

GRANGETOWN PRIMARY SCHOOL - POLICY FOR PHYSICAL EDUCATION



1. Introduction

Grangetown Primary School recognises the vital contribution of physical education to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development.

We aim to provide a broad and balanced PE curriculum to aid children's increasing self-confidence and their ability to manage themselves and their bodies within a variety of movement situations. Through a balance of individual, paired and group activities, we aim to cater for the different strengths, needs and preferences of each child, using differentiated activities where appropriate. We believe that through the variety of opportunities that PE offers, children can develop a sense of personal achievement, fair play and teamwork.

We plan a range of activities that provide children with a broad base of movement knowledge, skills and understanding, which they can refine and expand throughout their primary school years. All children are encouraged to join clubs and extend their interest and involvement in sport. Children are taught to appreciate the importance of a healthy and fit body, and begin to understand those factors which affect health and fitness. This work is closely aligned with our Personal, Social and Health Education (PSHE) work and has strong links to our annual 'Health Week'.

Through the Government Funding for sport – **The PE and Sports Premium** - the school will provide opportunities for children to further develop their sporting abilities and experiences. The funding will support PE training by providing opportunities for teachers to work alongside specialist teachers, and enabling teachers to attend high-quality CPD. It will also allow children across school to be involved in competitive and non-competitive sports and festivals, working alongside pupils from other schools. Different experiences for different age groups ensure all will get a range of appropriate challenges as they move through the school.

Our PE policy will explore our aims and intent for PE at Grangetown, organisation and implementation of the PE curriculum including planning and PE coordinator's role and assessment of progress and the impact our PE curriculum has on the children.



2. Aims

Through a high quality, safe and challenging physical education programme, the school aims to develop successful learners, confident individuals and responsible citizens who develop as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators.

We will:

- Provide a broad, balanced and relevant curriculum that satisfies the needs of the current National Curriculum and the EYFS framework and provides pupils with appropriate challenge alongside acceptable risk.
- Develop a whole school approach to physical development which takes pupils through progressive stages of learning and challenge, enabling them to fulfil their potential, develop competence and control in the gross and fine motor skills that pupils need to take part in PE and sport.
- Ensure pupils have opportunities to demonstrate that they know and understand how to apply their competence and make appropriate decisions for themselves by challenging them to select and use skills, tactics and compositional ideas.
- Provide our children with opportunities to use imaginative ways to express and communicate ideas, solve problems & overcome challenges, both as individuals & as part of a team or group.
- Ensure pupils understand that PE and sport are an important part of a healthy, active lifestyle and understand the contribution physical activity has on having a healthy body and mind.
- Develop pupils' stamina, suppleness, strength & the determination and resilience to keep going.
- Develop an environment in which pupils have the confidence to get involved in PE and sport and are committed to make it a central part of their lives both in and out of school.
- Provide an out of school hours programme of activities which extends and enriches curriculum provision and provides opportunity for activities to enable pupils to make sufficient progress to access curriculum sessions with greater success.
- Provide opportunities for competition appropriate to the stage of the individual pupil's development.
- Ensure that pupils enjoy PE and school sport and establish community links and pathways for pupils to engage in life-long participation.
- Provide links to other areas of the curriculum and wider school, county and national agendas.
- Embed lessons with a termly 'multi-ability cogs' which explores health and fitness, creativity, physical ability, social skills, personal skills and cognitive skills.
- Develop children's understanding and competence in the 6 multi-abilities which will help them to become lifelong participators in PE and sport.



3. Whole School Organisation and Management

(i) Planning

We provide a well-balanced curriculum which covers the statutory requirements for the Early Years Foundation Stage (EYFS) and the PE National Curriculum. All pupils are entitled to a progressive and comprehensive PE programme, which takes into account individual needs. Long term planning is provided for class teachers and is progressive for each year group.

