

## St. Gregory's Catholic Primary School

### Physical Education and School Sport Policy

#### **Rationale**

Physical education is a statutory requirement of the National Curriculum and an essential contributor to the development of the whole child. Through a high quality physical education programme pupils develop physical competence and confidence and are given opportunities to be physically educated and become physically literate. Within our physical education provision we aim to promote personal development, health and well-being, enjoyment, success and achievement of all pupils across the whole curriculum and beyond. Physical education provides pupils with the opportunity to be creative, competitive and participate in different challenges as individuals and in groups and teams. It promotes positive attitudes towards a healthy and active lifestyle, with pupils learning how to think in different ways, develop **resilience** and make decisions in response to creative, competitive and challenging activities. They also learn how to **reflect** on their performance, plan, perform and evaluate actions, ideas and performances to improve the quality of their work. Physical education helps pupils develop personally and socially. They work as individuals, in groups and teams, developing concepts of fairness and of personal and social **responsibility**. They take on different roles and responsibilities, including leadership, officiating and coaching. Through high quality Physical Education and School Sport pupils discover their aptitudes, abilities and preferences and make informed choices about how to get involved in lifelong physical activity.

#### **Aims and Objectives**

Through a high quality physical education programme, the school aims to enable pupils to become successful learners, confident individuals and **responsible** citizens who develop as independent enquirers, creative thinkers, **reflective** learners, team workers, self-managers and effective participators. We aim to achieve this by:

- Enabling children to develop and explore physical skills with increasing control and co-ordination;
- Encouraging children to work and play with others in a range of group situations;
- Developing the way children perform skills and apply rules and conventions for different activities
- Increasing children's ability to use what they have learnt to improve the quality and control of their performance;
- Teaching children to recognise and describe how their bodies feel during exercise;
- Developing the children's enjoyment of physical activity through creativity and imagination;
- Developing an understanding in children of how to succeed in a range of physical activities, to be **resilient** and evaluate their own success.
- Developing an ability to plan a range of movement sequences, organize equipment and apparatus, and begin to design and apply simple rules;

- Promoting positive attitudes towards health, hygiene and fitness;
- Developing a sense of fair play and sportsmanship;
- Offering opportunities to develop areas of activity through a range of extra-curricular sports.

### ***Teaching and Learning Style***

All lessons throughout the school are taught as class groups following the 'Lancashire PE Scheme of Work'. Lessons are normally taught by the class teacher, some lessons may on occasion be taught alongside a sports coach from the Chorley School Sports Partnership to aid in staff development. Swimming lessons are always taught by a specialist swimming teacher along with the class teacher.

Within our setting a variety of teaching and learning styles are employed in PE lessons, to engage the variety of learners, providing them with the opportunity to learn for visual, auditory and kinaesthetic activities. The principal aim being to develop the children's knowledge, skills and understanding through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources. The learning environment will enable all pupils to recognise their own and others' strengths and areas for improvement and provide them with appropriate tasks to improve and achieve.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. (See Inclusion Policy). In order to achieve this all lessons will be planned to provide challenge for the more able pupils and appropriate levels of support in order for all pupils to make progress.

### ***Inclusion – Equality, Diversity and Accessibility***

All pupils can access a broad and balanced PE curriculum, which meets the specific needs of individuals and groups of pupils, including those who have diverse special educational needs, physical disabilities, gifted and talented children and those who have English as an additional language. Lesson planning, delivery and assessment tries to ensure that children are provided with appropriate and effective opportunities to actively participate and succeed in the whole range of learning opportunities offered within and outside the curriculum.

The needs of individuals are met by providing support staff, a range of equipment, appropriate groupings, safe spaces in which to work and differentiated tasks which enable all pupils to make progress

### ***Differentiation***

Planning for differentiation should be based on the S.T.E.P. principles i.e. making changes to SPACE, TASK/TIME, EQUIPMENT and PEOPLE taking account of:

- The size of the area in which a pupil works, smaller spaces until pupils develop spatial awareness and control over themselves and equipment, larger spaces to challenge more able pupils
- Pupil activity, e.g. different task, different roles and responsibilities, different allocations of time and variations of pace within the lesson to meet needs of different levels of ability.
- Resources, e.g. different equipment for different levels of ability across the key stages.
- Pupil groupings, e.g. ability or mixed ability groups; or group, paired or individual activities, the opportunity to work with adult support where needed
- Other opportunities, e.g. extracurricular activities, club links and interest groups, for the development of excellence.

Differentiation by task may be achieved when the children who are pursuing the same part of the programme of study are given a range of different but related tasks according to their levels of ability.

Differentiation by outcome may be achieved by setting tasks, which are suitable, and appropriate for all the children's starting level and which allow the more able children to be challenged.

Differentiation by support may be achieved when children of low ability are given constant reassurance to help improve their confidence.

### ***PE Curriculum Planning***

PE is a foundation subject in the National Curriculum. Our school uses the Lancashire PE Scheme of Work, and follows the lessons, core tasks and assessments within this using the Lancashire PE APP. Within EYFS and Key Stage 1, the focus is on developing children's fundamental movement skills as well as discreet lessons in dance and gymnastics. In Key Stage 2 the focus transitions into applying these skills into specific games and athletics focussed activities. Dance, gymnastics and Outdoor Adventurous activities are also taught. Swimming and water safety is taught in Year 3, with additional lessons being provided in future year groups for children who do not meet the National Curriculum standard.

