



Bournville Primary School

Physical Education Policy

Date Ratified: 31st January 2017



**Signed By:
On behalf of School Governors**



**Signed by :
Headteacher**

Review Date: January 2018

Physical Education Policy

Introduction

The following 'Physical Education Policy' for Bournville Primary School is designed to provide a **high quality** broad and balanced PE curriculum and daily physical activity opportunities that meets the needs of all pupils throughout Key Stage 2, Key Stage 1 and the Foundation Stage.

Rationale

- ◆ To develop the ethos of the school as a health promoting environment
- ◆ To contribute towards the 5 Every Child Matters outcomes of Enjoy and Achieve, Be Healthy, Stay Safe, Make a Positive Contribution and Economic Wellbeing
- ◆ To contribute towards the DfES National School Sport Strategy Targets of all children to participate in a minimum of 2 hours high quality PE and Sport per week, and the 2010 vision of 2 hours within and 2 hours beyond the curriculum.
- ◆ To use PE, sport and physical activity to bring about whole school improvement through improving attendance, behaviour and attainment of pupils

PHYSICAL EDUCATION

Aims

- ◆ To provide high quality opportunities for pupils to be creative, competitive and to face up to different challenges as individuals, in groups, and in teams.
- ◆ To develop pupils' physical competence and confidence in a range of activities, enabling them to become skilful and intelligent performers.
- ◆ To promote physical development and co-ordination, and a knowledge of the body in action.
- ◆ To develop the ability to plan, perform, and evaluate actions, ideas and performances to improve their quality and effectiveness.
- ◆ To develop pupils' ability to respond to a variety of situations, to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking.
- ◆ To promote positive attitudes towards active and healthy lifestyles enabling pupils to make informed choices about the importance of exercise.

Physical Education at Bournville Primary School is based on the National Curriculum Physical Education 2014 Document. A unit map has been developed which provides a long term plan for each phase. The units are organised to provide progressive steps, which meet the end of key stage expectations and enrich the child's experience. In key stage 1, these include: dance, games, gymnastics, athletics and outdoor and adventure activities. In key stage 2, these include: athletics, dance, gymnastics, invasion games, net/wall games, outdoor and adventure, striking and fielding games, swimming and water safety. For each unit, a summary sheet has been devised which includes details of: learning outcomes and core tasks.

Teaching Strategies

All lessons will include the following basic framework:

- ◆ Introductory warm up activities – pulse raising and stretching. (These will, wherever possible, be based on the activity to follow, provide opportunities to recap and reinforce skills previously learnt, and introduce the learning objectives for the lesson.)
- ◆ Activities that support the acquisition and development of skills and understanding.
- ◆ Activities that allow the children to select and apply the skills, knowledge and understanding.

- ◆ Activities that allow the children to develop an understanding and knowledge of health and fitness
- ◆ Opportunities for the children to evaluate their performance and that of others
- ◆ Concluding cooling down activities – pulse lowering and stretching.
- ◆ Teaching strategies will vary as is seen appropriate during any lesson between whole class, group and individual activities.
- ◆ Equipment and activities will be differentiated and adapted to extend, challenge and accommodate all levels of ability. Feedback will be constructive and frequent.
- ◆ Children will be grouped in a variety of ways depending on the lesson objectives and their learning needs. If a pupil is not taking part they will undertake other appropriate roles e.g.: umpire, referee or leader.
- ◆ Progression will be made within a lesson, between lessons and from one class/year group to the next. This will be monitored and supported through planning and assessment records.
- ◆ Pupil assessments against National Curriculum standards will take place within each unit delivered using the assessment booklet to record the progress and inform future planning. Long term, medium term and short term planning will be in line with the school's planning policy.

Time Allocation

All KS1 and KS2 classes are allocated 2 sessions lasting 60 minutes. All classes are timetabled morning and afternoon sessions. The school will make every effort to work towards and maintain the DfES National School Sport Strategy targets as outlined below:

'Enhance the take up of sporting opportunities by 5-16 year olds so that 85% of school children spend a minimum of 2 hours each week, within and beyond the curriculum, on high quality PE and School Sport by 2008'

'By 2010 all children will be offered at least 4 hours of sport every week, which will comprise at least 2 hours of high quality PE and sport at school and, in addition, the opportunity for at least a further 2-3 hours beyond the school day (delivered by a range of school, community and club providers)'

Equal Opportunities Statement

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 for Physical Education. 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.

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. (E.g. special educational needs, disabilities, English as an additional language.)

Cross Curricular Links

Physical education has the potential to make significant contributions to, and provide substantial support for, many areas of the curriculum. Physical education will be a tool used to help children develop skills, knowledge and understanding in such areas as:

- ◆ Linguistic and literary
- ◆ Scientific
- ◆ Mathematical
- ◆ Expressive and creative
- ◆ Spiritual, moral and cultural
- ◆ Technological
- ◆ Social

Out of School Hours Learning (OSHL) Activities

OSHL activities vary according to the time of year, and are undertaken on a voluntary basis by staff / adults who are qualified, able and committed. They are not a statutory part of the National Curriculum, but form part of the school's aspiration for two hours of high quality PE, Sport and physical activity per week. They are also an integral part of our 'Healthy School Programme'.

Links to quality community groups and sports clubs will continue to be developed, supporting further opportunities for young people to become involved with physical and sporting activities, therefore working towards an ambition that every child participates in 4-5 hours of activity per week

Health and Safety

All staff will implement the following health and safety guidelines.

Dress Policy

- ◆ 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. If a child has verrucas they will also take part in bare feet. When the lesson is outside pupils will wear their PE kit and trainers.
- ◆ Long hair will be fastened back and jewellery and personal effects will be removed. If a child forgets their PE kit they will be given the opportunity to borrow clothing, or will be fully involved in the lesson in an alternative capacity.

