



**St. Anne (Stanley) C of E School Physical Education Policy A Baseline for
Achieving Excellence in Physical Education
June 2019**



St. Anne (Stanley) C of E School

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PHYSICAL EDUCATION POLICY

1.)Intent

Curriculum Vision:

St Anne (Stanley) is a school where we actively promote the importance of Physical Education and strive to maximise opportunities for children to be physically active, healthy, fit and strong.

We believe a high quality Physical Education programme contributes to the personal development, health and well-being, enjoyment, success and achievement of all pupils across the school curriculum and beyond.

Physical Education develops children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. Children learn about the importance of being active and having a healthy lifestyle. Physical education provides children with the opportunity to be creative, competitive and make decisions in response to different challenges as individuals and within groups. They learn how to reflect, plan, perform and evaluate actions, ideas and performances to improve the quality of their work and ultimately develop a belief in themselves and their ability.

Physical education helps children develop personally and socially. They work as individuals and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, officiating and coaching. Through a high quality Physical Education programme children discover their aptitudes, abilities and preferences and make informed choices about how to be involved in lifelong physical activity.

The implementation of this policy is the responsibility of all teaching staff.

Aims Of Subject:

The aims of Physical Education at St. Anne (Stanley) are:

☑ To develop the child's physical, mental, social, moral and cultural skills through a broad and balanced physical education curriculum.

☒ To provide opportunity for all children to participate in physical education offering a fully inclusive curriculum accommodating children with SEND.

☒ To provide equal opportunities for all children to experience a wide variety of sports and physical activities.

☒ To provide all children with the opportunity to experience competition.

☒ To increase children's physical activity to encourage an active and healthy lifestyle.

School values:

Our school values are: Honesty, Friendship, Understanding, Hope, Family and Confidence.

These values underpin our ethos and are embedded across the curriculum. In Physical Education we embed the values in the following ways:

Honesty: Through team work, sportsmanship, respect and evaluation.

Friendship: Through team work, competition, respect, diversity, individuality, compassion, patience and support.

Understanding: through following rules, helping each other, team building, knowing their own bodies, minds and respect others. Building skills, foundations to build on. Vocabulary. Learning from failure.

Hope: Through to achieve, inspire, progress, personal goals and team goals.

Family: Through team, community, groups, inclusive, diverse and support.

Confidence: Through individual, team, goals, self-belief and to fail but rebuild to conquer.

Cultural capital:

All pupils will have the opportunities to be taught by a Physical Education Specialist. Pupils also get access to broad range of sports and competitions in diverse range of areas, situations and environments.

Planning and sequencing:

At St. Anne (Stanley) Physical Education will be taught through the Programmes of Study as outlined in the National Curriculum in England (DfE 2013) and Early Years Foundation Stage.

Fostering an appreciation and love of sport and physical activity from an early age helps to develop a life-long commitment to personal health, fitness and well-being. To that end, the Physical Education curriculum is led and delivered to all years for one lesson a week by a full time, specialist member of staff. Support and development of other staff is ensured and supported through model lessons.

Teaching and Learning Style St. Anne (Stanley) uses a variety of teaching and learning styles in Physical Education to support the development of children's knowledge, skills and understanding in the subject. We use a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for other children to observe. We encourage the children to evaluate their own work as well as the work of their peers. Within lessons, we give children the opportunity both to collaborate and to compete with each other, and have opportunity to use a wide range of resources.

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. We achieve this through a range of strategies including:

☐ Setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as a 50m sprint. ☐ Setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump. ☐ Grouping children by ability and setting different tasks for each group, e.g. different games. ☐ Providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

Curriculum Planning Early Years Foundation Stage We believe that the physical development of children in Nursery and Reception is a fundamental part of their learning. We encourage the children to develop confidence and control in the way they move, and the way they handle tools and equipment.

We give all children the opportunity to undertake activities that offer a suitable physical challenge both indoors and outdoors, using a wide range of resources to support specific skills.

We relate their development to the Development Matters Curriculum to enable them to meet the Early Learning Goals.

Key Stages 1 and 2 PE is a foundation subject in the National Curriculum and at St. Anne (Stanley) it is taught on a weekly basis throughout Key Stages 1 and 2. The curriculum is rich and wide ranging.

In addition to the national Programme of Study for Physical Education, we use the LCP scheme of work as the basis for curriculum planning to ensure coverage, balance and progression. The LCP scheme is adapted to the local circumstances of the school.

Health and Safety Issues

☒ To manage risks in Physical Education the schools works in accordance with the guidelines given in 'Safe Practice in Physical Education & School Sport' (afPE 2012). ☒ The Physical Education coordinator will report any concerns to the school's health and safety officer.

