



Linden Road Academy

# PE POLICY



## PHILOSOPHY

Physical education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skills, physical development and 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 attitudes 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. Physical education has the potential to

make significant contributions to, and provide substantial support for, many areas of the curriculum.

## AIMS

- ✚ To increase the physical skill of each child, developing versatility, adaptability and the ability to cope with various tasks and situations.
- ✚ To encourage and develop controlled movements, spatial awareness and become independent by planning, performing, evaluating and improving performance.
- ✚ To help children to learn how to co-operate with each other and to work successfully as a member of a group.
- ✚ To provide opportunities for children to experience a variety of games equipment and develop handling skills such as throwing, catching etc.
- ✚ To encourage listening skills and appreciate the quality of movement and expression of basic emotions in context.
- ✚ To ensure safe practice at all times.
- ✚ To encourage healthy lifestyles by increasing awareness of the effects of exercise on the body in the short term and long term.
- ✚ As part of Tameside Schools Partnership, to work towards the aims of the Tameside Family Development Plan.
- ✚ To develop children's enjoyment of physical activity to encourage lifelong participation in physical activity.

# STAFFING/STAFF DEVELOPMENT

## THE ROLE OF THE CO-ORDINATOR / PRIMARY LINK TEACHER

1. Developing an appropriate PE policy.
2. Promoting and maintaining an interest in all aspects of physical education.
3. Ensuring PE and school sport are an integral part of the school development plan.
4. Advising on ordering, purchasing and maintaining suitable and necessary equipment and playground markings.
5. Supporting colleagues to ensure the inclusion of all children in high quality PE and school sport.
6. Supporting adults other than teachers in improving the quality of playground and lunchtime supervision.
7. Mentoring the young leaders and other adults who support PE and school sport.
8. Identifying additional funds and resources to support out of school hours learning opportunities.
9. Establishing opportunities for intra and inter school competitions and festivals.
10. Obtaining and disseminating information concerned with physical education to staff and school.
11. Fostering the children's interest and awareness in current and topical sporting events and listening to pupil's needs and interests in relation to PE and schools sport.
12. Undertaking an audit of PE and school sport to ensure the effectiveness of schemes of work, through monitoring of pupils work and staff planning, in order to make informed judgements about the progress in this subject.
13. To provide and support professional development of other staff through access to trained coaches and CPD opportunities.
14. To liaise with other co-ordinators and appropriate agencies to support the policy aims.
15. To monitor and encourage participation in curriculum PE and OSHL activities.

## TEACHING STAFF

All members of staff teaching physical education will:-

- ✚ Be responsible for putting the National Curriculum requirements, schemes of work and PE policy into practice.
- ✚ Report any damage of equipment to the PE Co-ordinator.
- ✚ Attend relevant training courses to update their subject knowledge.
- ✚ Be responsible for the safety of the children in their lesson, by following the health and safety guidelines.
- ✚ Follow the assessment procedures and report to parents according to the school practices/policies.

## ADULTS OTHER THAN TEACHERS (AOTT's)

Qualified coaches are used to support staff development and deliver curriculum and OSHL PE.

The head teacher is responsible for ensuring AOTT's are CRB checked and have the appropriate qualifications for the activity they are teaching. With the help of the PE coordinator AOTT's will be monitored and observed to ensure high quality PE is being delivered.

# ENTITLEMENT

## CONTENT/GUIDELINES

The Foundation Stage curriculum requires that through physical development children improve skills of co-ordination, control, manipulation and movement. Physical development helps children gain confidence in what they can do and enables them to feel the positive benefits of being healthy and active.

The National Curriculum requires that in Key Stage 1 each child follow the programmes of study in the areas of:

- Games.
- Gymnastics.
- Dance and Movement.

In Key Stage 2 each child will need to follow the programmes of study in the areas of:-

- Games.
- Gymnastics.
- Dance and Movement.
- Athletic activities.
- Swimming.
- Outdoor and Adventurous Activities.

These areas of activity are taught through the four strands of the NC, which are:

1. Acquiring and developing skills
2. Selecting and applying skills, tactics and compositional ideas
3. Evaluating and improving performance
4. Knowledge and understanding of fitness and health

## GAMES

- + Children will be taught simple competitive and co-operative games including how to play them as individuals and when ready in pairs and in small groups - leading to larger team games and competitions.
- + Pupils will be taught to develop and practice a variety of ways of sending (including rolling, striking, throwing and bouncing), receiving and travelling with a ball and other games equipment.

## GYMNASTIC ACTIVITIES

- ✚ Pupils will be taught different ways of performing the basic actions of travelling using hands and feet, turning and rolling, jumping, balancing, swinging and climbing both on the floor and using apparatus.
- ✚ Pupils will be taught to link a series of actions both on the floor and using apparatus and how to repeat them.

## DANCE

- ✚ Pupils will be taught to develop control, co-ordination, balance, poise and elevation in the basic actions of travelling, jumping, turning, gesture and stillness.
- ✚ Children will be taught to perform movements or patterns including some from existing dance traditions and from various cultures.
- ✚ Children will be taught to explore moods and feelings and to develop their response to music through dances by using rhythmic responses and contrasts of speed, shape, direction and level.