Children have access to all components of the programmes of study which progress each year. Children in Reception will explore basic movements safely and with control. In KS1, children will master fundamental movements through games, dance, gymnastics, athletics and OAA. In KS2, children will apply their skills in games, dance/skipping, gymnastics, athletics/OAA and swimming. Learning is progressive and is built upon each year. Teachers follow a curriculum map of sports and activities that they cover across the year. The sports and activities chosen for each year group have been selected as the objectives from the Long Term Plan can be taught through them.

Grangetown Primary School Curriculum Map 2020-2021

| | Autumn 1 Creative | Autumn 2 Health & fitness | Spring 1 Social | Spring 2 Personal | Summer 1 Physical | Summer 2 Cognitive |
|-----------|------------------------------------|------------------------------|----------------------|-----------------------|----------------------|-----------------------|
| Reception | Instructions and spatial awareness | Movement skills | Dance and Gymnastics | Throwing and catching | Games | Athletics |
| Y1 | Dance | Games (RealPE) | Gymnastics | Games (RealPE) | Athletics | OAA |
| Y2 | Dance | Games (RealPE) | Gymnastics | Games (RealPE) | Athletics | OAA |
| Y3 | Badminton | Games (RealPE) | Gymnastics | Netball | Dance | Athletics/OAA |
| Y4LM | Badminton | Football | Skipping | Swimming | Gymnastics | Athletics/OAA |
| Y4KM | Badminton | Football | Skipping | Gymnastics | Swimming | Athletics/OAA |
| Y5KM | Volleyball | Swimming | Gymnastics | Dance | Kwick cricket | Athletics/OAA |
| Y5AM | Volleyball | Dance | Swimming | Gymnastics | Kwick cricket | Athletics/OAA |
| Y6 | Rounders | Hockey | Gymnastics | Dance | Dance | Athletics/OAA |

Creative, Health and Fitness, Personal, Social, Physical + Cognitive

Teachers take the objectives from the Long Term Plan and create their own Medium Term Plan, breaking down what they will teach in PE and which sport/activity it will be through. Each teacher takes responsibility for planning, teaching and assessing the PE curriculum for their class. Class teachers complete a weekly Short Term Plan for each PE lesson as part of their non-core subjects planning. This lists specific learning objectives and expected outcomes, and gives details of how the lesson is going to be taught. When planning PE lessons, teachers can utilise a range of resources to support progression across the curriculum including: peplanning.com, Real PE and Real Gym as well as using resources provided on CPD sessions and when working with coaches/specialists. The lesson plans provided on these platforms progress weekly, ensuring that children's previous knowledge and skills are built upon during each lesson.

The planning and delivery of each unit of work will ensure that children focus on one area of the 'multi-abilities' which change half-terminally and are progressive across the year groups. Each half-term, children will either focus on developing their creative skills, health and fitness knowledge, personal skills, social skills, physical skills and then cognitive skills alongside the PE objectives that are set out in the PE Long Term Plan.

PE planning overview

| Y2 | | | | | | |
|---------------------|--|--|---|---|---|---|
| Subject | Dance | Gymnastics | Games | Games | Athletics | OAA |
| Planning scheme | PEplanning.com | PEplanning.com | RealPE— unit 5 | RealPE—unit 6 | PEplanning.com | PEplanning.com |
| Learning objectives | <ul style="list-style-type: none"> Change rhythm, speed, level and direction in dance Make a sequence by linking sections together Use dance to show a mood or feeling Work in a group to make a dance | <ul style="list-style-type: none"> Hold positions with an increasing level of balance Plan and perform a sequence of movements Improve sequence based on feedback | <ul style="list-style-type: none"> Pass in different ways (overhead, chest and bounce pass) Apply simple attacking a defending techniques in a game setting Follow the rules of a game | <ul style="list-style-type: none"> Use throwing and catching in a game Decide the best space to be in during a game Follow the rules of a game | <ul style="list-style-type: none"> Change speeds whilst running Change direction whilst running Jump accurately from a standing position | <ul style="list-style-type: none"> Work cooperatively and successfully as part of a team Plan how to solve problems Use directions when following a simple map/route |
| Multi-ability | I can begin to compare my movements and skills. I can select and link movements together to fit a theme. | I can describe how my body changes after exercise. I use equipment safely and move and land safely. | I can help, praise and encourage others in their learning. | I try several times if at first I don't succeed and I ask for help when appropriate. | I can perform a range of skills with some control and consistency. I can perform a sequence with changes in level, direction or speed. | I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences and explain why someone is working well. |