Class teachers complete a long term plan for each half term, stating which units of PE will take place at which point in the year, this is recorded on the PE App. The Lancashire PE Scheme of Work is largely used as the basis for individual lesson plans, which are edited and adapted to suit the needs of the class. These plans list the specific learning objectives for each lesson and give details of how the lessons are to be taught.

All PE activities are planned so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and

understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

All classes are allocated 2 hour long slots for PE each week; In addition to this a variety of extra-curricular sports clubs are run by staff seasonally.

### ***The Early Years Foundation Stage***

We encourage the physical development of our children in the EYFS class as an integral part of their work. Physical Development is one of the prime areas of the Early Years Foundation Stage, which underpins the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills working towards achieving the Early Learning Goal.

### ***Assessment and Recording***

Teachers monitor children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. Using the PE app this can be done following each lesson. Each unit then finishes with a 'Core Task' which is designed to assess pupils ability in the key skills from the unit, from these tasks teachers can make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit. This information is then stored and used to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

### ***Staff Development***

Opportunities for the development of all staff should be provided in order to enhance the quality of PE within the school. The needs of the staff will be identified through the monitoring and evaluation of the subject which is undertaken by the designated PE Subject Leader and should be done in conjunction with the whole school development plan. The PE Coordinator will ensure that any development opportunities undertaken by staff are disseminated throughout the school where necessary to further enhance the quality of PE. This may include local courses and support from the School Sports Partnership.

### ***Leadership and Management***

The PE Coordinator is responsible to the Head Teacher and will ensure that the following points associated with the role are considered and carried out where appropriate:

- Developing good classroom practice;

- Managing the budget based on the needs identified through the monitoring and evaluation of the subject and the whole school development plan;
- Auditing, ordering and reviewing resources;
- Ensuring that records and data are kept up to date;
- Attending courses to further own professional development and providing information and support for colleagues;
- Monitoring classroom practice and planning to ensure high quality delivery and setting future targets;
- Extending relationships and contacts beyond the school and in the local community;
- Organising intra and inter school competitions;

### ***Monitoring and Evaluating***

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE Subject Leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leader gives the Head Teacher evaluations of the strengths and weaknesses in the subject and indicates areas for the School Development Plan.

### ***Extra-curricular activities***

The school provides a range of PE-related activities dependent on the season. These are provided by a combination of school staff and specialist sports coaches. Sports that have been provided as extra-curricular clubs include:

- Football
- Hi-5's
- Multi-skills
- Cricket
- Rounders
- Athletics
- Gymnastics
- Dance
- Yoga
- Fencing
- Judo

These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term. The school also plays regular fixtures against other local schools and participates in area knockout competitions. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

## **Resources**

There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, 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 so doing, the children learn to handle equipment safely. The children use the school playground and the playing field for games and athletics activities and the local swimming pool for swimming lessons. We also have a specially built running track which pupils and staff use to complete the 'Daily Mile'.

## **Health and Safety**

Safe Practice in Physical Education & School Sport is a comprehensive guide to safe practice and managing risk in PE and should be referred to regarding any aspect of Health & Safety. This is stored in the Head Teacher's office and is available for all staff to use. The PE policy is in line with school and local authority guidance.

## **Risk Assessment**

- The importance of safety in PE is stressed to all pupils and they are continually reminded of the need to look after themselves and others whenever they are participating in PE, sport or playing in the playground. Planning includes opportunities for explicit teaching of safe practice, particularly in potentially dangerous areas like the swimming pool, gymnastics hall and playground.
- Teachers and pupils help to identify possible hazards in lessons. Teachers discuss with pupils how much risk the hazard is and what can be done to reduce the risk so nobody gets harmed.
- Teachers are encouraged to carry out informal risk assessments prior to every PE lesson. This will involve a quick overview of the teaching environment and equipment which is then matched with the planned lesson content to assess whether it is safe to proceed or use an alternative approach.

## **Clothing and Personal Effects**

- Clothing and correct attire for a particular activity represent important features of safe practice that apply in equal measures to both staff and pupils
- Staff should always endeavour to change for physical education, at the very least a change of footwear and removal of jewellery should be undertaken
- Pupils from the earliest ages should change into suitable clothing for PE so that they can participate safely.
- Clothing for PE should be well suited to its function. It should be light and allow good freedom of movement, but will also need to offer some insulation from cold weather in the winter months. It should be remembered that pupils who are insufficiently warm and experiencing discomfort will not be sufficiently focused and may lack concentration.

- Personal Effects, such as jewellery, religious artefacts, watches, hair slides, etc, should always be removed by pupils before participating in physical activity. Staff also need to be mindful of their own adornments.
- Clear expectations should be established throughout the school and with parents, about the management of personal effects.

### **Footwear**

- Suitable indoor footwear is crucial to safe participation and supervision. Security of footing is essential. Staff may need to respond quickly to prevent a potential injury to a pupil, making effective mobility essential.
- For gymnastics pupils should be barefoot allowing as children need to be able to feel for the movement and the surface they are working on.
- Training shoes on which the soles provide good traction and should be used for outdoor activities.