Key aspects of health and safety in PE at St Anne (Stanley) include:

i) Risk Assessments

☒ The importance of safety in PE is made clear to all pupils. ☒ Teachers carry out informal risk assessments prior to every lesson. Any risks identified must be minimised. ☒ Lesson planning includes opportunities for explicit teaching of safe practice, particularly in potentially dangerous areas like the swimming pool, gymnastics hall and the playground. ☒ A risk assessment will be completed by the PE Leader or other accompanying teachers prior to pupils attending any offsite sporting event ☒ In summary each member of staff teaching PE is required to: - Undertake an informal risk assessment. - Identify any hazard – anything that can cause harm. - Decide who is at risk. - Evaluate the risk. - Devise control measures to minimise the risk (risk management). - Where required inform those responsible for PE / Health and Safety.

PE Equipment Any damage, breakage or loss of equipment should be reported to the Physical Education Leader as soon as possible. Any damage observed to a piece of apparatus which could cause subsequent injury must be

isolated from use, and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.

The school employs an approved external contractor to undertake an annual equipment maintenance visit.

Clothing Clothing and correct attire for a particular activity represent important features of safe practice that apply in equal measures to both staff and children. Staff should always endeavour to change for physical education, at the very least a change of footwear and removal of jewellery should be undertaken. Children from the earliest ages should change into suitable clothing for PE so that they can participate safely, changing is an important life skill. 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 children who are insufficiently warm and are experiencing discomfort will not be sufficiently focused and may lack concentration. Long hair worn by both staff and children should always be tied back with a suitably soft item to prevent entanglement in apparatus and to prevent obscuring vision.

Jewellery and personal adornment Staff have a duty of care to ensure that children are able to actively participate without unnecessarily endangering themselves or those working around them. Personal effects, such as jewellery, religious artefacts, watches, hair slides, sensory aids etc, should always be removed by children before participating in physical activity. Staff also need to be mindful of their own adornments. The wearing of rings for instance, has been responsible for unnecessary injury in the past and represents a hazard to both staff and children involved in the lesson. Any exception to the recommendation of complete removal needs to be carefully considered and always comply with a suitable risk assessment. Disclaimers from parents about the wearing of any item of jewellery by a pupil should be declined. Such indemnities have no legal status. The duty of care remains firmly with the school on such matters. Clear expectations should be established throughout the school and with parents, about the management of personal effects. Systems and procedures need to be in place within the changing area to check that pupils fulfil this obligation prior to participation.

The wearing of sensory aids such as spectacles or hearing aids will usually be determined by:

The nature of the activity A balanced judgment as to whether wearing the item constitutes a greater or lesser risk to the wearer in those activities where physical contact is absent. Where sensory aids need to be worn for safe participation by the individual then staff need to determine whether participation with the sensory aid is safe for the wearer and for the others in the group.

Indoor footwear Suitable indoor footwear is crucial to safe participation and supervision. Bare feet transmit better feel of movement and consequently offer the best option for activities such as Gymnastics and Dance, providing the floor is of good quality and clean. Where any doubt exists about the suitability of the working surface, however,

more appropriate footwear becomes a requirement. Pupils should never participate in socks on polished surfaces. Training shoes on which the soles provide good traction, will often prove effective for a range of indoor games, but should not be worn for gymnastics activities for the reason of feel described above. Staff need to avoid situations often found in games lessons when organising wet weather indoor activity in which some pupils wear training shoes and others are obliged to resort to bare feet. **Outdoor footwear** A player must not use equipment or wear anything which is dangerous to himself or another player. Security of footing is an

essential requirement, along with consideration as to whether the outdoor footwear presents any foreseeable risk to other participants. Where a group presents a variety of footwear for outdoor lessons, the adult with the group has to determine whether the lesson can proceed as planned or whether some conditions need to be applied to enable maximum participation in safety.

The following procedure should be applied at the start of every lesson: All personal effects should be removed. Staff should always give a verbal reminder to pupils and, where necessary, visually monitor the group. If personal effects cannot be removed, staff need to take action to try to make the situation safe. In some situations, this may mean adjusting the activity in some way or, where a risk assessment allows, protecting the item with tape, padding or wristband. Taping over ear studs, for instance may offer a measure of protection in some physical activity situations where individuals are required to work within their own personal space. This would not be acceptable, however, in swimming lessons where exposure to water can easily dislodge the tape. Where taping is utilised, the adult supervising the group maintains the duty of care to ensure that the taping is effective in its purpose. If the situation cannot be made safe, the individual pupil(s) concerned should not actively participate. Alternative involvement in the lesson may be possible.

Pupils should be aware that: Clothing used for PE should be suitable for the activity and designated with safe participation in mind. Personal items of physical education and sports clothing should be kept clean and serviceable. Jewellery should always be removed before active participation; any exception to this rule must always be sanctioned by a member of staff.

