

Physical Education Policy



Our Intent

At Delph Side, we provide all children with a vast range of opportunities to evolve as a physical learner through physical activity, sport and PE. We encourage all children to embrace challenges when working as a team and individually and we develop a supportive culture where our learners enjoy being physically active so that they strive to lead and live healthy, active lives.

The Importance of Physical Education:

Physical education develops pupils' physical competence and confidence, and their ability to use them to perform a range of activities. It promotes physical skillfulness, physical development and a knowledge of the body in action.

Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive values towards active and healthy lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process, pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

Rationale:

At Delph Side, we value Physical Education and are committed to giving our pupils a wide range of opportunities and experiences that will allow them to develop their skills, be creative and encourage pupils to have positive attitudes towards being active and leading a healthy lifestyle. We are proud of our involvement with West Lancashire Sport Partnership (WLSP): a partnership that enables our pupils to have an even greater opportunity to experience high quality PE teaching, extra-curricular competitive sports, opportunities to be active and celebratory festivals.

We strive to ensure that our pupils have access to 2 hours of high quality physical education in lessons with at least an additional hour being made available for pupils at school based clubs to support their physical development and learning. We therefore aim that all children have access to 3 hours of high quality physical education per week. We achieve high quality physical education through combining the physical activity with the intellectual process of decision making, selecting and applying skills, refining, judging, adjusting and adapting.

Physical education at Delph Side involves pupils developing qualities important to the school ethos: enjoying being physically active both individually and as a team, embracing challenges – both personal and team based and evolving constantly to lead more active, healthier lifestyles.

Aims and Purposes

The school's aims for Physical Education are:

- To deliver this entitlement to all pupils through a planned and progressive scheme of work for PE
- To develop pupils' self confidence in a range of physical environments
- To develop physical skillfulness, physical development and a knowledge of the body in action
- To promote positive attitudes towards active and healthy lifestyles
- To encourage pupils to reflect on their actions in order to improve the quality of their actions, performance or composition

Physical Education Policy



- To provide feedback to the pupils, involving them in their learning, allowing them to plan how to improve their performance
- To share learning intentions with the pupils in all lessons
- To provide opportunities for pupils to set and beat personal challenges
- To develop character

Entitlement:

The school provides pupils with at two 60 minute sessions of high quality physical education per week. Each term pupils will have access to two areas of the PE curriculum showing progression in learning each week.

Early Years Foundation Stage:

Physical Development is planned for through continuous provision to give pupils the opportunity to develop skills that will enhance their movement, gross motor, fine motor skills and general physical development. The school recognises the different stages pupils are at and monitor progress through the different stages of development matters and when the pupil is ready the Early Learning Outcomes.

Children are also given structured lessons.

On a daily basis, Nursery have numerous opportunities for physical development. There are interventions targeted towards gross and fine motor control. Here is a list of the following sessions: -

- Dough Disco
- Squiggle while you wiggle
- Pen pals
- Outdoor gross motor activities

Reception have a weekly PE lesson taught in the school hall by the class teacher with support from WLSP. This includes games, dance and gymnastics. In addition, the children have the opportunity to experience our new outdoor Woodlands area; Woodlands experience runs on a Monday and children have access to one session on this day. During this session, children are given the opportunity to develop their gross motor skills by swinging on and climbing trees, digging using large tools (spades etc.), completing obstacle courses made of tyres and planks of wood and rolling large objects. Children are also given time to develop their fundamental movement skills by moving in a variety of ways around the area.

Key Stage 1 (x2 lessons – 60 minutes in duration)

Key Stage 2 (x2 lessons – 60 minutes in duration)

Each class is timetabled so that they can access the hall for two sessions a week (unless attending swimming lessons) for the duration of the unit they are studying.

Teaching and Learning

The organisation of PE at Delph Side promotes teaching and learning and plans are developed from the National Curriculum. Delph Side employs sport's coaches from WLSP to ensure high quality

Physical Education Policy



curriculum PE. In addition, the school targets funding from the Sports Premium on after school coaching, part of the WLSP membership is to provide all pupils with access to competition and high quality out of hours school sport, inclusion festivals and Able and Talented events.

