

Hill Farm Primary School



Physical Education & School Sport Policy

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1. Introduction

This is a policy statement for Physical Education and School Sport (PESS) at Hill Farm Primary School. It outlines our aims and objectives and states how PESS is managed throughout the school.

Physical Education and School Sport contributes to the overall education of pupils by helping them to lead full and valuable lives through engaging in purposeful physical activity. It develops physical competence and helps to promote physical development. It also helps to teach pupils through experience, to know about, and value, the benefits of participation in physical activity.

The basis of physical education and school sport is the Physical Education National Curriculum, which consists of six areas of activities:

- Athletic Activities (KS2 only)
- Dance Activities
- Games Activities
- Gymnastic Activities
- Outdoor and Adventurous Activities (KS2 only)
- Swimming and Water Safety Activities

These activities take place within the context of teaching and learning. General and specific skills are acquired, knowledge and understanding developed, and positive personal and social attitudes encouraged.

The scheme of work for Physical Education forms part of the policy and is a written statement of the knowledge, skills, understanding and activities to be covered by each year group.

2. Aims of P.E and School Sport Teaching

Teachers aim to provide a physical education curriculum which will support the overall school aims and which will develop the knowledge, skills, attitudes and beliefs that enable pupils to respond to the physical challenges of every day.

Physical Education and School Sport at Hill Farm aims to:

- Give all pupils the confidence and ability to identify, examine and respond to problems using a variety of skills.
- Develop self-confidence through understanding the capabilities and limitations of oneself and others.
- Give pupils a sense of enjoyment and pride in their physical abilities.
- Encourage respect for the ways in which people of different cultural backgrounds, both at present and in the past, have used their skills in physical activities.
- Develop pupils' understanding of the way in which equipment might be used and their capacity to maintain interest and perseverance to achieve success in any chosen activity.
- Show pupils the similarities and differences of the work of "professional" sportspeople and appreciate their abilities and aesthetic qualities.
- Develop pupils' capacity to express ideas in dance forms.
- Encourage flexibility and openness of mind which is necessary to meet all challenges.
- Encourage pupils to use their previous learning and experience to assist the satisfactory response to new challenges.
- Develop the appreciation of the concepts of fair play, honest competition, good sporting behaviour and good sporting attitudes.
- Develop an understanding of the importance of exercise in maintaining a healthy life.
- Develop physical mobility and flexibility.
- Develop understanding and appreciation of the purposes, forms and conventions of a selection of physical activities.
- Pupils should develop self-esteem through a range of psycho-motor skills.

3. Objectives

In the Foundation Stage the area of learning related to Physical education provision is Physical Development. The area of learning aims to improve the co-ordination, control, manipulation and movement of children. Please refer to the 'Foundation Policy' for more information.

The Physical Education National Curriculum objectives for Key Stage 1 are:

Knowledge, skills and understanding

Teaching should ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas, and fitness and health.

Acquiring and developing skills

Pupils should be taught to:

- a) Explore basic skills, actions and ideas with increasing understanding
- b) Remember and repeat simple skills and actions with increasing control and coordination.

Selecting and applying skills, tactics and compositional ideas

Pupils should be taught to:

- a) Explore how to choose and apply skills and actions in sequence and in combination
- b) Vary the way they perform skills by using simple tactics and movement phrases
- c) Apply rules and conventions for different activities.

Evaluating and improving performance

Pupils should be taught to:

- a) Describe what they have done
- b) Observe, describe and copy what others have done
- c) Use what they have learnt to improve the quality and control of their work.

Knowledge and understanding of fitness and health

Pupils should be taught:

- a) How important it is to be active
- b) To recognise and describe how their bodies feel during different activities.

During key stage 1 we encourage pupils to build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to work and play with other pupils in pairs and small groups. By watching, listening and

experimenting, they develop their skills in movement and coordination, and enjoy expressing and testing themselves in a variety of situations.

The Physical Education National Curriculum objectives for Key Stage 2 are:

Knowledge, skills and understanding

Teaching should ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas, and fitness and health.

Acquiring and developing skills

Pupils should be taught to:

- a) Consolidate their existing skills and gain new ones
- b) Perform actions and skills with more consistent control and quality.

