

AYCLIFFE DRIVE PRIMARY SCHOOL



PE POLICY

**Updated February 2017
To be reviewed 2018**

Curriculum Committee

Staff Responsible

**Mrs M Green
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Curriculum Governors**

**Head Teacher
PE Leader**

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

Aycliffe Drive Primary School seeks to provide a full, varied and interesting Physical Education curriculum, which challenges, engages and excites staff and pupils alike. We see Physical Education as a vital part of the education experience as a whole.

1) **Aims and Objectives**

At Aycliffe Drive Primary School, our aim is that all children should enjoy a range of physical activities that enable them to reach their full potential within the PE curriculum. In order to achieve this, our aims are:

- To provide high quality opportunities for pupils to be creative, competitive and to face up to different challenges as individuals, in groups, and in teams.
- To develop pupils' physical competence and confidence in a range of activities, enabling them to become skilful and intelligent performers, as well as learning to deal with success and failure.
- To promote physical development and co-ordination, and a scientific knowledge of the body in action.
- To develop the ability to plan, perform, and evaluate actions, ideas and performances to improve their quality and effectiveness.
- To develop pupils' ability to respond to a variety of situations, to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking.
- To promote positive attitudes towards active and healthy lifestyles enabling pupils to make informed choices about the importance of exercise.
- To develop links with outside sporting clubs and agencies
- To use Physical Education as a tool to help children develop skills, knowledge and understanding across all curriculum subjects.
- To encourage intra-school competitions.
- To provide regular opportunities to compete in inter-school competitions.

2) **Schemes of Work**

The National Curriculum will be followed and will be enhanced by the use of other published schemes and support materials. The Curriculum Guidance for the Foundation Stage will form the basis of the physical education programme for the Foundation Stage. This will also be enhanced and developed where appropriate, by using a variety of resources and supplementary schemes and resources, such as Val Sabin, TOPs and LCP.

3) **Teaching and Learning Strategies**

At Aycliffe Drive Primary School, it is recognised that a variety of teaching and learning styles enrich and enhance children's knowledge, attitudes and understanding. All lessons will include the following basic framework:

- Introductory warm up activities – pulse raising and stretching. (These will, wherever possible, be based on the activity to follow, provide opportunities to recap and reinforce skills previously learnt, and introduce the learning objectives for the lesson.)
- Activities that support the acquisition and development of skills and understanding.
- Activities that allow the children to select and apply the skills, knowledge and understanding.
- Activities that allow the children to develop an understanding and knowledge of health and fitness
- Opportunities for the children to evaluate their performance and that of others
- Concluding cooling down activities – pulse lowering and stretching.
- Teaching strategies will vary as is seen appropriate during any lesson between whole class, group and individual activities. Feedback will be constructive and frequent.

Equipment and activities will show awareness of VAK learning styles, and will be differentiated and adapted to extend, challenge and accommodate all levels of ability.

- Children will be grouped in a variety of ways depending on the lesson objectives and their learning needs. If a pupil is not taking part they will undertake other appropriate roles, eg umpire, referee, leader or peer assess.
- Progression will be made within a lesson, between lessons and from one class/year group to the next. This will be monitored and supported through planning and assessment records.
- Pupil assessments will take place within each unit delivered using the assessment criteria set by the Dacorum School Sports Network to record the progress and inform future planning. Long term, medium term and short term planning will be in line with the school's planning policy.

4) **Time Allocation**

All KS1 and KS2 classes are allocated at least 90 minutes. All classes are timetabled morning and afternoon sessions. Further opportunities are given to children to attend Sports clubs outside of school hours.

5) **SEN, More able and Equal Opportunities**

- All pupils are given access to PE regardless of race, creed, colour, gender and level of ability.
 - Mutual respect and tolerance for all cultures will be promoted during the study of PE.
 - Differentiated activities will be given to support the less able and extend the more able pupils.
 - Children with learning difficulties will be identified and have provision made for their particular needs.
 - Where necessary, outside agencies will be involved.
 - Parents will be kept informed and encouraged to assist in helping their children.
 - Support staff are used in school to support groups or individual children.
- See the SEN and Equal opportunities policy for more details.

6) **Pupil Premium**

We ensure that all groups including Pupil Premium children have opportunities to participate in new and familiar sports activities in and out of school hours. The data for this is analysed annually and is used to create new objectives for the schools PE action plan.

7) **Dacorum School Sports Network**

Since 2013 the school has paid into the School Sports Network for Dacorum.

The key benefits are:

- Children are given opportunities to attend intra and inter-school competitions.
- Wider opportunities are given to children to participate in Level 2 and 3 competitions.
- Training is provided for members of staff to improve in their subject knowledge and skills.
- Links to outside clubs create more opportunities for children to engage in new sports.
- Links with PE leaders in the same catchment area provides leadership support and opportunities to organise events.
- The Network provides end of year data analysis which can be used to celebrate the schools achievements as well as highlighting the schools areas for development.

