

St Nicholas CE VA Primary School

Policy Statement



Physical Education & Physical Activities

(Updated February 2016)

POLICY STATEMENT AND CURRICULAR AIMS

The school believes that physical education, 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 innate 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 of 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 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 policy on Health Education.

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, numeracy, PSHE and ICT skills.

Curricular Aims

1. 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 (acquiring and developing).
2. To develop an increasing ability to select, link and apply skills, tactics and compositional ideas (selecting and applying).
3. 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 (improving and evaluating).
4. To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising (knowledge and understanding of fitness and health).

5. To develop the ability to work independently, and communicate with the respond positively towards others (working alone and with others).
6. To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being (applying safety principles).
7. To develop leadership skills.

Entitlement

At St Nicholas School we strive to meet all the statutory requirements for PE. We also aim to provide extra time and opportunities through our extra curricular programme.

The current time allocated to PE per week is two hours per class. This is supplemented by out of school clubs and extra festivals, displays, tournaments, sports days, galas, residential and matches. The total amount of time allocated to PE over the year will therefore be equal to or in excess of two hours.

Each unit of work will take about half a term. Where units fall short of this time scale or where they exceed half a term adjustments have been made to the programme to accommodate these issues.

Each unit of work covers all four strands of knowledge, skills and understanding from NCPE 2000. These strands are integral to our schemes of work.

Swimming is currently offered to key stage two pupils during the summer term. They are assessed in the early part of the term and those children not reaching national curriculum standards are offered weekly lessons. Priority is given to older children and those not attending lessons out of school. All key stage two pupils take part in an annual swimming gala.

Athletics is offered to all pupils throughout the school during the summer term and is delivered through our scheme of work.

Outdoor and adventurous activities is a unit of work which is delivered during the latter half of the spring term and is delivered through the use of TOPS cards, and our own orienteering resources. Pupils in Years 6 have a residential trip which covers this area of the curriculum. Year 5&6 take part in regular orienteering events organised by the pyramid.

Our games programme covers invasion, net/wall and striking and fielding games to ensure that a broad and balanced experience is available to the pupils.

Wherever PE lessons are timetabled, hall sessions are available and staff will endeavour to follow the programme. Where lessons are not suitable for indoors staff may substitute PE sessions as required.

PE sessions are scheduled both during the mornings and afternoons. This arrangement has developed as a drive to energise pupils during long cerebral periods and to maximise on the amount of time available.

The curriculum is mapped across the two key stages (a two year rolling programme exists for mixed age classes) and relevant schemes of work are in place. Foundation years use a separate programme which focusses on the development of fundamental skills.

The PE co-ordinator is responsible for mapping the curriculum and ensuring that pupils experience a coherent and progressive curriculum throughout their time in school.

Out of School Hours Learning (OSHL)

Our out of school programme aims to provide a broad and balanced range of activities which cater for as many children as possible. It aims to promote healthy attitudes towards physical activity and to encourage a high level of participation. Our programme embraces competition and strives to equip pupils with the skills, mental strategies and etiquette appropriate to different situations. The programme strives at all times to value contributions made by all pupils and therefore offer a safe environment for pupils to develop their interest and confidence in sport. The clubs build on skills learned in curriculum time and give pupils the chance to further develop their abilities and interests.

Our programme includes opportunities for the following activities:-

- Soccer
- Netball (High Fives and First Step)
- TAG Rugby
- Athletics
- Rounders
- Mini Tennis
- Dance
- Multi-skills (Key Stage 1)
- Cricket
- Wake and Shake
- Orienteering
- Dodgeball
- Table tennis
- Hockey
- Change for Life (targeting less active pupils)

Our clubs are designed to cater for a range of abilities and skill levels. They give pupils the chance to perform at appropriate levels with peers of similar ability both in match situations and within weekly practices. Activities are differentiated where possible and opportunities are also provided for more able pupils to act as mentors to younger or less able children at certain times.

The school promotes strong club links wherever possible by advertising local opportunities and by offering facilities to clubs.

AOTTs

At St Nicholas School AOTTs may be engaged in curriculum lessons as part of their employment as teaching assistants. Where this is the case all persons concerned will have received appropriate inductions regarding procedures and health and safety related issues. They will not be left in sole charge or a class of children unless the class teacher has carefully considered the appropriateness of the lesson content. Their involvement will be monitored by staff and their practice will be evaluated through ongoing observations. Feedback may be given to the PE co-ordinator about training issues. The work of AOTTs is generally planned by the class teacher and the role of the assistant is discussed so that they know clearly what their role in specific situations is. The rationale for using AOTTs in curriculum time is to enhance children's learning. Therefore AOTTs may be required to work with individuals or groups to maximise potential by encouraging reflection, building confidence etc. At all times the strengths and ideas of AOTTs will be valued.