Lessons are blocked in termly units of work to promote greater depth of understanding, developing skills, contextual application of these skills and the ability to perform reflectively.

Pupils will be presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams. They will be given the opportunity of demonstrating their learning, using a range of communication styles, allowing for effective assessment. This assessment will be used to inform planning and promote greater learning.

The structure of the scheme of work will promote teaching and learning as it provides both continuity and progression. The scheme of work specifies progression of skills, knowledge and understanding.

Curriculum Planning

The school follows the progressive schemes of work that have been adapted from the National Curriculum. Relevant units are made available to all staff in consultation with WLSP who teach them and they will be expected to evaluate these units, feeding back to the subject leader. This allows for curriculum review in relation to content, progression, continuity, teaching and learning.

Individual lessons should be evaluated to inform planning and ensure differentiation.

The curriculum planning in PE is carried out in three phases (long term, medium term and short term). The details are as follows:

- Long term plans map out the PE activities covered in each term across the academic year for each key Stage
- Medium term plans give details of each unit of work for each term and are adapted from the National Curriculum
- Short term plans identify the learning objectives, activities and success criteria covered in each session, which is led by the class teachers and adapted accordingly through annotation

The Subject Leader and WLSP coaches ensure the planned PE activities build upon prior learning experiences of the pupils and include opportunities for pupils of all abilities and needs, to develop their skills, knowledge and understanding. This is achieved through planned progression built into the scheme of work, but can easily be adapted to the needs of individuals, groups or whole classes by the class teacher. It is expected that teachers annotated plans to show this. All plans can be accessed via the Succeedin website which is an online tool that provides teachers with plans and demonstration videos to support their teaching of PE.

In Key Stage 2, swimming is taught by a swimming instructor from WLSP with support from school staff. Assessment information on progress and attainment is provided by the instructor in consultation with the class teacher.

Teachers must ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas and fitness and health.

Physical Education Policy



Assessment, Recording and Reporting

Assessments are carried out by school staff and WLSF coaches in the course of the normal class activity and should be used to inform planning. Formative assessment and summative assessment methods will be used. The school will utilise the contextual core tasks identified by the QCA in combination with formative assessment to arrive at the end of unit levels of assessment. These will allow a picture to be built up of the pupil's progress, showing any areas of strength or weakness. Individuals will be set challenges appropriate to their attainment and will be involved in making judgments on their own progress – suggesting how they need to improve. Clubs will also be developed to support pupils.

Pupils will be given the opportunities to provide evidence of their knowledge, skills and understanding by contextual tasks, performances and questioning. Knowledge and understanding must underpin the skill demonstrated, which we believe is best achieved through contextual tasks and not in isolation.

Pupil's progress will be monitored by the individual class teacher who will use these methods to set realistic targets for the individual pupil, based on their strengths and weaknesses. At the end of each unit an indication of whether or not pupils are working at, working above, or working below age related expectations will be recorded. This will allow attainment to be looked at by the end of the year so that the overall attainment given can reflect the progress made over the academic year. This will allow a comparison to be made with national expectations. This data is recorded digitally each term using Succeedin.

In accordance with school policy, parents will receive a written report on all aspects of a pupil's work during the summer term. This will include PE and should indicate to the parents the range of activities covered and areas of personal strength and weakness.

Equipment and Resources

A budget is available for PE per annum is made available through the Senior Leadership Team and school bursar.

Resources are kept in the PE store cupboard (hall) and the outdoor container (within school grounds).

Resources should be monitored by staff at the beginning and end of each lesson and returned in good order, being place where they were found. The pupils should be encouraged to:

- Look after resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place (staff should oversee)
- Be told of any safety procedures relating to the carrying or handling of resources

Any damage, breakage or loss of resources should be reported to the PE Subject Leader as soon as possible. Any damage observed to a piece of apparatus which could cause subsequent injury must be isolated from use, and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.

