

Bramham and Shadwell Federation

PHYSICAL EDUCATION POLICY

Adopted by the Head teacher, approved by
the Governing Body

February 2022

Date to be reviewed: February 2024

School Policy

Signed: _____

Chair of Sub-Committee



Physical Education Policy



School Vision for PE

At Bramham Shadwell Federation we aim for all children to enjoy and benefit from P.E. and school sport. We are driven to including every child within curriculum lessons as well as providing extra-curricular opportunities so all pupils can achieve their best.

Sport Premium Funding

- P.E. Premium funding is being used to have a lasting impact on P.E. and school sport throughout the Federation. Details of what has been spent, its impact, and future actions can be found on the school website.

Rationale and Ethos

This policy was created in consultation with staff, parents and governors. It recognises that Physical Education (PE) is an integral part of the process of education and plays an important role in the total development of each pupil. PE, along with sport and physical activity, can bring about whole school improvement through impact upon attendance, behaviour and pupil attainment.

We believe that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. The physical education curriculum aims to increase pupils' self-confidence through the development of self-regulation. A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil's needs and abilities. The scheme of work is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils. The scheme aims to promote an understanding of the many benefits of exercise, through a balanced range of relevant activities. Physical education is considered as a vehicle to facilitate access to cross-curricular themes, skills and dimensions, rather than a subject concerned exclusively with the acquisition of motor skills and techniques.

Aims of PE

- To provide learning situations in which all pupils will be able to develop their physical ability to the full.
- To develop social skills when working in groups; pupils are encouraged to develop teamwork, resilience and determination, among other skills which will benefit them in all areas of life.
- To acquire and develop skills, performing with increasing physical competence and confidence in a range of activities and contexts.
- To provide stimulating and challenging opportunities which promote physical development such as cardio-vascular health, flexibility, muscular strength and endurance.
- To enable pupils to understand the importance of Physical Education in respect of a healthy lifestyle. (Knowledge and understanding of fitness and health).

- To develop positive attitudes towards participation in physical activity.
- To provide a safe learning environment for physical activity and an understanding of the need for safety.
- To provide pupils with opportunities to become aware of and conform to the principles of fair play, demonstrating good sporting behaviour.
- To enable pupils to actively participate in a wide range of activities with confidence, developing self-esteem through achievement.
- To promote equal opportunities for all and value the contribution of others irrespective of the protected characteristics.
- To develop links between Physical Education and other aspects of the curriculum.
- To enable children to solve problems and find alternative solutions to physical challenges on their own and with others.
- To learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking.
- To develop their ideas in a creative way.
- To set targets for themselves and compete against others, individually and as members of a team.
- To understand how (and be able) to persevere, succeed and acknowledge others' success.
- To take initiative, lead activity and focus on improving aspects of their own performance.
- To discover their own aptitudes and preferences for different activities.
- To make informed decisions about the importance (and value) of exercise in their lives.
- To be given a firm foundation for life-long participation in sporting activity.

Outcomes

Intended outcomes that we deem to be desirable from the PE programme include:

| | | |
|-----------------------------|---------------------------------|-----------------------|
| Skill acquisition | Skill application | Movement appreciation |
| Movement observation memory | Knowledge | Understanding |
| Health/fitness principle | Awareness of safety | |
| Competition | Rules of officiation | Leadership |
| Challenges | Enjoyment | Creativity |
| Problem solving | Self-control | Tolerance |
| Respect | Honesty | Self esteem |
| Responsibility | Sense of achievement/well being | |
| Communication skills | Language terminology | Effort |
| Recreation in society | Fair play | |

Entitlement and Progression

In **the Early Years Foundation stage**, the prime areas of learning are:

- communication and language
- physical development

- personal, social and emotional development

The specific areas of learning are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Teaching is often done through play, where the child learns about subjects and other people through games. Our Foundation Stage classes have one lesson of formal P.E. a week in addition to this.

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, tag rugby, hockey, netball, rounders 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.

Swimming and Water Safety

All children have access to swimming instruction in Key Stage 2. This is usually in Year 4 but may be adapted due to COVID and associated circumstances. In normal circumstances, pupils experience swimming for 30 minute sessions, once a week, for two terms. In particular, pupils are 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

Children are assessed during swimming lessons by qualified instructors to ensure national expectations are being met. Any child who does not meet expectations will continue swimming lessons into the following academic year.

Each KS1 and KS2 class undertakes two hours of formal P.E. a week in order to facilitate the growth of these aspects. Where possible, P.E. takes place outside, however, during the winter months, strands such as gymnastics and dance are taught within the hall. Each unit of work lasts approximately a half term, although this can vary depending on the children's progression.

Mr Brotherton, our P.E. and Sport Lead, is responsible for mapping our P.E. curriculum. Each class follows a long term plan of the P.E. curriculum; completing the plan ensures that all children have access to all aspects of P.E. and can therefore develop holistically. We follow a framework from The Lancashire Sports Trust within which children are assessed according to objectives and skill development.