8) **PE and School Sport Funding**

Since 2013 we have received PE and School Sports Funding. This has been used for:

- Being part of the Dacorum School Sport Network
- Release time for leadership
- Transport to and from competitions
- Resources
- Extra Sports Provision
- Training
- Equipment

Please see the school website for our 2013/2014, 2014/2015, 2015/2016 PE Action Plans which includes the costing for the above areas.

9) **Early Years Foundation Stage Provision**

The physical development of young children must be encouraged through the provision of opportunities for them to be active and interactive and to improve their skills of coordination, control, manipulation and movement. They must be supported in developing an understanding of the importance of physical activity and making healthy choices in relation to food. It is important that practitioners;

- Allow sufficient space, indoors and outdoors, to set up relevant activities for energetic play
- Plan activities that offer physical challenges and plenty of opportunities for physical activity.
- Give sufficient time for children to use a range of equipment to persist in activities, practising new and existing skills and learning from their mistakes.
- Introduce appropriate vocabulary to children, alongside their actions

10) **Daily Physical Activity Opportunity**

A wide range of daily physical activity opportunities will be established beyond the curriculum and throughout the school day as appropriate. The school establish a daily physical activity programmes as outlined below:

- Active Playgrounds – Equipment and games available at break and lunch times, zoning and marking of the playground.
- Playground Leaders – To organise and lead activities in the playground

11) Sports Days and Intra-School Activities

Sports Days are organised in the Summer term for Foundation Stage, KS1 and KS2. A variety of competitive activities are provided for the children to take part in with a strong focus on team competition and children supporting each other. Parents and family are invited to watch their child/children participate in the events and stickers, ribbons, etc are awarded to the children for their participation. During the KS1 Sports Day, Key Stage 2 children become PE leaders for the morning by setting up an activity, keeping the scores and supporting the children. Most years, we have PE leaders from Astley Cooper School come to assist and support during our KS2 Sports Days by being in charge of the activities, keeping the scores and supporting the children.

Intra-School Activities are organised during the academic year where each Key Stage (Foundation Stage, KS1, LKS2 and UKS2) take part in a competitive hour of activities, which may include, speedstacking, skipping, running, ball skills and multi-sports activities. Children are awarded with stickers for their participation. Children from Key Stage 2 become PE leaders for some of the events by setting up an activity, keeping the scores and supporting the children.

12) Out of School Hours Learning (OSHL)

OSHL activities vary according to the time of year, and are undertaken by outside agencies who are qualified, able and committed. They are not a statutory part of the National Curriculum, but form part of the school's aspiration for three hours of high quality PE, Sport and physical activity per week.

13) Assessment

Assessment is a vital tool in the teaching of PE, designed to monitor children's progress and measure attainment regularly. All teachers ensure;

- Elements of each unit taught will be assessed and recorded to inform planning. The assessment data will be passed onto the next teacher to inform planning and ensure progression.
- Assessment will be mainly through teacher observation, but will include the general observations of other adults, information collected and self evaluation from the pupils, and where appropriate, written parent and carer permission, photographs.
- Progress and achievements will be reported annually to parents.
- Assessment data will be made available to Secondary feeder schools to ensure smooth transition of pupils

14) Health and Safety

Aycliffe Drive School follows Hertfordshire County Council Guidelines. All staff will implement the following health and safety guidelines.

15) Dress Policy

- Members of staff, where possible, will change their clothing and footwear to teach physical education. If this is not possible all staff members will ensure that they are wearing suitable clothing with a change of footwear.
- Children need to have a change of clothing and footwear for PE, which should be kept on the child's peg or tray in a shoe bag, and available everyday of the school term.

- PE shoes should be securely laced or fastened to the feet and provide sufficient grip and flexibility for the activity – plimssoles or flexible-soled trainers are appropriate, but please note that trainers are preferable for games activities which take place outdoors, often in wintry weather.
- Long hair will be fastened back and jewellery and personal effects will be removed. If a child forgets their PE kit they will be given the opportunity to borrow clothing, or will be fully involved in the lesson in an alternative capacity. Studded ear-rings will be covered with ear tape.