Non Participation On occasions pupils may be unable to participate in a physical education lesson. A record of non-participation should be kept – stating whether it is on medical grounds or due to failure to bring appropriate kit. A note from their parent must be provided for a child to be excused from a lesson. In such a case an alternative role for the pupil should be found e.g. coach, team manager, equipment manager, or even making a written record of the lesson.

Inclement weather Where weather conditions render an outdoor lesson non-viable every effort is made to move the lesson indoors to the school hall. Staff are expected to keep a supply of indoor games ‘fallback’ lesson plans to cover this eventuality.

Curriculum map:

Schematic links:

Physical Education contributes to many areas of the curriculum at St. Anne (Stanley) but links particularly well with:

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English Physical Education contributes to the development of Spoken English by encouraging children to describe what they have done and to discuss how they might improve their performance.

Maths Application of maths is essential to Physical Education. Children learn to apply numeracy skills when counting, measuring and timing. They are also encouraged to use mathematical terminology for shapes, space and position.

Computing We use ICT to support PE teaching when applicable. In gymnastics and dance children make video recordings and use digital images of their presentation to assess and improve their movements and actions. Older children compare each other's performances from recordings and use these to make further progress. These images are used to display and celebrate Physical Education in our school.

Science There are many links between science and Physical Education. In KS1 children consider the importance of exercise, eating the right amounts of different types of food and hygiene, within Key stage 2 there is emphasis on the importance of good nutrition and the implications to the human body.

Spiritual, moral, social and cultural development The teaching of Physical Education offers opportunities to support the social development of our children. Through a range of activities and experiences, children learn to respect other's abilities and performance, to work collaboratively and cooperatively, and to compete with a sense of fair play.

2. IMPLEMENTATION

At St. Anne (Stanley) Physical Education will be taught through the Programmes of Study as outlined in the National Curriculum in England (DfE 2013) and Early Years Foundation Stage.

Learning environment:

Reading:

High quality teaching and learning:

Teaching and Learning Style St. Anne (Stanley) uses a variety of teaching and learning styles in Physical Education to support the development of children's knowledge, skills and understanding in the subject. We use a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for other children to observe. We encourage the children to evaluate their own work as well as the work of their peers. Within lessons, we give children the opportunity both to collaborate and to compete with each other, and have opportunity to use a wide range of resources.

Opportunities to develop subject specific literacy – oracy and vocabulary:

Progress – knowing more and remembering more:

Inclusion:

At St Anne (Stanley) Physical Education is taught to all children, whatever their ability. Physical Education constitutes an important part of the school curriculum policy to deliver a broad and balanced education to all children. We provide learning opportunities that allow all children to make improvement, setting suitable learning challenges and responding to individual children's needs through differentiation of task, resources and outcome.

Those children with special educational needs may have, as appropriate, specific targets relating to Physical Education.

We ensure that able, gifted and talented children are provided for through differentiated lessons and opportunities within clubs and competitions that support their particular capabilities.

Where children participate in activities outside school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe for all children.

For further details see individual whole-school policies: Special Educational Needs; Disability Non-Discrimination; Gifted and Talented; English as an Additional Language (EAL).

EAL:

SMSC/British Values:

Physical Education offers rich opportunities to support the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make educated choices.

Homework:

3. Impact: what will our children look like?

Resilient, inquisitive, confident, ambitious, challenged, empathetic, compassionate, respectful, reflective, thriving, articulate, knowledgeable

At St. Anne (Stanley) we take every opportunity to celebrate and showcase our children's endeavours and achievements in Physical Education and Sport.

We actively use the school website to provide regular updates of the school's competitive successes and to share staff and children's video recordings and digital images of performances.

All displays will show positive role models of gender, ability, ethnicity and disability.

- Setting common tasks that are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty where not all children complete all tasks;
- Providing a range of challenges through the provision of different resources;
- Grouping children by ability and setting different tasks for each group;
- Using additional adults to support the work of individual children or small groups;
- Providing support where individual children have particular gifts or talents.

1. Inclusion:

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2. PSHE and Citizenship:

Physical Education offers rich opportunities to support the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make educated choices.

3. Contribution of Physical Education to other curriculum areas:

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4. Assessment and Recording:

- a) The specialist teacher assesses children's work in PE against the learning objectives for the series of lessons as they observe them working.
- b) At the end of a unit of work, children are assessed as working towards the objectives set, meeting expectations or exceeding to plan the future work for each child. These records inform an annual assessment of progress for each child, as part of the annual report to parents. The specialist teacher passes this information on to the next teacher at the end of each year. During the Foundation Stage children will be assessed against the development matters statements and early learning goals.
- c) The PE specialist (subject leader) retains photographic and video evidence of children's work (in a portfolio). This determines what the expected level of achievement is in each area of activity in PE in each year of the school.
- d) Reporting to parents takes place through parent/teacher consultations three times a year and through annual written reports.