All PE areas should develop skills, knowledge, concepts and attitudes simultaneously.

## SWIMMING

- ✚ In year four pupils will have the opportunity to follow a swimming programme organized by the local education authority to meet the needs of the PE National Curriculum.

## ATHLETICS

- ✚ All children should be encouraged to take part in a course of athletics which involves fitness, skill, competition, and enjoyment. Through specific athletic activities or within gymnastics or games situations, a child will be able to cover attainment targets in different study areas, for example, Maths when measuring distances, and Science when investigating forces and energy.

## OUTDOOR AND ADVENTUROUS ACTIVITIES

- ✚ By definition this area of study relates to any challenging activity which takes place out of doors. Our programme of visits including residential also provides valuable opportunities for pupils to experience a variety of outdoor activities.

## TIME ALLOCATION

We aim to offer each child the chance to participate in at least 2 hours of high quality PE per week.

## CROSS CURRICULAR ISSUES

As well as making its own distinctive contribution to the school curriculum, PE contributes to the wider areas of primary education.

Some of the examples of these links may be as follows:-

- ✚ Literacy - Children are encouraged to evaluate their own and others work
- ✚ Numeracy - Children are given the opportunity to measure distance, times and speeds
- ✚ Science - Children are made aware of changes to their body due to the exercises that they undertake

Themed links are also incorporated into dance and gymnastic lessons

## PSHE & CITIZENSHIP

Throughout the scheme of work children have opportunities to:

- ✚ Work with others, listening to their ideas and treating them with respect.
- ✚ Co-operate and collaborate with others, in teams and groups, to achieve a goal together.
- ✚ Develop an understanding of fair play through knowing and applying rules and conventions.
- ✚ Develop a respect for, and positive attitudes towards the environment and their own health, safety and wellbeing.
- ✚ Learn to recognise and value physical differences, abilities and aptitudes, and to find ways of accepting and including all.



## PLANNING AND PROGRESSION

Planning for PE incorporates the guidelines as detailed in this policy and in the National Curriculum for PE.

Long term - The long-term plan provides us with the units of work split into terms in line with the QCA guidance. It has been developed to ensure that statutory requirements are met and that there is continuity and progression in this subject across the school. The use of other published and support materials enhance this.

Medium term - It is recommended that the Rawmarsh scheme of work is used in conjunction with the Durham scheme in some year groups.

Short term - It is recommended that use is made of recognised lesson plans eg Rawmarsh and Durham or others with SSP backing.

## ASSESSMENT AND RECORDING

Children's ability in PE is assessed and recorded using the Rawmarsh Assessment Scheme which is based on QCA levels and identifies lower, middle and higher attainers. Teachers are responsible for keeping their own records. They will use this to inform about future planning and end of year reports. This information is also used for transition between years and schools. This system can also be used to track pupil involvement in OSHL activities, involvement in Young Leadership Programmes and membership of community clubs.

## EQUAL OPPORTUNITIES AND INCLUSION

### EQUAL OPPORTUNITIES

In accordance with the school's Equal Opportunities Policy' all pupils regardless of gender, cultural heritage, race, colour, nationality, ethnic origin, religion or special needs, will be given the opportunity to experience and acquire skills according to the National Curriculum. The Education Reform Act of 1988 gives children the entitlement to all areas of the National Curriculum. The Education Act of 1996 reinforces physical education as a foundation subject for all pupils.

Physical education will not be withheld as a sanction, although individuals may be withdrawn if their actions are deemed dangerous either to themselves or others.

## INCLUSION

A more inclusive curriculum will be developed providing effective learning opportunities for all pupils by:

- ✚ Setting suitable learning challenges.
- ✚ Responding to pupils' diverse learning needs.
- ✚ Overcoming potential barriers to learning and assessment for individuals and groups of pupils. (Eg.. special educational needs, pupils with disabilities).

For different abilities tasks are differentiated at the short term planning stage. Children who are on the special needs register have individual education plans and a planned programme of support if appropriate.

\*\*\*\*\* EVERY CHILD MATTERS \*\*\*\*\*

## EQUIPMENT & RESOURCES

Add your own ideas about the following,

- ✚ Our equipment is stored in the PE store cupboard at the back of the old hall. It is a policy that NO children should enter this room. Staff should get their own equipment ready for the beginning of their lessons and ensure that it is returned and stored safely once again at the end of their lesson.
- ✚ What equipment is available

- ✚ Pupils have access to equipment at breaks found in boxes within the classrooms for years 1-4 and at lunchtimes midday staff provide a wide variety of equipment for the children to use.