The school encourages parents to transport their own children to away matches and festivals etc. Where this is not possible the school asks parents to make arrangements for the transport of their own children. In such cases the school takes no responsibility for the insurance of these children. However, where transport cannot be arranged for individuals by parents, the school holds a number of insurance certificates which enable named persons to transport pupils with the permission of parents/carers. In all these circumstances parents are asked to ensure that they are never left in a situation where they are alone with a child who is not their own. Booster seat regulations will be adhered to when the school has arranged transport. Such arrangements will be left to individuals when they arrange their own transport.

We encourage suitably qualified AOTTs to run some of the OSHL'S in order that breadth of the programme can be maintained and that smaller, differentiated activities can take place in a well supervised context. Also we recognise the importance of capitalising on expertise and helping to reduce teacher workload.

The insurance of AOTTs is covered by the school policies but careful monitoring of the person involved must be maintained in order that the school is seen to using discretion in its use of AOTTs.

Where self employed coaches are employed they are required to be suitably qualified (at least level 2) and hold their own insurances.

Safe Practice

Health and Safety is an integral part of pupils learning throughout the school. For example, children are taught how to behave in a sensible manner, to be aware of relative dangers and to move equipment in a safe way.

All staff are aware of accepted codes of practice in PE. (In line with BAALPE 2000) and are kept up to date through their newsletters.

Where kit is lost or forgotten pupils are encouraged to look carefully for the items in question and are allowed to borrow kit from the school supply of spare kit.

All teachers follow the same procedures for jewellery, long hair and footwear in lessons. This means that long hair should always be tied back, all jewellery apart from stud earrings should be removed(studs need to be taped), trainers and plimsolls must be worn for games and bare feet should be used for gymnastics and dance. Where teachers are responsible for pupils during swimming lessons they are made aware of emergency procedures through a detailed file which is taken to the pool each session.

Teachers in charge of the teaching of swimming must hold the appropriate qualifications for teaching and resuscitation.

All teachers must follow the school procedures for travel and changing. (See BAALPE guidelines).

All teachers must routinely check gymnastic equipment before use, ensuring that it is properly secured and that mats are appropriately arranged. (See BAALPE guidelines). They must report any irregularities promptly to the co-ordinator or headteacher.

Cross Curricular Opportunities.

Teachers at St Nicholas School will always seek to capitalise on cross-curricular links where appropriate. School values are embedded in the curriculum and are often a focus during lessons. Links with science are particularly focussed on during terms where topics on ourselves are being studied. Mathematical skills are developed through pattern work and counting games and dance lessons may be enhanced through the use of poetry etc. French vocab will be used for warm up games.

Social issues pertinent to PSHE are held as a high priority in PE as it is recognised that this subject is an invaluable vehicle for the teaching of life skills. Building children's self esteem is a key concern and to this end teachers will organise teams appropriately, teach pupils to encourage each other through praise and constructive advice, to respect each other's contributions no matter how small and to learn to co-operate as part of a team.

Equal Opportunities and Inclusion

At St Nicholas School we aim to include all pupils in our PE programme regardless of differences.

Children with disability or difficulties will be supported in a way that is appropriate to them and that will allow access to the curriculum. Children are also encouraged to attend as many activities as possible to support their physical development programmes. A non- competitive activity club is sometimes offered to encourage less able or less confident pupils to participate beyond the curriculum.

The school seeks to offer mixed gender sport. All children meet the same curriculum activities and are welcome to attend after school clubs of their choice. The school recognises that some girls feel more comfortable attending single sex soccer

sessions and to this end have promoted community clubs and have offered such sessions in Golden Time. The participation of pupils in the school is high and we strive to maintain enthusiasm and enjoyment.

Equipment and Storage

The majority of equipment is stored in a PE shed which is clearly labelled and regularly checked. Dance music is stored centrally and larger Gymnastic equipment is stored around the hall.

All staff are aware of available resources and their specific uses.