16) **General Guidelines**

- To eliminate potential hazards and risks, obstacles will be removed where appropriate, the floor and work area and equipment used will be checked for faults and damage. All faults and damage will be reported initially to the PE Leader, then the Headteacher.
- Pupils will be taught safe ways to lift and carry equipment. Equipment used will reflect the age and ability of the pupils. Equipment will be stored safely in a PE store/cupboard or around the hall, and will be replaced safely after use by an adult.
- Pupils will be supervised at all times, and will be encouraged to work in a positive, disciplined manner. They will not be allowed onto apparatus until it has been checked by the teacher. Pupils will understand and respond to the ‘stop’ signal.
- All lessons will include a warm up and cool down. Skills will be developed appropriately before being used in games situations and on apparatus.
- Mats will only be used for jumping/balancing/rolling on and will not be used as a safety precaution in case a pupil falls from apparatus.
- For outside lessons apparatus will be assembled in a safe suitable place for access, boundaries will be marked, and all striking/hitting will be away from buildings.
- When using an alternative venue or site, written permission will be gained from parents/guardians, a first aid box will be available, and an itinerary of the event will be left with the school. Emergency contacts will be taken, rules and regulations for the site will be adhered to, and LEA guidelines for staff/pupil ratios followed.
- During swimming lessons pupils will follow instructions and walk quietly at all times. They will wear correct clothing, and be made familiar with the centres own safety procedures.

17) **Risk Assessment**

- External coaches are required to provide current CRB paperwork, details are kept in the School Office. They are also expected to sign in and out of the school premises, and be aware of school policies regarding fire drills. Eolve risk assessments are carried out for every external event. Acopied is taken to the event and a copy kept at school.

18) **Accident Procedures**

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

19) Staff Responsibilities

The PE Leader will:

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

All members of staff teaching physical education will:

- Be responsible for putting the National Curriculum requirements, schemes of work and PE policy into practice.
- Report any damage of equipment to the PE leader
- Attend relevant training courses to update their subject knowledge.
- Be responsible for the safety of the children in their lesson, by following the health and safety guidelines.
- Follow the assessment procedures and report to parents according to the school practices and policies.
- Support the partnership by entering appropriate festivals and competitions.
- To develop intra-school competitions.

20) Swimming

Swimming instruction to be given to pupils in Years 4 and 3. Each class will have lessons for 1 term each academic year. The use of themed approaches in the teaching of gymnastics and dance is recommended. This allows for children to use their skills, to practice and refine them, and adapt them according to a different approach from a different theme. It also supports classes who have mixed age groups as they can use a theme which is suitable to all their pupils, and which will allow children to progress up through the school without repeating the same work. This promotes a natural progression.

21) OSHL Activities

When OSHL activities are offered the following is observed:

- Written permission is sought from parents or guardians. Parents or carers will be informed in advance of sessions being cancelled.
- Pupils will remain supervised until the agreed time.
- All pupils who need transporting to practices or events travel in cars insured for the purpose, with written permission from parents/guardians.
- If sessions are led by coaches or adults other than teachers a teaching member of staff will be present on site at all times.
- The school will support any member of staff or adult other than teacher who wishes to take coaching awards to support their work with the school.

- The school will meet with coaches or adults other than teachers to agree the content of their sessions in advance. This includes coaches who work within curriculum time. The school will request evidence of police checks, or arrange for the necessary checks themselves.
- Safety guidelines will be followed as for curriculum physical education.
- Activities will be open to pupils on an equal opportunity basis. Age limits may have to be set according to manageable numbers.
- Pupils will only be excluded if proving a danger to the safety of themselves or others.

22) Equipment and Resources

Regular annual inspections are carried out on large equipment and the adventure playground and reports kept in the Schools Health and Safety file.

Equipment is stored centrally in the PE cupboards located in the school hall and in the PE shed located outside the schools hall fire exit doors. Staff are aware of where the keys for the shed are kept and it should be used by adults only. Children will only enter the PE cupboards and sheds to remove or replace equipment under supervision of an adult. Equipment for break and lunch time activities are stored in the playground shed. Only adults and young leaders are to remove or replace the equipment. Each teacher is responsible for checking the day-to-day safety of equipment and noting any hazards verbally to the PE leader. Equipment that is seen as unfit for use is isolated, documented and removed immediately when possible. Resources including books, planning, music CDs, visual aids are stored in the PE cupboards in the school hall.

Guidelines to Support the carrying of Gymnastic Equipment

When lifting any equipment pupils should be taught to bend their knees thus not putting undue strain on the back. A clear signal will be given to lift by either a child or teacher. Each child should have a firm grip before lifting with palms facing upwards, fingers and thumbs curled around appropriately.

- Children should only use apparatus which they are able to carry and place themselves.
- A frame should be opened and secured before being carried.
- Ladders, poles etc should be carefully lifted down and carried horizontally rather than vertically.
- Pupils should be taught to face the way they are carrying their equipment considering their safety and the safety of others at all times.
- The teacher will be in control of where and when equipment is lifted and carried.
- Large fixed equipment will be placed first, followed by smaller pieces and joining equipment. Mats will be placed out last. The order will be reversed for putting equipment away.
- Pupils will always be taught skills on the floor before they use apparatus. Height limits can be applied where necessary for pupil safety.
- Examples of how the different pieces of apparatus should safely be carried can be found in 'BAALPE Safe Practice in PE'.