



## Beacon Federation

# Physical Education (PE) Policy

### **Review**

The PE Policy will be reviewed by the PE subject leader every 3 years and presented to the SLT and Governing Body for approval.



# Physical Education Policy

## Introduction

All at Beacon Federation are committed to the health and well-being of our pupils.

As staff we understand how a broad and inclusive provision benefits each individual child and the whole school; our approach to Physical Education focuses very much on the holistic child. We strive for excellence in performance whilst recognising every child's achievements will be different. We also celebrate the creativity, commitment and leadership of our children, these skills we look to develop through our curriculum and extra-curricular offer.

PE enables children to learn confidence, perseverance, team spirit and organization skills. We believe that children must engage in a programme of P.E that encourages fitness, improves their strength, suppleness, stamina and teaches those rules of games and an understanding of how to perform to an audience. This allows pupils to gain a sense of achievement and develop positive attitudes towards themselves and others.

## Aims

- To be physically active and find enjoyment in physical activity.
- To acquire and develop a variety of physical skills to promote a healthy lifestyle.
- To suggest how one's own performance and that of others can be improved and find a sense of achievement and fulfilment.
- To acquire knowledge and understanding of fitness and health.
- To provide opportunities for our pupils to lead through PE.
- To understand the need for safe practice in physical activities for self and equipment.
- To develop spiritual, moral, social and cultural awareness through competitive and co-operative activities.

## Intent

- That all children can achieve the aims of the national curriculum through a broad, balanced and progressive curriculum.
- A willingness of staff to adapt 'The PE Passport' plans to meet the needs of individuals and groups- this might mean going back to plans programmed for younger groups to secure knowledge and skills.
- A commitment from staff to develop children across different domains- physically, cognitively, socially and emotionally.
- Children adapt and develop their skills and knowledge.
- Delivery through the Principles of Assessment for Learning.



- Children gain experiences of traditional and 'new' sports.
- Careful monitoring of the progress of individuals, groups, classes and year groups.

### **Role of the subject leader**

The PE subject leader has the responsibility to lead PE by producing an annual action plan; monitoring standards of teaching and learning; supporting staff with CPD needs; reporting to the SLT about standards, participation and competition and coordinating an extra- curricular programme and intra and inter school events.

### **Inclusion**

School uses a scheme of work called 'The Primary PE Passport' and the subject leader inputs a long term plan at the beginning of each calendar year. It is expected that staff deliver the full national curriculum to the children and that they prepare for lessons thoroughly by reading the plans in 'The PE Passport'; getting resources ready beforehand and adapting plans where necessary and for children with specific needs.

By planning and teaching P.E, teachers will have due regard for the following principles:

- EYFS will follow plans on 'The PE Passport' as well as giving children opportunities to be physically active through Development Matters.
- All children in KS1 and KS2 will have full access to the P.E national curriculum.
- Lessons will be differentiated using the STEP principles Space, Task, Equipment, and People.

Our commitment in KS2 to intra school events is because we want all of our children to experience competitive sport.

### **CPD**

- We are committed to keeping our staff aware of new developments in the National Curriculum, ensuring that lessons are safe and active. The standards of teaching and learning is always good or better.
- Every two years, the staff will complete an audit detailing their competency and confidence in delivering the PE curriculum. The PE leader in conjunction with the CPD leader will formulate a plan which is costed out and keep evaluative records to ensure value for money.
- As part of our SSP, the school is able to access CPD including ECT's. These opportunities will be highlighted to all staff and records kept of those attending and any impact as a consequence.



## Physical Activity

Our federation is fully committed to ensuring that children grow up with a positive attitude to exercise and therefore we try to ensure that each child in EYFS receives 3 hours of physical activity in school each week and each child aged 5-11 receives a minimum of 30 minutes of physical activity per day. This is on top of their regular PE lessons (2 hours timetabled every week for each class).

## Implementation

All children take part in a 10 minutes team game activity, led by a member of staff, at the start of the school day. Morning exercises allow KS2 children to take a leadership role in physical activity by taking turns to set up the morning exercises but also to teach younger pupils the techniques to complete the activities.

## Curriculum

All pupils will be taught:

### Reception, Key Stage 1 and 2

- Fundamental movement skills
- Gymnastic activities
- Games related skills including Target Games and Attacking and defending
- Dance
- Athletics
- Year 2 children will be given the opportunity to experience going swimming to help build confidence for KS2

### Key Stage 2

- Net/wall games
- Athletics
- Dance
- Gymnastics
- Invasion games
- Outdoor adventure activities
- Striking and Fielding
- Swimming

We aim to provide a well-balanced curriculum which covers the statutory requirements for the Early Years Foundation Stage (EYFS) and the PE National Curriculum.

In the Reception Class (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 which includes continuous provision in EYFS.

Pupils in both KS1 and KS2 engage in two hours of high-quality PE during the course of each week. In KS1 the curriculum builds on the fundamental movement skills of agility, balance and co-ordination taught in EYFS. Curriculum content includes ball skills and team games, gymnastics and dance activities. At KS2 pupils continue to apply and develop a range of skills and units of work include a range of invasion, net/wall, fielding and striking games, gymnastics, dance, athletics, swimming and outdoor and adventurous activities.



## Planning

The curriculum map (see 5.2) shows the long-term plan: medium term planning is done on the PE Passport for each unit of work using a range of resources to support progression across the curriculum. Best practice is where staff look over plans on 'The PE Passport' to check plans suit the context of the class and adapt where necessary using the Edit function.