The PE co-ordinator is responsible for the maintenance and purchasing of equipment and encourages staff to list any items that need replacing or mending. The Gymnastic equipment is inspected annually by the county team and on a more regular basis by the PE co-ordinator and staff. Pupils are taught to manage equipment safely and with due respect. Pupils have access to a range of equipment during break times and lunchtimes. These include skipping ropes, a range of balls, cricket equipment, a volleyball net, football, netball and basketball goals, a range of climbing and agility equipment and running tracks.

A list is kept in the PE cupboard for staff to identify equipment that is needed or that requires replacement.

The Learning Environment

St Nicholas School has high standards for its learning environment. The hall is maintained to a high standard and the outside areas well maintained and are also kept clean and are regularly inspected for animal intrusion. (Molehills and fox/badger excrement). The school seeks to provide a well maintained and stimulating environment. The school hall has been extended to cater for increasing class sizes.

Leadership and Management

The school has an appointed PE co-ordinator who is responsible to the Headteacher. The co-ordinator is responsible for monitoring needs and devising action plans in line with local and national initiatives. They are also responsible for ensuring that the policy is followed.

Monitoring and Evaluating PE

The school has a monitoring system that relies on pupil and staff questionnaires to highlight strengths, weaknesses and areas for development. Opinions are also sought about the effectiveness of schemes of work and current systems.

Observations are carried out and teaching support and advice is delivered by specialist staff. Regular ongoing discussions between staff about pupil progress and individual performances are a strength in this small school where staff know all pupils and will come in contact with them through out of school clubs and whole school initiatives.

Individual assessments will be carried out by staff to track the progress of their pupils and the PE co-ordinator will refer to these.

These strategies for monitoring and evaluating seek to develop and improve the standards of teaching and learning in the school and will be measured by the successive annual questionnaires given to staff and pupils.

Assessment and Recording

The school employs a system of individual assessment linked to schemes of work. Teachers will assess whether a pupil has shown a below average, average or above average level of skill at the end of each unit work. This information is entered on to prepared profiles and kept by the class teacher to inform summative assessment.

Staff will use this information to inform their planning and will group pupils according to their skill levels where appropriate and will seek to stretch the more able and give extra support to the less able as required. Information will be used in transition to secondary schools.

Continuity and Progression

The school has worked hard to put schemes of work in place for all areas of the PE curriculum. These all offer continuity and progression throughout the years and key stages. Differentiation is built into the schemes to cater for individual needs.

Mixed age groups are catered for by a two year rolling programme which ensures that pupils meet all the required units of work and that they reach towards their potential at all times.

A hall timetable and clear set of procedures ensures that there is never an issue with use and management of apparatus.

Individual assessments will be passed from one teacher to the next to ensure that staff know the strengths and weaknesses of individuals.

Staffing/Staff Development

1. Development of Staff

A specialist PE teacher is currently employed to teach PE for one of the two sessions in yrs .1, 2, 3, 4, 5 & 6. Other classes and sessions are taught by class teachers and a suitably qualified Teaching Assistant. PE specialist consults with staff about training issues and priorities.

2. Specialist Teaching

External specialists such as advisors and coaches are welcomed and encouraged to contribute to the school curriculum wherever possible and internal specialists are consulted for advice or will give sample lessons.

3. The Strengths and Weaknesses of Staff

Surveys will be carried out on an annual basis to identify where staff perceive their strengths and weaknesses to lie. (See attached sheet)

4. Staff Development

The above mentioned surveys and also area initiatives will inform the school about development priorities. Relevant training will be sought on a whole school, area or individual basis.

GIFTED AND TALENTED

These children are catered for through:

- Gifted and Talented procedures in school.
- Well differentiated lessons
- A range of after school activities
- Good club links and sign posting system.

Sports Leadership.

The school has adopted and amended the county leadership scheme and uses it throughout the school. Older pupils are encouraged to run lunchtime activities and to become Bronze Ambassadors and to promote community club links.

Procedures for Physical Education

In order to ensure standardised procedures throughout the school please familiarise yourself with the details below and ensure that you and your class establish routines for their age group.

Changing:

Pupils change together in their own classroom leaving their clothes folded tidily on their chairs. Girls and boys in Years 5 & 6 are given the option of changing separately where appropriate. This option may be withdrawn if pupils misbehave or take too long.

