive PE and Sport Premium funding based on the number of children in Years 1 to 6. Information about the school's funding allocation and how it is spent each year is published on the Lady Margaret Primary School website under 'PE and Sport Premium'.

Meaningful Learning opportunities and strong Motivation leads to rapid Progress and high levels of Success

Role of the PE Subject Leader

The PE leader leads the maintenance and development of the subject. They are responsible for assuring quality and standards in the subject by:

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary.
- Prioritises improvements for the teaching and learning of PE across the school and contributes to the school improvement plan, in consultation with the Headteacher and Governing Body.
- Ensures that the school's senior leaders and governors are kept informed about the quality of teaching and learning in PE.
- The subject leader will monitor children's progress and will monitor and evaluate PE provision.
- Leads by example by setting high standards in their own teaching and raises the profile of PE at Lady Margaret Primary School through best practice.
- Model lessons, as appropriate, to new staff, ECTs and peers to support continued professional development.
- Monitors progression and continuity of PE throughout the school through lesson observations.
- Ensures that all staff have access to year group plans and the relevant resources which accompany them.
- Provides 'expertise' to assist staff in the delivery of the curriculum: ensures teachers understand the requirements of the National Curriculum and supports them to plan lessons.
- The subject leader will ensure that all staff have access to professional development including observations of outstanding practice in the subject.
- Regularly prepares, organises, and leads insets and CPD activities to support staff in developing areas of PE where they feel less confident, facilitates joint professional development and provides coaching and feedback for teachers to improve pupil learning.
- Evaluates, on a regular basis, the policy and scheme of work to ensure they form the basis of practice of PE within the school.
- The subject leader will, on a regular basis, organise, audit and purchase whole school PE resources.
- Reads widely around pedagogy relating to the learning and teaching of PE; takes responsibility for managing own professional development by participating in external training, independent private study, engaging in educational research and scholarly reading.
- Develops opportunities for parents/carers to become more involved in physical education; keeps parents informed about PE.
- The subject leader will extend relationships and make contacts beyond the school.

Meaningful Learning opportunities and strong Motivation leads to rapid Progress and high levels of Success