



Physical Education and School Sport Policy

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Review Cycle	3 Yearly
Statutory Policy	No
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Physical Education and School Sport Policy

Purpose

This document reflects the teaching and learning of physical education (PE) within The Small Schools Multi Academy Trust. It provides a framework within which all involved can operate and provides guidance on planning, teaching and assessment.

Audience

This is a reference point for the whole school community, including teachers, support staff, student teachers, the Senior Management Team, Directors, parents and other interested parties. The implementation of the policy is the responsibility of all members of staff. The policy will be considered by the Directors as part of the policy review cycle. Due regard has been applied to equality considerations.

Aims

Physical education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities as per our curriculum map. We aim to encourage all pupils to develop the skills and confidence to reach their full potential as participants, performers and leaders so that they will develop a life-long interest in physical activity and sport. We will also provide opportunities for pupils to compete in sport and other activities to build character and help to embed values such as fairness and respect

We aim to ensure all pupils:

1. Develop competence to excel in a broad range of physical activities
2. Are physically active for sustained periods of time
3. Engage in competitive sports and activities
4. Lead healthy, active lives.

(Taken from the National Curriculum Aims – September 2014)

Entitlement

All pupils will have access to the requirements for National Curriculum Physical Education. Learning is mapped in a way that ensures lesson time is used effectively to ensure maximum progression and enjoyment for pupils and that they access a broad and balanced curriculum. All year groups within the school are allocated hall time.

Participation

All pupils are expected to participate in physical education lessons. Where pupils have an injury or illness that prevents full participation, they should be allocated tasks, which are inclusive but safe for them to undertake (coaching, observation and analysis, timekeeping, scoring etc.)

Planning and Assessment

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The curriculum map plan roughly maps out the PE activities covered in each term during the key stage. This however can be adapted based on the assessment information we gather and may therefore be adapted to meet the specific needs of the class at the time. The PE subject leader supports and oversees this in conjunction with relevant teaching staff/coach.

Our medium term plans are taken from the Devon PEDPASS Schemes of Work (Devon Physical Education: Daily Physical Activity and School Sport) and teachers use these medium term plans to both inform their short-term planning and then map to the long term overview highlighting national curriculum requirements and assessment information. An initial core task is carried out at the beginning of a unit to ensure strengths and development needs of the pupils are taken into consideration before planning for their specific needs. The class teacher and subject leader often discuss individuals and planning on an

informal basis. Teachers also have access to a range of other support resources including; TOPs cards, LCP, AST plans, posters, teaching cards and video clips to support their subject specific knowledge.

Opportunities for checking progress should arise naturally in the course of the teaching unit and this information should be reflected upon and used to adapt planning moving forward. Teachers are not expected to keep detailed records of each child's progress in relation to the learning outcomes. Records should be selective and brief. Watching children work, talking to them about their work and listening to them describe their work will generate useful assessment information. Monitoring the learning outcomes and expectations in each unit will help teachers assess progress and target activities appropriately. This information can be passed onto parents through the end of year report.

Resources

There are a range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE shed, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By doing so, the children learn to handle equipment safely. The children use the school field for games and athletics activities.

Staffing

A specialist PE teacher will deliver lessons to all pupils across the MAT on a weekly basis. All teaching staff are expected to teach and oversee physical education for their class following the National Curriculum through the schools long and medium-term planning units. PE is taught by a member of the teaching staff or a competent Teaching Assistant if the teacher is unavailable.

Equal Opportunities and Special Educational Needs

All children will have access to the full range of physical activities irrespective of gender, disability, ability, social background, language or ethnicity. All pupils, whatever their individual needs, have access to the whole curriculum. Staff are aware of the regulations set out in the SEN and Disabilities Act 2001 and the Disability Discrimination Act 2005, and must take all reasonable steps to ensure that no member of the school community is treated less favourably because of disability. Training needs are facilitated by the specialist PE teacher.

We are a 'Dyslexia Friendly School' and through appropriate training and resources we expect to be able to meet the needs of most dyslexic pupils through differentiation and appropriate intervention strategies. Pupils with special educational needs are taught by the class teacher, supported whenever possible by another adult, or withdrawn for group work with a special needs teacher and/or teaching assistant. All pupils should benefit from physical education and every effort is made to ensure that activities are equally interesting and challenging for both boys and girls. Children including Gifted and Talented are given extension activities as appropriate to develop deeper knowledge and understanding and acquire skills to produce unlimited outcomes. Ways in which pupils are offered additional support or extension are highlighted within our planning documents.