General Guidelines

- ◆ To eliminate potential hazards and risks, obstacles will be removed where appropriate, the floor and work area and equipment used will be checked for faults and damage. All faults and 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, and will be replaced safely after use. Audio equipment will be turned off.
- ◆ 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 it has been checked by the teacher. 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 and on apparatus.
- ◆ Mats will be only be used for jumping/balancing/rolling on and will not be used as a safety precaution in case a pupil falls from 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 an itinerary 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.

Risk Assessment

Each area of activity and activity facility will be preceded with a risk assessment procedure.

Accident Procedures

The nominated first aider is:

In the case of an accident pupils will be seated in a safe place away from the accident area, the teacher will stay with any injured child whilst other pupils are sent to gain assistance. The emergency services will be alerted if necessary, parents / guardians will be contacted and a member of staff will remain with the child at all times. The incident will be reported on an accident form, which is then given to the Headteacher. If the accident is off site, members of staff will be aware of the centres own accident procedures, emergency exits etc.

Staff Responsibilities

The PE Primary Link Teacher will:

- ◆ Produce and revise the PE policy and relevant schemes in consultation with all staff members.
- ◆ Monitor and evaluate the quality of PE provision and the range and quality of OSHL activities
- ◆ Monitor equipment, apparatus and its storage. Order new equipment when necessary.
- ◆ Offer support to all other teachers either practically where possible, or via published materials.
- ◆ Monitor and evaluate the progress made within a class or year group and the assessment procedures used by direct observation of teaching, and through planning / evaluation / assessment.
- ◆ Arrange to support other members of staff to develop their skills and knowledge by attending relevant courses themselves, and by encouraging others to attend where the need is identified.
- ◆ Arrange whole school training where appropriate.

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 PLT.
- ◆ 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 and policies.

Assessment

- ◆ Elements of each unit taught will be assessed and recorded to inform planning. The assessment data will be passed onto the next teacher to inform planning and ensure progression.

- ◆ Assessment will be mainly through teacher observation, but will include the general observations of other adults, information collected from the pupils, and where appropriate, written parent and carer permission, photographs.

Assessment for learning is made through short term (daily/weekly) observations of children's work, through discussion with the children and through medium term (summative) assessments and long term (formative) assessments.

- ◆ Progress will be reported annually to parents and carers using the attainment target and outcomes from the REAL PE Assessment wheel which is in line with National Curriculum outcomes. A pupil's level of attainment will be judged by the level descriptions in the attainment target.
- ◆ Assessment data will be made available to Secondary feeder schools to ensure smooth transition of pupils

PHYSICAL ACTIVITY

Aim

'To ensure that all aspects of physical activity in school are promoted for the health and well being of pupils, staff and visitors'

Objectives

- ◆ To provide a consistent message in school about physical activity both within and beyond the curriculum
- ◆ To increase daily physical activity levels of all pupils in line with national targets
- ◆ To contribute to optimum pupils behaviour, physical fitness, growth and development assisting pupils to reach their full learning potential
- ◆ To improve self esteem and confidence among pupils and provide opportunities for them to work together
- ◆ To provide the opportunity for pupils to develop valuable lifetime skills
- ◆ To increase pupil's knowledge, understanding, experience and attitudes towards physical activity
- ◆ To ensure physical activity provision in school reflects the cultural and medical needs of pupils
- ◆ To contribute towards OSHL activities for all pupil's

IMPLEMENTATION

Whole School Ethos

- The school environment will be made conducive to physical activity, and appropriate activities provided accordingly.
- The school will work with partner agencies to promote physical activity and will use these agencies to support special events and challenges
- The school will consult and involve pupils and parents or carers in decisions about physical activity within the school.
- The school Governors will play an active role in the development of PE, sport and physical activity opportunities within the school
- All school staff will be supported and encouraged to attend appropriate training to aid the development of physical activity within the school

Physical Education

The Physical Education provision of the school will play a major part in the school's provision of physical activity. Time allocation per key stage and year group will be as outlined in the Physical Education Policy statement above. The school will endeavour to align PE and physical activity opportunities in order to meet the National School Sport Strategy targets, and help contribute towards the Department of Health guidelines of 60 minutes of moderate physical activity per child per day.

The importance of leading an active and healthy lifestyle will be a fundamental part of the PE national curriculum lessons, and the knowledge of health and fitness strand will be fully embedded in all PE lessons within the school.

Daily Physical Activity Opportunities

A wide range of daily physical activity opportunities will be established beyond the curriculum and throughout the school day as appropriate. The school will work with the School Sport Partnership in order to establish daily physical activity programmes as outlines below:

- Active Playgrounds – Equipment and games available at break and lunch times, zoning and marking of the playground. Training of lunchtime supervisors
- Playground Leaders – To organise and lead activities in the playground
- Daily Physical Activity – Short burst of 10 minutes physical activity (whole school or class based) at intervals throughout the day (Take 10 or Activate)

OSHL Provision

Breakfast Clubs are established and will consist of healthy breakfast and activity sessions (Wake and Shake sessions) in order to ensure children are ready to learn at the start of the school day.

A wide range of regular after school and lunchtime OSHL activity clubs will be established using appropriately trained and qualified staff, to ensure a breath of provision that provides for all.

Community and Club Links

School premises will be made available as part of the Extended Schools agenda where appropriate. The school will make use of their School Sport Coordinator to create links with local sport and physical activity clubs, and will actively sign post pupil's to kite marked clubs within the local community.

School Travel Plan

The school will encourage pupils, parents and carers and staff to walk or cycle to school under safe conditions utilising the school travel plan. School walking buses will be actively encouraged as appropriate.