## SAFE PRACTICE

- ✚ Members of staff, where possible, will change their clothing and footwear to teach physical education. If this is not possible all staff members will ensure that they are wearing suitable clothing with a change of footwear.
- ✚ When the lesson is indoors pupils will wear their PE kit with bare feet at all times unless they have an untreated verruca. When the lesson is outside pupils will wear their PE kit and trainers/pumps.
- ✚ To eliminate potential hazards and risks, obstacles will be removed where appropriate, the floor/work area and equipment used will be checked for faults/damage. All faults/damage will be reported initially to the PE Co-ordinator, then the Headteacher.
- ✚ Pupils will be taught safe ways to lift and carry equipment. Equipment used will reflect the age and ability of the pupils. Equipment will be stored safely in a PE store/cupboard or around the hall, will be replaced safely after use.
- ✚ Pupils will be supervised at all times, and will be encouraged to work in a positive disciplined manner. They will not be allowed onto apparatus until the teacher has checked it. Pupils will understand and respond to the 'stop' signal.
- ✚ All lessons will include a warm up and cool down. Skills will be developed appropriately before being used in games situations/on apparatus.
- ✚ For outside lessons apparatus will be assembled in a safe suitable place for access, boundaries will be marked, and all striking/hitting will be away from buildings.
- ✚ When using an alternative venue or site written permission will be gained from parents/guardians, a first aid box will be available, and details of the event will be left with the school. Emergency contacts will be taken, rules and regulations for the site will be adhered to, and LEA guidelines for staff/pupil ratios followed.
- ✚ During swimming lessons pupils will follow instructions and walk quietly at all times. They will wear correct clothing, and be made familiar with the centres own safety procedures.
- ✚ For activities requiring transport, follow Government and LEA guidelines

### Accident Procedures

If a pupil suffers an injury, where possible if the class teacher is supported by a TA the TA will take the pupil to the nominated first aider. If the teacher is not supported the lesson will be stopped and a member of staff sent for to aid the pupil. When the pupil has been taken care of then the lesson may continue. In certain circumstances the lesson may have to be abandoned for safety reasons.

The Nominated First Aider is Lisa Dunning.

## DRESS CODE

Teachers and support staff should change into correct footwear as a role model. It is important that teachers' footwear enables them to move quickly without the risk of slipping.

For pupils, the dress code exists to ensure safety and teachers must ensure it is adhered to.

For pupils the dress code is as follows:

### **Foundation Stage**

It is not necessary for the pupils to change for PE at this stage.

### **Key Stage One**

Indoors

t-shirts, shorts and pumps.

Outdoors

Tracksuit pumps/trainers for colder weather

t-shirts, shorts, pumps/trainers in warmer weather

### **Key Stage Two**

Indoors

t-shirts, shorts and pumps

Tracksuit, trainers/pumps in colder weather

t-shirts, shorts pumps/trainers for warmer weather.

For safety reasons it is imperative that the indoor dress code is followed for gymnastic lessons. Under no circumstances should children wear tracksuit trousers, tights or socked feet on apparatus as this can be dangerous.

Children who persistently forget their PE kit should be reminded of the importance of PE and if necessary a letter should be sent home to their parents asking for their cooperation. In certain year Groups spare clothing is available.

Children should only miss PE lessons on health grounds if this is requested by their parents either by direct contact with the school or in a note to the teacher.

Long hair must be tied back at all times.

Where it is not possible to remove jewellery ie earrings, a disclaimer form should be completed by the parents.

## **OUT-OF-SCHOOL-HOURS LEARNING (OSHL)**

The aim of our OSHL programme is to supplement and enhance the curriculum by providing further opportunity to take part in physical activity.

At Linden road during the course of the Year we offer the children the following clubs to attend

Football

Cricket

Dance

Before school fun club

Fit bods

Off the blocks Athletics

Through our programmes children are encouraged and guided toward local community clubs in order to participate further in an activity.

Children are consulted through surveys, discussions and the school council as to what activities they would like to participate in.

Clubs are regularly monitored to see who is attending so non-attendees can be identified and catered for.

## **SCHOOL SPORT PARTNERSHIP AGREEMENT**

As a school we work with our designated School Sport Coordinator towards the following aims:

1. Increased participation in high quality physical education
2. Increased participation in high quality out of school hours learning
3. Increased participation in high quality informal activity
4. Increased participation in high quality competition and performance
5. Improved attitude, behaviour and attendance in PE, sport and whole school
6. Increased attainment and achievement in and through PE, OSHL and sport
7. Increased participation in community based sport and improved quality of community life

## **HEALTHY SCHOOLS**

WE are committed to the principles of the Tameside Healthy Schools Scheme. The Tameside Healthy Schools Scheme was nationally accredited in April 2001. It is a partnership between Tameside Local Education Authority and the Health Authority.

The Scheme aims to support schools in raising standards of achievement by improving the physical and emotional health and wellbeing of the whole school community.

## **PRINCIPLES OF THE TAMESIDE HEALTHY SCHOOLS SCHEME**

The Healthy Schools Scheme looks at health in its widest sense, encompassing physical, emotional health and social wellbeing and addressing inequalities in health.

The Healthy School Scheme is school led. It acknowledges the uniqueness of each school and is based around a school's own priorities and needs.

The Healthy School is non-competitive

The Healthy School builds upon existing achievements and is a developmental and on-going process.

The Healthy School Scheme promotes the participation of the whole school community and encourages an inclusive approach to decision making.