Selecting and applying skills, tactics and compositional ideas

Pupils should be taught to:

- a) Plan, use and adapt strategies, tactics and compositional ideas for individual, pair, small-group and small-team activities
- b) Develop and use their knowledge of the principles behind the strategies, tactics and ideas to improve their effectiveness
- c) Apply rules and conventions for different activities.

Evaluating and improving performance

Pupils should be taught to:

- a) Identify what makes a performance effective
- b) Suggest improvements based on this information.

Knowledge and understanding of fitness and health

Pupils should be taught:

- a) How exercise affects the body in the short term
- b) To warm up and prepare appropriately for different activities
- c) Why physical activity is good for their health and well-being
- d) Why wearing appropriate clothing and being hygienic is good for their health and safety.

During key stage 2 pupils enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.

4. Equal Opportunities

All children have an entitlement to fully access all areas of Physical Education and School Sport. In implementing the aims and objectives, staff will need to provide effective learning opportunities for all pupils and be aware of and take into account the school's equal opportunities policy, which recognises that each child should have access to the curriculum regardless of gender, race, disability or learning difficulty.

Our aims are:

- Children are taught in mixed ability classes. Planning reflects equality regardless of gender, culture or need.
- Teachers will draw on the different strengths, interests and experiences of pupils in selecting activities and tasks. Pupils will have the experience of the responsibility for leading a partner and of being led, and of being a group leader as well as a group member. Pupils will be required to act as judges, umpires and referees, and reflect on the skills, qualities and approaches that are required to be effective.
- Teachers will differentiate activities according to the specific needs of the class, including children who are gifted and talented. A pupil may have special needs in physical education due to sensory, visual, auditory or movement difficulties. They may also have learning difficulties and medical conditions. Their overall emotional and behavioural well being will also be taken in to account when planning and delivering activities. These difficulties may be temporary or permanent, mild or more severe and tasks will be adapted accordingly.

Please refer to SEN, AG&T and Equal Opportunities policies for further guidance.

5. Management

The Head teacher has the responsibility for ensuring that the Physical Education and School Sport strategy is implemented in line with the Physical Education National Curriculum and to report to the Governors as to its implementation, and is assisted in this task by the Senior Management Team.

The physical education co-coordinator is responsible for the following areas:

With pupils

- a) As a class teacher
- b) As a specialist teacher
- c) As a point of reference
- d) As special needs support via class teacher
- e) As co-ordinator of extra - curricular activities and links with local clubs

With teachers and/or Senior Management Team

- a) To give advise/ work alongside/ consult
- b) To provide special work for individuals or groups
- c) To provide resources
- d) To arrange school-based Inset
- e) To encourage colleagues to attend other Inset
- f) To liaise with other co-ordinators in school.

In the Curriculum Area

- a) To give knowledge/ experience as a specialist teacher
- b) To share knowledge/ experience as consultant
- c) To increase knowledge/ experience via reading, Inset, working parties
- d) To plan for others
- e) To evaluate programme and monitor quality
- f) To lead in preparing and implementing development plan

The Policy

- a) To prepare and promote - guidelines, policy, schemes
- b) In developing and implementing assessment, recording and reporting systems
- c) In the use of non-teachers in Physical Education and School Sport

Developing Networks

- a) That engage in curriculum consultation and discussion
- b) That aim to promote curriculum consensus
- c) That share resources
- d) That develop links with secondary schools and other partner schools
- e) That establish community links

- f) To liaise with the Local Education Authority
- e) That identifies and promotes external agencies

Developing resources

- a) To organise
- b) To promote use and ensure maintenance.
- c) To monitor health and safety

6. Organisation

Total Time for P.E. Each week on Timetable						
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical Development is incorporated into timetable daily (1 hour 30mins each day).	1 hour 35 mins	2 hours	1 hour 40min	1 hour 50 mins	2 hours	1 hour 50 mins

The Physical Education schemes of work are derived from National Curriculum Programmes of study and the attainment target for physical education. It provides a structure for planning and states which areas of physical education are to be taught in each year group. An overall Keys Stage Plan shows an overview of planned curriculum activities.

All pupils in key stages 1 and 2 take part in:

- Dance Activities
- Games Activities
- Gymnastic Activities.

In addition to this, at some time in Key Stage 2 pupils will participate in Swimming, Athletics and Outdoor and Adventure Activities.

