



Agate Momentum Trust **Physical Education, School Sport and Physical** **Activity Policy**

Introduction

Physical Education (P.E.) is a foundation subject within the national curriculum. This policy outlines the purpose, nature and management of P.E. taught and learned in our schools.

This policy for P.E. reflects the consensus and opinion of the whole teaching staff and had been approved by the governing bodies of Hallsville and Scott Wilkie Primary Schools.

The implementation of this policy is the responsibility of all class teachers and the subject leader.

The Nature of Physical Education

P.E. is about developing children's enjoyment, confidence and skill in physical activity and introduces them to the enjoyment of sports. It is a practical subject which gives all children, irrespective of age, gender or ability opportunities for participation, enjoyment and success.

P.E. promotes personal, social, intellectual, and physical skills, and at our school it attempts to foster co-operation, tolerance and self esteem. Our school aims to promote an enjoyment in undertaking exercise in all children that will hopefully be continued into adulthood as part of a healthy lifestyle.

The Outcomes of P.E.

Through our P.E. programme we aim that our children will:

- Be committed to P.E. and sport and make these a central part of their lives
- Know and understand what they are trying to achieve and how to go about it
- Understand that P.E. and sport are an important part of a healthy, active lifestyle
- Have the confidence to get involved in P.E. and sport
- Have the skills and control that they need to take part in P.E. and sport
- Willingly take part in a range of competitive, creative and challenge-type activities, both as individuals and as part of a team or group
- Think about what they are doing and make appropriate decisions for themselves
- Show a desire to improve and achieve in relation to their own abilities
- Have the stamina, suppleness and strength to keep going
- Enjoy P.E. and school sport

Entitlement

There is one attainment target for P.E. The programmes of study require teachers to ensure that four "strands" are covered within the work planned for the pupils. These are:

- acquiring and developing skills
- selecting and applying skills and tactics
- evaluating and improving performance
- knowledge and understanding of fitness and health.

There are specific programmes of study which outline six areas of activity that all children should be involved in at our school.

These six are:

- dance (KS1 & KS 2)
- gymnastic activities (KS1 & KS 2)
- games (KS1 & KS 2)
- outdoor and adventurous activities (KS 2)
- athletic activities (KS 2)
- swimming (KS 2)

All children take part in a one year swimming programme at Newham Leisure Centre when they are in year three (Hallsville) year five (Scott Wilkie), and Year 6 (both schools) participate in an intensive catch up programme.

Physical Activity, Fitness and School Sport

By participating in physical activity during and after school, students can gain a range of physical, social, emotional and intellectual benefits. Physical activity opportunities will be provided through health and physical education activities, sport, recreation and games.

Therefore, physical activity is an important dimension in pupils' broad scope of development during their years of schooling.

We feel it is important that children are given opportunities and are encouraged to participate in a range of enjoyable physical activities from an early age. By doing this, they will be more likely to continue being physically active throughout their lives.

Each teacher from Year One to Year Six will incorporate a time for fitness activities every day (where possible). The amount of time focused on fitness will total a minimum of 60 minutes each week.

In the Foundation Stage, learning takes place both indoors and outdoors throughout the day. Children therefore have the opportunities to use space spontaneously and be physically active throughout all lessons.

Key Stage One and Two classes (except year 3 Hallsville and year 5 Scott Wilkie) will also receive half an afternoon each per week of quality sports coaching. This does not replace the National Curriculum taught by teachers, but enriches it.

We aim to provide our pupils with a range of extra curricular opportunities to be physically active. We will provide as many extra-curricular clubs to our pupils as we possibly can throughout the academic year. We will promote any out of school activity/sport clubs that we feel are suitable for our pupils. All staff are encouraged to become a part of our extra-curricular programme.

We will also promote whole school participation and enjoyment of national initiatives such as The Great School Run, National School Sport Week and Walk to School Week.

The Headteacher will encourage staff to be physically active through participation in activities with the children, arranging activity sessions after school and providing staff with relevant promotional materials from outside agencies.

Learning and Teaching

Each class will have a one hour portion of hall time each week in which to conduct P.E. lessons, although games activities will be taught outdoors whenever possible.

Each teacher will incorporate a minimum of 60 minutes of fitness into their weekly timetable. This fitness session will follow a theme that will be recorded on to weekly planning sheets.

All teachers are responsible for the planning and teaching of physical education

for their class.

In all P.E. lessons all children will be encouraged to develop their skills through the four strands of P.E. Each lesson should provide an opportunity to develop and reflect on each strand within this process.

Dance, gymnastic activities and games, along with swimming in year three will be ongoing all year round. There will be an emphasis on outdoor and adventurous activities and athletic activities during the summer. The language and terminology associated with each area of activity should be given a high profile in the children's planning and evaluating.

The ideas and values associated with fair play and good sporting behaviour will be encouraged at all times.

Developing the physical skills is a very important part of the education of young children. Foundation stage children have the same access to P.E. as Key Stage 1 and 2 children.

Routine Procedures

Where appropriate, children will get changed for P.E. in class. At the class teacher's discretion gender split changing can occur, however this must be supervised.

For children that do not have a change of clothes for P.E. spare kit is provided. Each year group has a box of spare kit, including plimsolls. This will need to be topped up each year with money from the PE budget.

All children must change into shorts (tracksuit trousers in colder weather), T-shirt/vest and plimsolls/trainers for one hour P.E. sessions. Children are only required to change into suitable footwear for shorter fitness sessions. (N.B. Parents are regularly updated and informed about policy regarding correct clothing for all school activities). No jewellery or watches are to be worn during P.E.