Creative, Health and Fitness, Personal, Social, Physical + Cognitive

In KS2, children will be given opportunities to experience a range of roles such as the performer, coach, official and/or leader. They will train to become leaders and can apply these skills weekly when supporting coaches to deliver clubs. Teachers will be considerate of this during their planning and will incorporate elements of these roles into their weekly PE lessons.

During our annual health week, teachers will plan activities to promote the importance of living a healthy, active lifestyle. Children will meet coaches and specialists who will reinforce this and will explain the role of PE and sport and its relationship with staying physically, mentally and emotionally healthy.

(ii) Time Allocation

In EYFS opportunities are provided for children to be active and to develop their co-ordination, control and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences. Structured lessons and opportunities for outdoor physical activity amount to at least two hours each week.

Pupils in both KS1 and KS2 engage in at least one hour of high-quality PE during the course of each week. There are also planned sessions for additional opportunities for all children to be physically active across the school day. Children from Nursery-Y6 have access to 'Jumpstart Jonny' videos which teachers play daily for children to follow. KS2 also have a timetabled 'rog' (run/jog) which they complete two times a week for 15 minutes.



In addition to PE and physical activity breaks, we also enrich children's experiences through opportunities for outdoor and adventurous activities which are built into our half-termly 'contexts for learning' (topics) or carried out in Reception and Y1 for their weekly 'Woodlands' sessions. The children also will have access to enrichment via sports festivals (School Games), occasional activities via our feeder secondary school, occasional special activities provided by visiting coaches, a dedicated 'Health Week', bikeability lessons, walk-wise lessons and a range of sports-focused after school clubs.

(iv) Cross-Curricular Links

Physical Education incorporates many aspects of Science and Health Education. The most significant contribution Physical Education can make to Health Education is in establishing habits of participation in enjoyable physical activity, and in developing an understanding of the long and short term beneficial effects of exercise on the different body systems. Conversely, pupils should understand the consequences of lack of exercise.

Physical Education lessons can provide opportunities for work in other curriculum areas through the use of problem-solving methods across its activities. Language skills can also be reinforced and utilised in describing and analysing their own and other's performances. ICT is also recognised as a potential tool for recording movements and actions to develop children's ideas as well as the appropriate use of audio visual and data logging equipment. The development of these skills is an integral part of this curriculum area.

Physical education lessons can reflect the year group's 'topic'. For example, if a class are learning about Kings and Queens as part of their topic, they may learn a medieval dance during their PE lessons. Some year groups often complete a mini-topic linked to a special event such as the Olympics or the World Cup which places PE and sport at the forefront of the topic.

(v) Reporting to Parents

Children's work and achievements for each school year are reported through the end of year report where a judgement is made for effort and attainment. In addition, teachers will use their own professional knowledge to notify parents of any concerns &/or achievements as they see fit.

4. Lesson Management and Organisation of Teaching and Learning

(i) Differentiation

Teachers plan lessons that provide appropriate challenge for all pupils, extend the more-able and provide appropriate levels of support in order for all pupils to make progress. The learning environment will enable all pupils to recognise their own and others' strengths and areas for improvement and provide them with appropriate tasks to improve and succeed.