Not all aspects of physical education require the same amount of time or the same degree of continuity for progress to be made. Emphasis is placed on gymnastics activities, dance activities and games activities, to provide a foundation of basic movements and understanding. The scheme makes provision for pupils to experience all areas of activity by the end of Key Stage 2.

Pupils are expected to wear appropriate clothing for each activity. i.e. T-shirt or vest, shorts, gym/dance leotard, pumps or training shoes. A tracksuit is optional for outside use and can be substituted for an extra jumper and leggings or similar (when necessary), and suitable swimwear. Bare feet are recommended for Gymnastic and Dance Activities. All clothing and footwear should be suitable for the activity and teachers should check this regularly. Teachers should also encourage children to label their P.E kit.

All classes are to use the hall(s) for indoor activities, and the playground/field for outdoor activities. Swimming will take place at the appropriate venue (Foleshill Sports and Leisure Centre).

Activities in physical education will follow the Key Stage Plan and ensure:

Breadth and balance.

This will be provided through:

- a) individual, pair and group activities.
- b) contact and non-contact activities.
- c) competitive and non-competitive activities.
- d) use of different teaching styles.

Differentiation.

This may involve:

- a) having different groupings, e.g. ability groups, individual activities.
- b) using different equipment for different levels of ability, e.g. small or large ball for catching.
- c) giving different group/individual tasks and different allocations of time.

Progression.

Pupils may, for example:

- a) perform a greater variety of movements.
- b) find different ways to perform a task.
- c) demonstrate better balance.
- d) show greater strength.
- e) complete a task in less time.
- c) aim at a smaller target.

The attainment target for physical education provides a framework for progression in physical education and this is built into the scheme of work. When planning specific activities, teachers will build upon the past experiences and achievements of individual pupils. They will plan for progress in the difficulty and quality of a pupil's performance by providing a variety of opportunities.

Pupils who are unable to participate in their physical education lesson in a practical situation need to provide a letter from home stating the reason for their non-participation. This needs to be noted by the teacher and an alternative method of involving the pupil in the lesson should be used. Long term non-participation needs to be confirmed by the home and possibly a medical certificate. Regular non-participation needs to be monitored and recorded.

Pupils will be encouraged to continue participation and to develop an active lifestyle. The school is a member of a School Sports Partnership. This enables pupils to access a range of extra-curricular activities. These are organised after school or at lunchtimes and are supervised by staff and qualified coaches. Matches, races and events are arranged against other schools and take place after school or on Saturday mornings. An overview of all extra curricular activities is available from the Physical Education Co-ordinator.

The school encourages pupils to participate in residential trips organised at Coventry's Outdoor Centre, Plas Dol y Moch to enable children to experience a variety of outdoor and adventurous activities such as canoeing, orienteering and abseiling, as well as problem solving in the outdoors. Also a parallel experience, Learning through Adventure, is provided based at Cheleysmore Community Centre as well as an alternative curriculum incorporating outdoor and adventure activities in school.

Pupils will be encouraged to take part in community sporting activities provided by other organisations and to make use of local facilities. Information from approved local clubs and providers that publicises activities organised outside school hours, during holidays and activities will be distributed to the relevant age group.

The use of external suitably qualified coaches is encouraged to offer activities and coaching sessions to enhance pupil and staff overall experiences.

The school has achieved the National Healthy Schools Award.

7. Teaching and Learning Strategies (National Curriculum Physical Education 2000)

Key Stage 1 breadth of study

During the key stage, pupils should be taught the knowledge, skills and understanding through dance activities, games activities and gymnastic activities.

Dance activities

Pupils should be taught to:

- a) use movement imaginatively, responding to stimuli, including music, and performing basic skills [for example, travelling, being still, making a shape, jumping, turning and gesturing]
- b) change the rhythm, speed, level and direction of their movements
- c) create and perform dances using simple movement patterns, including those from different times and cultures
- d) express and communicate ideas and feelings.

Games activities

Pupils should be taught to:

- a) travel with, send and receive a ball and other equipment in different ways
- b) develop these skills for simple net, striking/fielding and invasion-type games
- c) play simple, competitive net, striking/fielding and invasion-type games that they and others have made, using simple tactics for attacking and defending.