Teachers' planning and practice should follow school policy and guidelines for:

- Equal Opportunities and Race Equality
- Special Educational Needs and Inclusion
- Able Pupils
- Dyslexia Friendly

The Foundation Stage

We encourage the physical development of our children in Nursery and Reception as an integral part of their work. Children will be given the opportunity to develop a full range of physical skills through

following EYFS. These activities take place both indoors and outdoors and prepare the children well for the acquisition and further development of skills through the NC programmes.

Out of School Hours Learning (OSHL)

The Small Schools Multi Academy Trust supports pupils to meet the health recommendations of being physically active for at least an hour a day (3 hours for under 5 years olds) A broad range of out of hours activities is offered after school. They may be delivered by teachers, coaches or parents who have the necessary qualifications. Registers must be taken for all out of hours activity sessions, except those which run and are managed by lunchtime supervisors.

Lunchtime supervisors and pupils have been trained to lead and supervise physical activity sessions at lunchtime and pupils are actively encouraged to take part and consulted about what things they would like to see offered to them.

To further account for the third aim - Engage in competitive sports and activities – children will be given the opportunity to take part in a range of competitive events with other schools in the cluster.

Safe Practice

The general teaching requirement for health and safety applies to this subject. We encourage pupils to consider their own safety and the safety of others at all times. All staff have access to a copy of the afPE publication, which states safety guidelines 'Safe Practice in physical education' (2012) and we follow the safe teaching principles outlined in this book as per Staffordshire County Council guidance. All accidents, no matter how slight should be reported in the school's accident book, which is kept in the medical room. All adults working at the school have a responsibility to report any defects in equipment which require attention. The safe use of equipment will be encouraged at all times and pupils will be trained to move and store equipment in a safe manner.

Risk Assessment

It is the responsibility of all adults leading activities to ensure that they are satisfied that risk assessment procedures have been undertaken and that appropriate measures have been put in place where necessary. Please note that gymnastics equipment must be checked by teachers before any pupil is allowed to use it.

Qualifications & CRB

All volunteers and paid coaches employed/deployed by the school must have appropriate qualifications, experience and proof of an enhanced disclosure by the Criminal Records Bureau.

Staff Responsibilities and Safeguarding

At all times and in all circumstances, teachers and other staff are responsible for safeguarding the welfare of all pupils. When planning physical education activities, teachers must ensure that safeguarding procedures are followed.

Clothing

We expect pupils to change for physical education into the agreed clothing for each activity.

The school advises parents on what we believe (and the LEA advise) to be appropriate clothing for physical education. All pupils must change into shorts and T-shirts for PE lessons. For outdoor activities and in cold weather pupils are encouraged to have a tracksuit or warm top.

Footwear

Pupils must wear footwear which is appropriate to the activity when outdoors. This will usually be trainers. For Dance and Gymnastics which takes place indoors, children are expected to work in bare feet as this allows them to obtain more grip and feeling for their actions. Pupils who have a verruca should also work in bare feet as they can only be passed onto other people through damp environments.

Jewellery

No jewellery is worn for physical activity. Any new piercing should be carried out at the beginning of the summer holidays so that jewellery may be removed. This information is communicated to parent through our newsletter. If a pupil cannot remove their studs for any reason they may not be able to take part in the physical elements of the lesson due to the associated risks however alternative involvement in the lesson will be provided. (PAGE 31 afpe).

Hair

Where pupils have long hair this should be tied back so that it does not get caught or restrict vision.

The role of the subject leader

It is the responsibility of the subject leader to:

- Judge standards in PE
 - Monitor the quality of teaching and learning in PE
 - Lead sustainable improvements in the subject
 - Oversee the effective spend of the Primary Sports Funding and evaluate the impact of this
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- All staff have up to date relevant planning documents and information.
 - Resources are maintained, repaired or replaced.
 - New equipment is ordered after consultation with staff.
 - Training opportunities are arranged to enable staff to increase confidence, expertise and quality of delivery.
 - All equipment is stored and used appropriately.
 - To ensure that Sports Day is organised and that a variety of OSHL is provided.

Policy Review Date

This Physical Education Policy will be reviewed in accordance with the Trust's review cycle.