If there is equipment missing or needing to be replaced – the PE Subject Leader must be made aware promptly in order to resolve the issue ensuring the equipment is ready for pupils.

Physical Education Policy



Health and Safety

All staff should make themselves aware of health and safety arrangements for the areas of the activity that they are teaching. Delph Side follows the 'Safe Practice in PE and Sport' guidance. A copy of the manual is located with the PE Subject Leader.

All pupils must be taught how to handle and carry apparatus and resources appropriately. They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.

Staff who lack confidence in teaching areas of activities will be supported by access to training either in whole school INSET, LEA courses or in team teaching opportunities with coaches from WLSP.

It is the responsibility of the staff member leading a session (both inside and outside of curriculum time) to evaluate the risks to pupil's safety from the learning environment. These will include:

- Storage of footwear in the hall
- Objects in and around the learning space
- Use of surfaces in wet and icy weather
- Appropriate dress for the pupils, themselves and other adults
- Dog excrement and sharp objects on playing surfaces
- Appropriateness of tasks in hot weather – including sunburn

Teachers and other first aid members of staff are provided with portable first aid kits which can be used for minor injuries by class teachers or other supporting adults. Teachers will bear in mind the safety of all children if administering first aid, and may need to stop the session whilst this occurs.

Special Educational Needs

Physical Education at Delph Side will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils

The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice.

The school adopts the S.T.E.P. Framework to help adapt activities so that all its pupils can achieve success and have fun. This is as follows:

- | | | |
|-----|-----------|----------------------------------|
| • S | Space | How can I change... |
| • T | Task | Where is the activity happening? |
| • E | Equipment | What is happening? |
| • P | People | What is being used? |
| | | Who is involved? |

Physical Education Policy



For those with more complex physical needs, they will have alternative provision in place to support their individual needs.

Some pupils may need specialist equipment and approaches or to access alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists, or in exceptional circumstances, with a statement of special educational needs.

Any classroom support provided must extend into physical education lessons as appropriate. Teachers and adults other than teachers working with the children will be made aware of any pupils who have special educational needs or medical conditions. The SENCO will liaise with all staff to ensure all pupils' needs are met in relation to teaching and learning in PE.

Children in our SEN unit have access to weekly PE intervention which aims to support the development of key gross motor skills to improve the physical literacy of all involved. These sessions are delivered by WLSP coaches who provide detailed feedback and assessment for each individual child.

Able and Talented

The school recognises the need to identify able and talented pupils in PE. Tasks are adapted to the needs of individual pupils to ensure they progress and reach their full potential within the subject. Able and Talented identification sheets are used to highlight pupils with specific needs.

In transition from Year 6 to Year 7, this information is shared with the relevant teachers to ensure pupil's continued progression.

Able and Talented pupils are selected for enrichment activities through WLSP Sports Association.

Equal Opportunities and Inclusion

Every pupil has equal access to National Curriculum PE. Learning experiences are differentiated in such a way as to meet the needs of all pupils. All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

Staff Continued Professional Development

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 be comfortable and competent in the area of activity being taught.

Staff should indicate to the PE Subject Leader, where they feel they need support so that appropriate support can be given by either the subject leader, the SSCO or the PE Advisor through INSET. This will be arranged by the PE Subject Leader through the School Sport Partnership. All staff who attend any CPD course must provide feedback/disseminate any relevant information.

Physical Education Policy



The acquisition of secure subject knowledge can be obtained by staff members through timetabled support from an appropriate coach in a team teaching situation. Activities can be planned, delivered and assessed together.

Out of School Hours Learning (OSHL)

The school offers a wide range of activities. These are open to any pupil in the relevant year group. Staff will assist the lunch time supervisors by providing lists of pupils who will need early access to the dining hall etc. Staff will notify pupils of any cancellation, rearrangements of clubs as soon as possible.

If staff are unavailable to lead a particular session, they should liaise with a member of the Senior Leadership Team in order that another member of staff can lead the session.

Clubs should still commence during bad weather, with adaptations being made for indoor space or class based activities.