5. Monitoring and Evaluation:

At St. Anne (Stanley) the purpose of monitoring and evaluation activities is to raise the overall quality of teaching and levels of pupil attainment. The Physical Education Leader and the Senior Leadership Team will monitor the quality of teaching and learning throughout the school as part of the whole school monitoring cycle.

6. Role of the Physical Education Coordinator:

Each subject leader checks each year group's Long Term Plan against the NC for coverage in their subject area. If there are gaps, the relevant year group's teachers and the Curriculum Manager are informed to ensure comprehensive coverage.

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The role of the Subject Leader is to:

- Provide a strategic lead and direction for the subject;
- Review the Medium Term curriculum plans for the subject and see that progression is planned into schemes of work;
- Keep up to date with developments in the subject, at both national and local level;
- Support and advise colleagues on issues related to the subject;
- Monitor children's progress in the subject area;
- Review the way the subject is taught in the school, and plan for improvement;
- Keep sample evidence of the children's work demonstrating the expected level of achievement in the subject in each year of the school;
- Provide efficient resource management for the subject;
- Have an awareness of the schemes of work from EYFS to KS2;
- Report to the Headteacher and Governors on the strengths and areas for development of the subject and the strategies for improvement.

☑ Provide a strategic lead and direction for the subject. ☑ Review the Medium Term curriculum plans for the subject to ensure progression is planned into schemes of work. ☑ Keep up to date with developments in the subject, at both national and local level. ☑ Support and advise colleagues on issues related to the subject. ☑ Monitor children's progress in the subject area. ☑ Review the way the subject is taught in the school, and plan for improvement. ☑ Keep sample evidence of the children's work demonstrating the expected level of achievement in the subject in each year of the school. ☑ Provide efficient resource management for the subject. ☑ Have an awareness of the foundation curriculum schemes of work from EYFS to KS2. ☑ Report to the Head teacher and Governors on the strengths and areas for development of the subject and the strategies for improvement. ☑ In addition, the Physical Education Leader will manage the PE and Sports Funding budget based on the needs identified through the monitoring and evaluation of the subject and the whole school development plan.

7. Resources:

An annual audit of Physical Education resources is undertaken by the Physical Education Leader. The equipment suitability is reviewed to ensure it is appropriate to the range of ages, abilities and needs of children in order to

enhance learning. Where there is a need to replace old equipment, or to purchase resources allowing for the introduction of new activities the Physical Education Leader will bring such recommendations to the Senior Leadership Team.

Staff and children are encouraged to:

☑ Look after resources.

☑ Use different resources to promote learning.

☑ Return all resources tidily and to the correct place (staff to supervise).

☑ Be aware of any safety procedures relating to the carrying or handling of resources.

8. Enrichment/other activities:

St. Anne (Stanley) is keen to provide a wide range of extra-curricular clubs for children throughout the year organised by the specialist Physical Education leader, other members of staff, parents and outside agencies.

The sports clubs we offer are broad ranging and include Hockey, Kwik Cricket, Netball, Football, Athletics, and Basketball. 'Change for Life' is provided for children who are not actively participating in sport clubs. Clubs change throughout the academic year: please refer to the school website for more details. Clubs are offered before the start of the school day, during lunch times and after school to accommodate the needs of our children and parents. Every child in school from Reception to Year 6 is offered the opportunity to attend an extended school club.

Information regarding club activities are provided for parents at the beginning of every term. The school takes part in regular fixtures against other local schools in a wide variety of sports, taking part fully in the programme of sporting competitions organised by Liverpool School Sports Partnership and the Kensington Sports Network. After school clubs are often targeted towards competitions. This not only allows our Gifted and Talented children chance to compete, but it also introduces many new children to competitive sport. Information on all clubs is on our website along with information about times and dates.

The Specialist P.E. teacher co-ordinates and maps the delivery and usage of the hall and outdoor facilities each term. This ensures there are a range of activities provided by the specialist teacher and other teachers both before and after school.

Play leaders are encouraged to use the school's resources to progress positive play at break and lunchtimes.

9. Displays and celebration of learning:

At St. Anne (Stanley) we take every opportunity to celebrate and showcase our children's endeavours and achievements in Physical Education and Sport.

We actively use the school website to provide regular updates of the school's competitive successes and to share staff and children's video recordings and digital images of performances.

All displays will show positive role models of gender, ability, ethnicity and disability.

Name: K. Quinn
Subject Coordinator 2019

This policy will be reviewed every two years.

Approved: June 2019
Review Date: June 2021