As far as possible all jewellery must be removed. The following principles should be applied:

- all personal effects should be removed
- if they cannot be removed, the adult in charge should take action to make the situation safe (e.g. adjust the activity for the individual pupil or group)
- if the situation cannot be made safe, the individual pupil may not actively participate. (Safe Practice in Physical Education and School Sport. BAALPE, 2004.)

Any adults who are unsure of the above should seek advice of the P.E. subject leader or Health and Safety Coordinator.

When travelling to a hall from class, pupils should wear their indoor footwear which is to be removed upon arrival.

Plimsolls or trainers are to be worn for outdoor activities, by both pupils and the adults involved.

All adults (teacher and TA) must change in to an appropriate kit, which must include appropriate footwear. All staff must self assess the risks of their participation in activities.

Before any activity, a visual scan must be carried out to check for hazards. This is the teacher's responsibility; however children should be directed to take responsibility for this as well. Pupils can find and report hazards, but can only remove hazards if directed by the teacher.

Health and Safety

All teachers are responsible for the safety of their own lessons and should, therefore, be familiar with the 'Safe Practice in Physical Education' document, Appendix 6.

When engaged in physical education children are expected to behave in a considerate, responsible manner showing respect for other people and equipment.

During P.E. children will be encouraged to discuss safety implications concerning themselves and others.

Children are trained to collect and return small equipment from the appropriate storage area with the permission of the teacher.

Gymnastics

Adults with QTS, or a national coaching qualification (level 3 or above) in this area, may lead or teach gymnastics sessions.

Apparatus

Pupils should be taught progressively to lift, carry and place apparatus. Appropriate methods of doing this can be seen in LCP flipbooks. The teacher, or a Teaching Assistant (T.A.), should check once equipment has been put in to place by children.

Equipment with defects should be reported to the P.E. Coordinator, who will in turn liaise with the Health and Safety Coordinator to resolve the problem.

Mats

Mats should be placed where landing from jumps are planned and may be used to cushion rolling activities. They must not be placed where there is a perceived risk of falling. The teaching of controlled and safe descent from apparatus is the most effective way of avoiding accidents of this nature. This reflects national guidance in this regard.

Swimming

Year Three and year five children travel to and from Newham Leisure Centre by coach. Year Six children walk. All children are accompanied by adults, at a ratio in keeping with borough policy. A risk assessment for the journey is held by the school.

The Head Teacher or Deputy is to make accompanying adults familiar with all safety procedures and risk assessments prior to travelling.

The children are taught by staff at Newham Leisure Centre.

Outdoor and Adventurous Activities (O.A.A.)

O.A.A. engages children in problem solving and independent learning. In Year 6, pupils attend a four day residential course at Fairplay House. Here travel is fully risk assessed by school, and activities are risk assessed by centre staff.

When planning their on-site programme, teachers must consider the safety implications of the activities they intend to use. Factors to consider include:

- supervision (direct and remote)
- circumstances in which pupils may go out of sight of a teacher or adult
- how pupils are briefed prior to activities
- pupils use of, and responsibility for, resources and equipment
- pupils own responsibility for assessment of risk
- debriefing and evaluation after activities.

Athletic Activities

Running

Sprinting events should be no longer than 40m for Year 5/6 pupils (progressively leading to this for younger pupils). Any distance above 40m should be considered a middle, or long distance event and pupils should be taught to pace themselves appropriately.

Jumping

It is unsafe to teach jumping events that require a run-up without specialist landing facilities. We will only teach standing long/triple/vertical jump events.

Throwing

Good practice in throwing requires that all throws are directed away from all participants.

Teaching must develop pupils understanding of their responsibilities when throwing, as well as collecting and handling equipment.

Special Educational Needs

Every attempt will be made to fully integrate children with special educational needs and children with emotional, social and behavioural difficulties (E.S.B.D.) where it affects their performance in P.E. into participating on equal terms with other children.

It is important to concentrate on pupils' abilities and needs, not on their behaviours or disabilities. This emphasis aims to improve their skills and helps to change feelings of disaffection, under-achievement and low self esteem. At times it may be appropriate to have the support of a T.A. or additional adult to help with the management of a particular child during P.E. If this is the case it is preferable to

have the adult working with a group of children which includes the child that needs the support. Every effort should be made to avoid highlighting the differences of any particular child.

In some cases it may not be practicable to provide sufficient activities within the school for a child with severe disabilities and the SENCo should contact appropriate agencies for further advice and also to arrange for the provision of specialist resources where necessary.

Equal Opportunities

We believe that all children, irrespective of physical ability, race, gender, creed or stage of achievement have the right to reach their full potential in P.E. and achieve enjoyment, satisfaction and success at their own level.

Assessment

Direct observation is the most obvious way of collecting evidence in P.E. This may include discussion, appropriate use of video, response to questions and children's own self assessment.

Assessment of children's attainment is a continuous process and criteria for assessing include-

- accuracy
- efficiency
- adaptability
- ability to do more than one thing at a time
- teamwork
- agility
- stamina to sustain participation
- imaginative performance

Assessment is to be recorded at the end of each topic in accordance with school policy. At the end of the year in swimming all data is recorded and passed to the school by the swimming teachers at Newham Leisure Centre.

Staff Development

Staff will be encouraged to attend courses and review resources. The P.E. co-ordinator will have access to specific training to support and develop their role.

All staff will be given opportunities to work alongside the P.E. co-ordinator and the School Sports Co-ordinator (SSCo) based at Southern Road Primary School to aid with planning and delivery of the P.E. curriculum.

Personal Health and Hygiene

Health education, particularly those areas addressing the effects of exercise on the heart and body and the need for exercise to keep us healthy, will be addressed in appropriate P.E. lessons.