Gymnastic activities

Pupils should be taught to:

- a) perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus
- b) develop the range of their skills and actions for example, balancing, taking off and landing, turning and rolling
- c) choose and link skills and actions in short movement phrases
- d) create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed.

Key Stage 2 breadth of study

During the key stage, pupils should be taught the Knowledge, skills and understanding through five areas of activity:

- a) dance activities
 - b) games activities
 - c) gymnastic activities
- and two activity areas from:
- d) swimming activities and water safety
 - e) athletic activities
 - f) outdoor and adventurous activities.

Dance activities

Pupils should be taught to:

- a) create and perform dances using a range of movement patterns, including those from different times, places and cultures
- b) respond to a range of stimuli and accompaniment.

Games activities

Pupils should be taught to:

- a) play and make up small-sided and modified competitive net, striking/fielding and invasion games
- b) use skills and tactics and apply basic principles suitable for attacking and defending
- c) work with others to organise and keep the games going.

Gymnastic activities

Pupils should be taught to:

- a) create and perform fluent sequences on the floor and using apparatus
- b) include variations in level, speed and direction in their sequences.

Swimming activities and water safety

Pupils should be taught to:

- a) pace themselves in floating and swimming challenges related to speed, distance and personal survival
- b) swim unaided for a sustained period of time over a distance of at least 25m
- c) use recognised arm and leg actions, lying on their front and back
- d) use a range of recognised strokes and personal survival skills [for example, front crawl, back crawl, breaststroke, sculling, floating and surface diving].

Athletic activities

Pupils should be taught to:

- a) take part in and design challenges and competitions that call for precision, speed, power or stamina
- b) use running, jumping and throwing skills both singly and in combination
- c) pace themselves in these challenges and competitions.

Outdoor and adventurous activities

Pupils should be taught to:

- a) take part in outdoor activity challenges, including following trails, in familiar, unfamiliar and changing environments
- b) use a range of orienteering and problem-solving skills
- c) work with others to meet the challenges.

8. Resources

There are a range of resources, of various types, in sufficient quantities, to support the pupils learning at different levels.

Resources to support learning and teaching are available:

- Coventry LEA books Primary Gymnastics and Primary Games
- Safe Practice in Physical Education by BAALPE
- QCA Physical Education – a scheme of work for Key Stage 1 and Key Stage 2
- LCP Planning Files Key Stage 1 and Key Stage 2
- LCP Flip chart books Key Stage 1 and Key Stage 2
- TOP Play, Gymnastics, Dance and Games
- TOP Sport Basketball
- BT TOP Sport Teacher's Resource Pack
- ECB resource

Publishers are constantly producing materials that support teachers planning. The school will regularly review and update their resources.

All equipment is stored in the halls and the PE cupboards. It must be checked out and in by the class teacher. There is a variety of equipment that is suitable for each age group and will enable staff to plan sessions that are differentiated and challenging.

Any equipment that is damaged or lost should be reported to the Physical Education Co-ordinator. If any equipment is required and is not readily available in school, please inform the Physical Education Co-ordinator.

When equipment is used it is important that the teacher considers the choice of equipment for the class. A variety of equipment should be offered.

Gymnastics apparatus is available in the hall to allow pupils to make structured progression based on the experience of the pupils and staff. All large apparatus and equipment is checked and maintained on an annual basis. Teachers will check equipment and apparatus each time it is used.

When new resources or replacements are needed, please inform the Physical Education Co-ordinator. The decision to order new resources arises from discussion between the Physical Education Co-ordinator and the Head.

9. Assessment, Recording and Reporting

Assessment in pupils' attainment is a continuous process and is integral to all teaching and learning.

Pupils' physical education attainment should be recorded at intervals throughout the Key Stage by:

- a) direct observation of the individual pupils work on a given task.
- b) listening to, and discussing with, the individual.
- c) listening to, and observing work between, a group of pupils.
observing the skills developed in one area and assessing the ability to transfer their skills to another area.
- d) the attainment target providing the basis for making judgements about pupils' performance.

Attainment Target for Physical Education

In deciding on a pupils' level of attainment at the end of a key stage, teachers should judge which description best fits the pupils' performance. When doing so, each description should be considered alongside descriptions for adjacent levels

Physical Education Level 1

Pupils copy, repeat and explore simple skills and actions with basic control and coordination. They start to link these skills and actions in ways that suit the activities. They describe and comment on their own and others' actions. They talk about how to exercise safely, and how their bodies feel during an activity.