## Curriculum Map

The curriculum is organised around the facilities and resources we have available, to ensure progression across the curriculum and also to prepare children to participate in competitive festivals and events.

## Swimming

It is the school policy that all children should be able to swim 25m by the time they leave school as well as meet the other two requirements of the national curriculum. Therefore, swimming lessons are compulsory for all children. Children learn swimming in Years 3 to 6 with qualified swimming teachers, children experience a fun session in year 2 to help gain confidence. We aim to provide extra swimming lessons for those children who need help to reach the 25m. Guidelines recommend appropriate swimwear i.e. a one-piece costume for girls and trunks (not shorts) for boys.

## Timetabling

In the event of wet weather, the children who were timetabled to do outdoor PE will still participate in a PE lesson using a variety of resources. E.g. Take 10, Speed Stacking, Table Tennis. We timetable the hall on an afternoon for PE where possible.

## Safeguarding

All adults working with children in school are to be checked for appropriate DBS clearance. The responsibility for this lies with the Safeguarding leads;

- Dickleburgh- M.Croskell, P.Delaine, N.Hondus, L.Boon, A.Sanders and B.Gordon (Governor).
- Garboldisham- M. Croskell, P.Delaine, M.Johannes, A.Boothby and B.Gordon (Governor).
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Children come to school in their PE kit.

## Extra-Curricular

Our extra-curricular provision complements and supplements the range of activities covered in curriculum time. We participate in a range of inter-school fixtures, tournaments and festivals within the Norfolk School Games Partnership. At the beginning of each term, we give the parents the opportunity to sign their children up to our after-school sports clubs. The extra-curricular content aim is to be varied – including competitive and non-competitive and team- and individual based clubs appropriate for all pupils.



## PE Kit

### Dickleburgh

- white t-shirt (plain no logos)
- shorts/skorts – black or navy (no logos)
- 1 pair of training shoes (for outdoor pe)
- tracksuit top and jogging bottoms for winter games (plain black or navy no logos, stripes or additional colours)

### Garboldisham

- Red T Shirt (plain no logos),
- Navy shorts or Skorts
- 1 pair of trainers (for outdoor PE)
- Tracksuit top and jogging bottoms

Children not participating in the lesson will be given a task e.g. coaching, umpiring or a task to complete based on the lesson delivered and / or used to collate multimedia evidence.

For indoor PE the children are expected to participate in bare feet. For outdoor PE in winter, the children may wear warmer clothing, should it be necessary.

## Jewellery

All items of jewellery should be removed for all P.E lessons (including fitness watches). Children who have had their ears recently pierced should bring tape from home to tape over the earrings. Teachers must not remove earrings or take responsibility for the safe keeping of valuables. Hair should be tied back at all times, where a child comes without a bobble, they will be given one by a member of staff.

## Health and Safety

- An annual inspection of the gymnastic equipment is carried out by REJB Sports Services\_(name of company)
- The site manager will inspect the outdoor area each morning for hazards.
- The teacher delivering an indoor session is responsible for ensuring apparatus is correctly erected and safe. Children should not move equipment without supervision.
- The teacher should ensure that there are no hazards in the hall during PE.
- Children must not be responsible for the P.E equipment cupboard and must not enter the cupboard unsupervised.

## Risk Assessments

All areas of the PE curriculum are risk assessed annually and shared with all staff. If any training needs arise e.g. manual handling, this will be arranged by R.Lascelles. Risk assessments are formally reviewed.



## Accident reporting

Any accidents should be recorded in the accident book. N.Hondus is the lead first aider at Dickleburgh and all TA's are first aid trained at Garboldisham.

## Resources

### PE Resources

- It is the responsibility of all members of staff to keep the PE cupboard tidy, putting back equipment where they found it.
- Equipment must be put back into the cupboard at the first available opportunity.
- Gymnastics equipment must be returned to the container or in the corner of the hall.
- The subject leader will audit PE resources each summer term.
- Teachers should let the PE subject leader know of any equipment or resources needed to teach PE that is not already available.

## Classroom Management

- Children should be encouraged to work quietly to ensure total concentration and control during apparatus and physical activities.
- Housepoints are used to reward achievements during lessons.

## Impact

### Assessment

- Our assessment outcomes focus on the child's holistic development in PE and not merely on performance. It is completed through 'The Primary PE Passport' using a combination of formative and summative assessment.
- Teacher's assessment through observation forms the basis of assessment for PE.
- Staff will use AFL to teach at the point of learning, in order to ensure that all children are making progress whilst using across a unit of work.
- The assessment outcomes are NOT incremental and are all equally weighted.
- The PE Passport recommends one assessment focus from the Performing, PHSE and Competition categories. That means schools can hone in on particular outcomes and carry out the process thoroughly.
- We assess across a range of units to ensure the different strands of PE e.g. dance, gymnastics, OAA etc.
- The end of unit assessments clearly identifies those children who are exceeding or not meeting the lesson objectives and outcomes identified in the units of work.
- The outcomes of these assessments will be passed onto the next teacher in order to inform and adapt planning accordingly. It will be monitored by the PE leader



in order to monitor standards and formulate any future actions.

- It is the expectation that each teacher uploads a video from each unit of work on the PE Passport to show attainment and achievement in order to moderate standards across the school.

### **Monitoring and Evaluation**

The PE leader has a formal monitoring and evaluation schedule which is available to all staff. Pupil Voice will be carried out termly where the opportunity to talk to school PE ambassadors is given. Monitoring and observations of PE lessons and plans are undertaken by the PE leader throughout each academic year and used to inform CPD needs.