To ensure all pupils with different needs can access the PE curriculum the principle of STEP for adjusting lesson activities is recommended:

- S = change the space available
- T = change the time allowed
- E = change the equipment, e.g. softer or larger balls, different sized bats, etc
- P = change the people, e.g. size of the groups

Some children with particular needs may require different activities, for example with a particular focus on fine motor skills if hand to eye coordination is a challenge.

(ii) Special Educational Needs

All pupils access a broad and balanced PE curriculum, which meets the specific needs of individuals and groups of pupils, including those who have diverse special educational needs, disabilities, gifted and talented pupils and those who have English as an additional language.

We offer specialist provision for children who don't participate in physical activity outside of school which is our Change for Life Club. This is delivered by a coach and is well attended. Children of all needs and abilities are welcome to participate.

(iii) Assessment and Recording

Assessment for learning is made through short term (daily/weekly) observations of children's work, through discussion with the children and through their own self-assessment. Teachers use this formative assessment to plan next steps for children to ensure future lessons are tailored to the children's needs.

Assessing Progress

To assist in formative assessment, teachers use the following:

- Core tasks involving pupils in self and peer-assessment, helping them understand where they are at the beginning of a unit of work, and identify what they need to do to make progress.
- Watch children work, talk to them about what they are doing, provide structured feedback, and listen to them describe their work.
- Receive feedback from pupils to inform teachers and pupils of what has been successful and allow them to set their own future targets.

Recording & Reporting

Records are selective and brief and teachers should have a clear reason for recording information. Significant achievements or weaknesses may be noted on an evaluation of the lesson & used to:

- Inform future planning for themselves or a new class teacher

- Form part of the statutory annual reporting process, and in discussions with parents
- Help children as a basis for future target setting

Inform during transfer between classes and key stages to ensure continuity of progression.

(iv) Equal Opportunities

All aspects of PE are taught in such a way as to include all children regardless of their gender, background, culture or physical ability.

(v) Health and Safety Implications

'Health and Safety Update – Safe Practice 2020 and Personal Protective Equipment (afPE 2020 edition) is a comprehensive guide to safe practice and managing risk in PE and should be referred to regarding any aspect of Health & Safety (copy on PE shelf in KS2 corridor).

The importance of safety in PE is stressed in all lessons. Teachers are ultimately responsible for safety in their own lessons but the pupils should be involved in risk assessment also. Teachers are encouraged to carry out informal risk assessments prior to every PE lesson. This will involve a quick overview of the teaching environment and equipment which is then matched with the planned lesson content to assess whether it is safe to proceed or use an alternative approach.

We encourage the children to consider their own safety and the safety of others at all times. Teachers discuss with pupils how much risk the hazard is and what can be done to reduce the risk so nobody gets harmed.

We expect them to change for PE into the agreed clothing for each activity. When appropriate, pupils are taught how to lift, carry, place and use equipment safely. The importance of warming up and cooling down to prevent injury will also be stressed.

If an accident occurs during a Physical Education lesson the teacher should ask pupils to stop what they are doing so that full attention can be given to the injured child. The child will need to see a member of staff who is First Aid trained. All serious incidents must be recorded in the accident book and the necessary forms completed.

Asthmatic children should keep their inhaler at hand during a Physical Education lesson.

(vi) Safeguarding

All adults working with children in school are to be checked for appropriate DBS clearance. This includes coaches working for a sustained period of time as well as staff working on a one off basis or with clubs. Children in Year 6 are not expected to change together.