Physical Education Level 2

Pupils explore simple skills. They copy, remember, repeat and explore simple actions with control and coordination. They vary skills, actions and ideas and link these in ways that suit the activities. They begin to show some understanding of simple tactics and basic compositional ideas. They talk about differences between their own and others' performance and suggest improvements. They understand how to exercise safely, and describe how their bodies feel during different activities.

Physical Education Level 3

Pupils select and use skills, actions and ideas appropriately, applying them with coordination and control. They show that they understand tactics and composition by starting to vary how they respond. They can see how their work is similar to and different from others' work, and use this understanding to improve their own performance. They give reasons why warming up before an activity is important, and why physical activity is good for their health.

Physical Education Level 4

Pupils link skills, techniques and ideas and apply them accurately and appropriately. Their performance shows precision, control and fluency, and that they understand tactics and composition. They compare and comment on skills, techniques and ideas used in their own and others' work, and use this understanding to improve their performance. They explain and apply basic safety principles in preparing for exercise. They describe what effects exercise has on their bodies, and how it is valuable to their fitness and health.

At key stage 1 the great majority of pupils are expected to work at the range of levels within 1-3 and the expected attainment for the majority of pupils at the end of key stage, is level 2.

At key stage 2 the great majority of pupils are expected to work at the range of levels within 2-5 and the expected attainment for the majority of pupils at the end of key stage, is level 4.

Recording and Reporting

A record should be kept of the pupils' experiences in each of the six activity areas of Physical Education. The purpose of this record is to ensure that the pupils receive a broad and varied PE curriculum. Extra-curricular participation should be noted here as well as any exterior clubs that the pupil is a member.

The record sheet is passed to the next teacher at the end of each school year.

At the end of Year 6 records are available for the Secondary School.

With the introduction of the Records of Achievement, the pupils are encouraged to record their own achievements in Physical Education and School Sport in a variety of ways. Pupils' achievements in extra-curricular and other sporting successes will be noted and celebrated on a regular basis.

The opportunity at staff meetings to carry out moderation procedures should be available so that all staff are aware of what is expected at each stage from the children.

10. Monitoring

The Policy for Physical Education and School Sport will be reviewed periodically. The Physical Education Co-ordinator will lead this process. All staff will be asked for feedback through discussions at staff, and physical education co-ordinator meetings.

11. Health and Safety

Risk Assessment

Non-standard activities should not be undertaken without a thorough risk assessment being considered. The potential risks associated with the activity should be identified along with the likelihood of their occurrence. These should then be weighted against the benefits of the activity to determine whether it should take place.

Protective Clothing/Dress

- a) Children should not wear long trousers, tights or socks when using the apparatus or when they are working on any polished surface.
- b) Long hair should be tied back when engaged in Physical Education and School Sport activities.
- c) Jewellery (including looped earrings) should not be worn when engaged in Physical Education and School Sport activities.

Accident Procedures

- If an accident occurs the teacher should stop the lesson e.g. by blowing the whistle.
- The injured child should be attended to and a first aider sent for if necessary.
- If the injured child is able to go to the first aider, he/she may be sent for treatment accompanied by another responsible child.
- All accidents and treatment given must be recorded in the first aid book.

Safe Environment

All teachers are responsible for the safety of the children in their lessons. They should therefore ensure that a suitable environment is created to ensure activities are conducted in a safe manner. Teachers should position themselves so they are able to observe continually the whole class.

Discipline

It is important that good discipline is maintained throughout a physical education and school sport lesson. Pupils should always be made aware of what is expected of them, the reason for that expectation and the consequences of disobeying instructions. The noise level of the activities should not be so great as to make the teachers instruction and signals inaudible.

Checking Equipment

Teachers should ensure that equipment is safe before the pupils use it. If any damage is noticed either before or during the activity the pupils should not be

allowed to use it and the damage reported to the Physical Education Co-ordinator. Large apparatus should be checked annually by a specialist.

Training of New Teachers

All new staff should be provided with in-service training in using PE apparatus and equipment before taking a PE lesson.