

Physical Activity Policy 2021

(incorporating curricular Physical Education)

Last review date: September 2021

Next review date: September 2022

POLICY STATEMENT AND CURRICULAR AIMS:

Oxford Gardens primary school believes that physical activity, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. A broad and balanced physical education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils.

Through the selection of suitably differentiated and logically developed tasks, it is intended that pupils, irrespective of their ability, will enjoy success and be motivated to further develop their individual potential. A balance of individual, paired and group activities; co-operative, collaborative and competitive situations aims to cater for the preferences, strengths and needs of every pupil. Such activities, experienced within a range of areas of activity, aim to promote a broad base of movement knowledge, skills and understanding. They are also desirous in developing a pupil's ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.

The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem-solving. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness. This work is closely aligned with the school's PSHE policy.

Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the whole school's planning for the development of pupils' communication and PSHE curriculum in particular.

In addition to the curricular Physical Education, Oxford Gardens understands the importance of general physical activity. This manifests itself in the equipment available at break and lunchtime for children to use on their own initiative and the School Travel Plan with the focus on opportunities for cycling and walking and using public transport, as well as reminding families of the importance of physical activity at weekends and school holidays, by publicising opportunities available locally.

Aims:

The School's aims for Physical Education and Activity are:

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas
- To improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising
- To develop the ability to work independently, and communicate with and respond positively towards others
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being
- To engender a long-term love of physical activity in whatever form the individual feels most comfortable with and an understanding of the value to their own health of being active.

Entitlement:

The school provides all pupils with the full entitlement of two hours high quality Physical Education a week. This is delivered through two lessons of 1 hour duration. Units of work are blocked so that for a set period of time all the lessons are on the same area of activity eg. Seven weeks on gymnastics.

Foundation Stage:

Here the lessons are structured so that there is 1 session per week aimed at physical development. These are one hour in duration and are aimed at supporting children to meet the Early Learning Goals.

Key Stage 1 (x 2 lessons - 1 hour duration each lesson)

Key Stage 2 (x 2 lessons - 1 hour duration each lesson)

Each class has one hour of indoor space timetabled and one hour of outdoor space.

Swimming:

Children in year 3 will be able to access swimming as part of their physical development. Swimming lessons will be carried out in the Kensington Leisure Centre. In October 2021, Year 4 will have swimming lessons for half a term, as they did not have the opportunity to swim in Year 3, due to the COVID-19 pandemic.

Curriculum Planning:

Where appropriate PE is organised in themes to promote greater cross-curricular planning, teaching and learning.

The time-table and scheme of work is centrally planned by the PE coordinator.

The school follows progressive schemes of work in Gymnastics, Dance and Games at Key Stages 1 and 2. Relevant units will be made available to all staff 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.

Teaching and Learning:

Lessons are blocked in units of work to promote greater depth of understanding, developing of skills, contextual application of these skills and the ability to perform reflectively. Children 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 learn how to think in different ways to suit the different challenges. 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. This scheme of work specifies progression of skills, knowledge and understanding.

Monitoring and evaluation

The teaching and learning in curricular physical education is the responsibility of a combination of class teachers (indoor), PE coordinator (outdoor) and coaches (specialist work such as swimming). This requires a system of monitoring to ensure that the delivery is appropriate and as expected. This is the responsibility of the PE coordinator. He in turn is monitored by SLT.

The evaluation of teaching and learning tasks may result in a feeling that some tasks within the scheme of work are inappropriate for a particular class, or that the equipment provided is not appropriate. In such cases staff are expected to have conversations with the PE coordinator.

Assessment, Recording and Reporting:

Assessment is normally carried out by teachers in the course of the normal class activity. Formative assessment methods are continuously used.

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; this is best achieved through contextual tasks and not in isolation.

Parents will receive a written report on all aspects of a pupil's school work at the end of 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.

Facilities, Equipment and Resources:

The school has two indoor halls with mats and benches available for indoor PE. In addition the school has two playgrounds with basketball hoops, a climbing area and a football pitch.

EYFS has its own outdoor playground space with bicycles, climbing and a range of equipment for self-initiated play.

All resources are regularly reviewed in order to ensure they are appropriate to the range of ages, abilities and needs of the children in order to enhance learning.

The PE coordinator inspects the equipment regularly and identifies any that is in need of replacement or repair. This includes the equipment available for children to use at break time and lunchtime. Staff and children can suggest new equipment that they might find useful for the Coordinator to consider.

Resources are kept in the store cupboard opposite the football pitch area

Resources should be counted out and counted in, returned in good condition and working order. 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 Coordinator as soon as possible. Any damage observed done 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.

Safe Practice:

Children and adults should wear appropriate clothing. Oxford gardens P.E kit consists of a white T-shirt, navy shorts or tracksuit with trainers. For gym and dance children should have bare feet. All jewellery should be removed with long hair being tied back. We encourage maximum participation and anyone that forgets their kit more than 3 times a term is sent a letter home.

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. This school follows the "Safe Practice in Physical Education" guidance provided by our LEA.

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

Accident Procedure

If an accident occurs, the pupil should be sent to a qualified first - Aider or the first - Aider called to the incident. The incident should be recorded in the accident book as per school guidelines.

During off-site activities, at least two members of staff should always accompany the children in case of an accident. Therefore one adult will be available to deal with the incident without leaving the other children unattended. A portable first aid kit should always be taken to off-site events.

Differentiation:

Physical education in the school 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. Some pupils may need specialist equipment and approaches or to 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 LSAs 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.

Equal Opportunities and Inclusion:

Every pupil has equal access to national curriculum physical education. 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 (CPD):

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 where they feel they need support so that appropriate support can be given by either the subject leader or the PE Adviser through INSET. All staff who attend any CPD course must provide feedback/ disseminate the information.

Physical Activity outside the formal curriculum

The school offers a wide range of after school activities. These are open to any pupil in the relevant year group. Currently, at lunch time there are a number of structured activities that are led by lunch time workers including basketball, circuit training and activities around the climbing wall area. The climbing area is available for the children to use independently to help build upper body strength.

School teams and inter-school competitions.

There are a range of school teams that regularly take part in inter-school competitions. Upcoming competitions are advertised on the school calendar and children from all different age groups and abilities have the opportunity to be part of school teams.

Clubs

At present Oxford gardens has a number of extracurricular clubs running offering both mental and physical stimulation. The clubs are overseen by our support staff (LSA and Learning mentors). An up-to-date list of clubs on offer at a particular time is available from the school office and on the school website. In addition to this there is a residential organised each year for Year six pupils which offers a range of physical activities.

Staff will notify pupils and parents of any cancellation, rearrangements of clubs as soon as possible.

Poor 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 adaptation still allowing the learning intentions to be achieved.

**please refer to latest covid related risk assessment to make sure any updates or restrictions are adhered to.

Head teacher to send out regular information in regards to any changes.