Kits:

For indoor activities pupils are expected to wear T-shirt and shorts and go barefoot (see medical conditions for further information). For outdoor activities children also need spare socks and a pair of trainers, preferably with laces or Velcro. In cold conditions pupils may also wear additional clothing as long as it is suitable for exercising in. In very hot weather, pupils must wear sun hats. In Years 5 & 6 it is recommended that pupils also have a pair of studded boots for winter games lessons.

If pupils forget their kit they must still take part by borrowing kit from the lost property box in the PE cupboard. If a child forgets their kit three times in any half term, their parents/guardians should receive the standard kit letter.

Teachers are encouraged to set a good example by at least wearing appropriate footwear, removing any dangerous jewellery (e.g. long earrings or chunky rings and bracelets) and wearing clothing which allows a good range of movement.

Valuables:

All valuables should be removed for PE and placed in teachers table before leaving the classroom. If children have newly pierced ears they may be permitted to wear small studs if a letter from their parents/guardians accepting responsibility in the event of an accident has been received. Otherwise earrings should be taped over.

All other jewellery should be removed excepting medic alerts though these will need to be made safe (e.g. bracelets covered by a sweat band or necklaces tucked securely inside top).

Hair:

All hair long enough to cover the face should be securely tied back with soft fastenings. Slides and Alice Bands are not suitable.

Entering and leaving the workspace:

When pupils are changed they will line up at the classroom door. When everyone is ready the class will walk in single file to the PE area accompanied by their class teacher. They will return to class in the same way. If a teaching assistant is available slow changers may be brought along later.

Care of resources:

Small equipment must be counted out and counted back by the teacher in charge to minimise loss. Any losses or breakages should be reported to the PE subject leader as soon as possible. Equipment must be returned to its rightful place. If pupils are putting equipment away they must be supervised to ensure they are doing it properly.

When carrying heavy equipment pupils must be taught how to lift, carry and lower safely. (See gymnastics section). Pupils should be encouraged to use equipment carefully at all times.

The working environment:

It is the responsibility of the class teacher to ensure that the work area is as safe as possible. A quick look round should be sufficient to ensure that there are no obvious obstructions or sharp objects on the floor and if outside that the surface area is not slippery.

It is important that the class are able to hear their teacher's voice at all times so noise levels should be low enough to allow this. Calling out is unacceptable and should be discouraged at all times. Only on task talk should be allowed.

It is unnecessary to use a whistle indoors.

When working outdoors establish a definite working area so that children do not move too far away.

Minor Medical Conditions:

Athletics foot – this condition is highly infectious and children must not be allowed to work barefoot or borrow footwear.

Verrucas – are not very infectious but it is best to keep known verrucas covered. Indoors, children can still work barefoot if a strip of micropore tape is wrapped around the foot covering the infected area. When swimming, a verruca sock must be used. (See safety information for information regarding major medical conditions).

Non-participants:

Children unable to take part actively should be involved in the PE lesson in non-active ways e.g. observe work, relay instructions, suggest ideas etc.

Rolling Programmes

Reception, Leap in to Life Programme.

Year 1 &2

	1st half	2nd half
Autumn	Games (Invasion) Gym	Gym Dance
Spring	Dance Gym	Games (Invasion) Gym
Summer	Games N/W Athletics	Games S/F Outdoor

Year 3/4

	1st half	2nd half
Autumn	Games (Invasion) Gym	Gym Dance
Spring	Dance Gym	Games (Invasion) Gym
Summer	Games N/W Athletics	Games S/F Outdoor

Year 4/5

	1st half	2nd half
Autumn	Games (Invasion) Gym	Gym Dance
Spring	Dance	Games (Invasion)

Summer	Gym Games N/W Athletics	Gym Games S/F Outdoor
<u>Year 5/6</u>	1ST half	2nd half
Autumn	Invasion games Dance	Dance Gymnastics
Spring	Gym Dance	Gym Games (Invasion)
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Summer	Athletics Net/Wall	Athletics Outdoor Ed Striking and Fielding

Tops Cards – Outdoor Education

Year 1

Physical Challenge

Alphabet
All Aboard

Trail

Kims Trail

Year 2

Trail

Kims Trail
Arrows and jigsaws
1st Steps

Orienteering

Physical Challenge

Human Alphabet
All Aboard

Year 3/4

Orienteering

Cardinal Cones
Map symbol

Trails

Photo Trail

Physical Challenge

Line Up
Electric Fence

Year5/6

Yr6 -Week long residential at Weymouth

Yr5- Residential at Leeson House

Orienteering course round school

Tops cards.....