Out of school hours learning (OSHL)

OSHL activities are planned to enhance curriculum PE, allowing pupils the opportunity to broaden their experience and to take part in both competitive and non-competitive sport. Pupils are provided with information about local clubs and exit routes through coaches and the community sports board. The Federation provides a medium for local clubs to advertise through school enhancing the link between the schools and the club.

OSHL activities may be adapted or paused due to COVID circumstances but we aim to provide the following opportunities:

The competitive teams which are available across the Federation for pupils in KS2 include;

- Boys Football
- Girls Football
- Mixed Tag Rugby
- Girls Tag Rugby
- Mixed Netball
- Mixed Hockey
- Mixed Basketball
- Mixed Athletics
- Mixed Dodgeball
- Mixed Cross Country

There are also non-competitive clubs for all children in;

- Football
- Netball
- Hockey
- Tag Rugby
- Basketball
- Dance
- Hoola Hooping
- Dodgeball
- Karate
- Tennis
- Drama
- Multi-skills
- Gardening

We feel that these activities allow children a broad range of physical activity opportunities; we reflect upon breadth of activities and we strive to meet the needs of our pupils. We are able to form links with external clubs, providing a pathway for children to participate in physical activity during the school holidays and once they leave primary school.

Pupils are engaged in the decision making process through school and class council sessions where they voice their opinions on P.E. and school sport. The Federation then uses this information to inform future planning.

Child Protection and Safeguarding in PE

All staff must adhere to the guidelines as set out in the Child Protection and Safeguarding Policy if a child presents any concerns.

Safe Practice

In all areas of P.E. safety guidelines should be strictly adhered to in order to promote safe practice and fulfil the safety requirements of the National Curriculum. We follow the safety guidelines 'Safe Practice in PE and School Sport' which is provided by Association for Physical Education; a copy of this is kept by the PE Subject Leader.

Pupils are taught to recognise and demonstrate an increasing level of responsibility for their own safety and are taught to recognise and be aware of hazards from an early age.

KS1 pupils change together for PE in their classrooms. KS2 pupils change in separate areas. All teachers follow the same guidelines for the supervision of pupils when changing.

In the interest of health and safety, appropriate kit should be worn for P.E. activities. Each child possesses a coloured house team t-shirt which they are to wear for P.E. activities. Acceptable kit is that which presents no risk of injury to the wearer or other children.

Indoor Clothing

K.S.1 House team T-shirt, shorts and socks. Clean trainers, pumps or bare feet, depending on activity.

K.S.2 House team T-shirt and shorts or leggings. (No loose fitting tee-shirts or Bermuda shorts.) Clean trainers, pumps or bare feet, depending on activity.

Outdoor Clothing.

Sufficient, suitable clothing to be warm and comfortable in a games lesson. (e.g. tracksuit)
Footwear suitable for the task and season.

Jewellery should be removed before the lesson.
Long hair should be tied back.

Failure to produce appropriate kit

The reluctance of some children to produce appropriate kit should be avoided if the child understands the necessity of changing for P.E. lessons and is familiar with the timetable.

Staff will encourage and support all children to meet the requirements. These are collated by the PE Co-ordinator in order to monitor pupil participation. In repeated instances parents will be informed. The exception to this is for swimming; pupils will remain in school with another class.

Spare kit is held either in the classroom or in the PPA room.

Staff Dress

It is expected that teachers change for P.E. 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.
- Annual safety equipment check by a recognised maintenance contractor which at present is carried out by Sports Safe.
- Equipment to be checked at the beginning and end of use by member of staff teaching P.E. All unsafe, damaged or lost equipment to be reported to the PE Subject Leader.
- Simon Burrows and Tony Heffernan are responsible for coordinating all Health and Safety tasks, identifying risks in each building and reporting these accordingly. H & S Audits should be carried out regularly by both, although direct line management and overall management of H & S is the responsibility of Louise Humphreys
- First Aiders within the School – Children are attended to by the class TA or the member of staff on duty
- A knowledge of the environment in which learning is taking place - check areas for hazards before any activity takes place.
- Risk Assessments are carried out by the PE Subject Leader for each area of PE.
- Pupils are taught how to carry and utilize equipment safely and sensibly.

Equal Opportunities and Inclusion

Working towards equal opportunities requires that teachers should treat all children as individuals with their own abilities, difficulties and attitudes, as stated in the school inclusion policy. Children will have their own individual gifts to contribute, which can be used to enrich the experience of others. The overriding aim should always be to create an environment in which, from the earliest age, children and their teachers learn to respect each other.

The P.E. curriculum enables all children to benefit. There will be no barriers to access or opportunity based on ability or the protected characteristics.