5. The Role of the Physical Education Coordinator

(i) Roles and responsibility

The PE coordinator is responsible for the monitoring and implementation of the Physical Education Curriculum, and the management of Physical Education resources, as follows:

- take a lead in policy development and the production of a scheme of work designed to ensure progression and continuity throughout the school
- monitor progress in PE and advise the Headteacher on any action needed [see (ii) below]
- support colleagues in their development of plans, the implementation of the scheme of work and in assessment and record keeping activities
- attending courses to further own professional development and providing information and support for colleagues

- extending relationships and contacts beyond the school and in the local community
- take responsibility for the purchase and organisation of central resources [see (iii) below] and accessing any funding available that may enhance the quality of PE within the school
- keep up to date with developments in PE and disseminate this information to colleagues
- liaise with the PE link Governor to discuss curriculum development, changes in schemes of work, equipment, action plans, PE premium and CPD
- plan and document the spending of the PE and sports premium and assess the impact it is having on the needs and progress of the children

(ii) Monitoring and Evaluating

Subject monitoring and evaluating will be carried out by the coordinator with support from the SLT where appropriate. The school will utilise the following strategies and measures in order to evaluate standards in PE:

- Observation of teaching & learning to assist in the identification of strengths & development needs.
- Monitoring a sample of planning throughout the year
- Assessment of pupil progress and achievement
- Pupil discussions

The Headteacher will report to the Governors' Curriculum Committee, as appropriate.

(iii) Equipment and Resources

The majority of PE equipment is centrally stored in the PE cupboard, with the exception of smaller equipment used for playground buddies etc kept in cupboards in classrooms. All equipment is clearly labelled and stored safely in the PE cupboard. The suitability is reviewed to ensure it is appropriate to the range of ages, abilities and needs of children in order to enhance learning. The Coordinator will check the cupboard regularly; however, it is the responsibility of individual teachers to ensure that all equipment is put away tidily.

Pupils are also encouraged to:

- Look after resources, & return all resources tidily and to the correct place (staff to supervise)
- Use different resources to promote learning
- Be told of any safety procedures relating to the carrying or handling of resources.

The variety of schemes and other teaching resources are located in the cabinet at the end of the KS2 corridor, on the staff server or with PE coordinator.

(iv) CPD

All staff have the opportunity to take part in professional development to ensure secure subject knowledge and awareness of health and safety procedures. Staff should be comfortable and competent in the area of activity being taught. Staff should use the CPD programme to indicate where they feel they need support so that appropriate support can be given by either specialist sports coaches or outside providers. All staff who attend CPD courses provide feedback, and disseminate the information if necessary.

(v) Enrichment

As part of our PE and sports premium funding, we allocate money to access the silver package for the PE SLA. As part of this agreement, we gain access to the School Games Calendar that children can participate in with their class or as part of a mixed age team. Teachers have the autonomy to select



which event they would like their class to attend. As a school, we attend all 5 of the flagship competitions that are provided through the School Games Competitions.

We use coaches and the expertise of our staff to provide extra-curricular clubs for the children. These occur during lunch breaks and after school. Children can select the club they would like to attend. Our clubs are always popular with the children and are well attended.

6. Dress Clothing – (afPE recommendations)

- Clothing and correct attire for a particular activity represent important features of safe practice
- Pupils from Reception should change into suitable clothing for PE so that they can participate safely. Changing is an important life skill.
- Clothing for PE and school sport should be well suited to its function. It should be light and allow good freedom of movement.
- Footwear that is fit for purpose is essential. It should demonstrate effective grip, support and reasonable protection for outside work and games, contrasting with lightness and flimsiness for indoor activities such as gymnastics and dance, if worn.
- Personal effects, such as jewellery, watches, hair slides, etc, should always be removed by pupils before participating in physical activity.
- Clear expectations should be established throughout the school and with parents, about the management of personal effects.
- Long hair worn by pupils should always be tied back with a suitably soft item to prevent entanglement in apparatus and to prevent obscuring vision.

7. Summary

At Grangetown Primary School we believe PE to be an integral part of the curriculum to be enjoyed by all children. It is a real opportunity for both teacher and child to consolidate and work on the values that underpin our school and its beliefs.



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- ❖ This Policy was developed and reviewed in February 2020.
 - ❖ It was agreed by Governors in
 - ❖ It will next be reviewed in Summer term 2021.
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Kate Beetham and Nicola Bracknall PE Coordinators. January 2021.