Foul Weather

In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made. These may include class based activities around the activity, or rescheduling the activity for another day. If the indoor space is available, the activity could be taught inside with modification or adaption (S.T.E.P. Framework) still allowing for the learning intentions to be achieved.

Loss of Teaching Time/Space

Whenever it is impossible to teach the planned PE lesson, this should be recorded and teachers should endeavor to revisit the learning as soon as it is practical.

Appropriate Dress

Pupils should be dressed in a manner that is appropriate to complete PE activities and for the time of year. Although the school prefers pupils to wear school PE kit, it recognises and accepts that due to the social and economic environment in which it is situated, this is not always possible. Therefore to maximise participation we accept shorts and t-shirt.

Track suits may be worn outside during the winter months.

As role models, teachers leading PE sessions and teaching assistants at Delph Side should also be dressed appropriately in sports clothing. This will help to avoid injury and promote good practice and hygiene.

Non Participants

We value the contribution of pupils who are not participating directly in a PE lesson and firmly believe their learning can be taken forward in the 'evaluating and improving performance' and the 'knowledge and understanding of fitness and health' areas of the subject during sessions.

Where possible we will provide a kit for pupils who have forgotten their own kit.

Physical Education Policy



Pupils suffering from illness or injury will be placed in a safe area within the learning environment with weather conditions being a consideration (i.e. shade in summer/ wearing appropriate clothing in the winter). They will be questioned like other participating pupils and be given a focus to help others evaluate and improve their work.

In Key Stage 2, non-participants will be provided with clip boards where possible to record key ideas within the lesson – enabling them to show a good understanding of tasks for future lessons.

In Key Stage 1 and EYFS appropriate action will be taken by the class teacher.

Changing Arrangements

Pupils in the EYFS Key Stage 1 and lower Key Stage 2 will get changed for PE in their classrooms.

Pupils in upper Key Stage 2 will get changed in gender groups.

Special arrangements are made for pupils requesting privacy.

Jewellery

Where possible, pupils should remove all jewellery before commencing a PE lesson. It should be placed safely on the teacher's desk to avoid being lost. If ear rings cannot be removed, tape will be placed over them.

All jewellery (including ear rings) must be removed for swimming as this is the policy of the WLSP provider.

Inter School Events

There should be a minimum of 2 members of staff at each event.

The school is a member of the Forward cluster and WLSP group and is regulated by their rules for inter school events.

Inappropriate behaviour from pupils or parents at events will result in:

- Pupils being asked to leave the field of play
- Parents being asked to leave the area
- Pupils receiving a one event exclusion

Persistent offenders will be referred to and dealt with by a member of the school's Senior Leadership Team.

Staff should, where possible, remove themselves from potentially volatile situations with parents and act professionally at all times.

Any instances of verbal or physical abuse towards staff must be reported immediately to the Headteacher.

Physical Education Policy



Staff supporting must ensure their support is encouraging and motivating, therefore being in line with the ethos of the school.

Transport of Pupils to Events

Due to the social and economic environment the school is placed in, staff may take children to and from sporting fixtures under the following guidelines:

- The member of staff is fully insured to do
- All children wear a seat belt.
- Those children who require a booster seat by law use a booster seat
- An adult is never left one to one with a child.

Any accidents or incidents should be reported immediately to a member of the Senior Leadership Team.

Sports Premium

As a school, we are entitled to sports premium, this funding is based on the number of pupils from years 1 to 6. In 2020, we will receive £16,000 and an addition payment of £10 per pupil. As a school, we must use this funding to make addition and sustainable improvements to the quality of PE and sport within school. The PE Subject Leader will monitor and evidence the impact of this funding using the 5 key indicators that schools must expect to see improvement through. These are:

- Engagement of pupils in physical activity.
- The profile of PE and Sport being raised across the school as a tool for whole class improvement.
- Increased confidence, knowledge and skills of all staff in teaching PE and Sport.
- Broader experience of a range of sports and activities offered to all pupils.
- Increased participation in competitive sport.