Consideration will be given to those with special educational needs, whether they have disabilities or a particular talent and reasonable adaptations will be made as appropriate. The action necessary

to respond to an individual's requirements for curriculum access may be met through greater differentiation of tasks and materials.

Facilities, Equipment and Resources

Mr Brotherton, our P.E. and Sport Lead, is responsible for purchasing new equipment. All staff are made aware of new equipment through staff meetings and briefings, as well as individual discussions with the subject lead.

Each school has a field located on the school grounds, both with a football pitch marked on. Each site also has games markings on the playground as well as a sports hall. Shadwell has a basketball court and three netball courts. Bramham has a netball court.

There is a wide range of both competitive equipment, such as goals, hoops, nets and games equipment which is used for P.E. lessons and after school activities and non-competitive equipment such as skipping ropes, bean bags and circus equipment such as diablos and ribbons.

The Learning Environment

The halls are cleaned daily by cleaning staff.

P.E. and School Sport achievements are displayed at each school. These detail the sports on offer and the performance of teams. Photos and additional information are provided.

Sports Day

Sports Day consists of individual races (sprinting, skipping, hurdles), where pupils who are particularly able have the opportunity to compete, and team events where the focus is for all children to try their best; this enables all children to be included and encourages children to be supportive of one another. For the team events, children are in mixed age groups and the older children help and encourage the younger children through a variety of skill based games.

Staffing / Staff Development

Our P.E. and Sport Lead, Mr Brotherton teaches all KS2 P.E. lessons in each of the KS2 classes within the Federation. FS & KS1 Teachers take their own class for P.E. and teach planned activities devised by the P.E. Lead.

Staff are encouraged to take control of their own professional development; there are a variety of courses available to upskill teachers when teaching P.E. Teachers are also encouraged to watch the P.E. Lead, especially when teaching their own class, to witness best practice. Staff should feel comfortable and competent in the area of activity being taught. Staff should indicate training needs so that appropriate support can be given by either the subject leader, the PE Adviser or through INSET. Any staff who attends CPD training provides feedback in order to disseminate the information.

Adults Supporting Learning

Supporting members of staff may be used within P.E. lessons to aid specific children with individual needs or to work with small groups in order to develop skills.

Cross Curricular

Where relevant, links will be made to cross curricular themes and used as a means to develop cross curricular skills. For example:

Numeracy. In athletics pupils are encouraged to 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.

Problem Solving. Through an open-ended approach in OAA and team games, pupils will develop their ability to find ways of answering questions.

English and Communication Skills will be developed by discussion in lessons, in problem solving, and by communicating ideas through movement. There are links to Literacy in the dance scheme of work.

Personal and Social. Pupils interacting with each other in a group situation will learn personal and social skills. These activities also promote cooperation, tolerance, respect of the individual and group, self-respect and self-discipline.

Preparation for Citizenship. By giving information on and introduction to clubs and associations, pupils are made aware of agencies and groups outside the school and home environments.

ICT. Use of smart board technology, CD ROMs, videos, cross curricular science – physical changes in the body, to enhance learning.

SMSC. This is embedded into all P.E. plans and children are made aware of how SMSC questions and statements are relevant to what they are learning.

Leadership and Management Roles

The Governors are aware of the current and projected expenditure of the Sport Premium funding, they regularly scrutinise current and projected expenditure with the HT and understand the impact the grant is expected to make.

The Head teacher actively supports and encourages 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 Subject 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 to determine appropriate and targeted training
- Aim for high 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 monitor attendance at OSHL to ensure there is an inclusive offer which is accessible to all pupils
- Ensure that PE has a high profile within the school, through displays etc.
- Keep a portfolio for PE that will include photographs of pupils at work, examples of planning and examples of pupils' work
- Assist with recording keeping and assessment of the subject.
- Have information detailing the current and projected expenditure and impact of the Sport Premium monies published on the school website
- Regularly share current and projected prioritise and outcomes with pupils, parents, staff and senior leaders including Governors
- Have a formal, long term strategy for PE, sport and PA. This should be aligned with the SDP and be informed with pupil and staff feedback
- Ensure all coaching staff delivering PE and OSHL on the school site are quality assured
- Lead discussions within School Council where pupils can discuss and plan PE, sport and PA.
- 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; 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 P.E. Lead will be responsible for the planning and teaching of KS2 PE as set out in this policy

The Teaching Assistant (TA), when available during PE lessons, will:

- Support the 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.

Monitoring and Evaluation of the Subject:

Mr Brotherton, our P.E. and Sport Lead, monitors the teaching and assessment of P.E within the Federation. This is performed through informal observations, working with teachers to plan, teach and assess P.E. and through staff meetings. Information is recorded and passed onto the relevant member of staff.

Assessment and Recording

Pupils' progress in P.E. is assessed through criteria including;

Acquiring and developing skills.

Selecting and applying skills.

Knowledge and understanding of health and fitness.

Assessment allows teachers to inform future planning. It is passed to the next teacher at the end of the year.