



Marshbrook First School Physical Education Policy Spring 2015

1. Physical Education Policy Statement

The new high quality curriculum for Physical Education inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. The school has designed a programme of curricular and out of hours physical education and sports activities that will provide learning opportunities, in a safe environment, sensitive to the needs and levels of ability of all pupils.

Aims

2. Entitlement

The national curriculum for physical education aims to ensure that all pupils:

1. Develop competence to excel in a broad range of physical activities.
2. Are physically active for sustained periods of time.
3. Engage in competitive sports and activities.
4. Lead healthy, active lives.

Time: All pupils will have access to the requirements for National Curriculum physical education. At Marshbrook First School all pupils are allocated 2 hours for physical education each week. This can include brain gym or Take 10 when swimming is one of the activities. We believe that this provides the minimum entitlement for each pupil to achieve a broad and balanced Curriculum. There should be minimum time taken for changing and there is an expectation that the majority of time is for activity.

Units of work: As a principle, all units of work are modified to be completed within each half term. Where teachers (or others who are leading the

programme) are unable to complete the unit of work this **MUST** be used to inform future planning.

National Curriculum: The four aspects of national curriculum knowledge skills and understanding (identified within the school physical education aims) are built into each unit of work. These provide the framework for National Curriculum physical education. The 4 aspects are delivered to pupils at Marshbrook First School through dance, gymnastics, games, athletics, swimming and outdoor and adventurous activities in the form of a residential visit to Laches Wood.

Participation: All pupils are expected to participate in physical education lessons unless they have an injury or illness that prevents them from doing so.

3. Staffing / Staff Development

Teaching Staff

All teaching staff are expected to teach physical education to their class, following the National Curriculum through the schools long and medium term planning units. At Marshbrook teaching staff mainly deliver dance and gymnastics with some aspects of games and athletics. Coaches are employed throughout the year on one day of every week to deliver games and athletics to all year groups. This is done in relation to the school's scheme of work.

Staff Development.

Physical education and sport related courses are provided as part of the School Sport Coordinator programme for South Staffordshire. This includes TOPs, first aid, child protection, curriculum support etc. All adults employed or deployed to deliver physical education and sport related activities are entitled to attend these courses. All teaching staff in each year group have received three sessions each in gymnastics and worked alongside a PE specialist from Entrust to develop their skills to plan and deliver this strand of the curriculum. Some staff also received the same professional development through dance in the summer term 2014.

Subject Leader (PE Co-ordinator) responsibilities are defined as:

- To produce, manage and monitor and revise the scheme of work and policy for physical education and adapt it to fit in with the new PE curriculum.
- To assist the head teacher by reviewing / monitoring / evaluating the teaching and learning of physical education in line with the school policy. The PE co-ordinator will monitor PE with assistance from a PE specialist outside of school and record evidence on an observation form to be used to inform future planning and assessment.
- To advise the head teacher on development and safety issues for physical education.
- To formulate, manage, monitor and revise assessment procedures for physical education in line with school policy.

- To attend appropriate meetings and courses in relation to physical education. These include Network meetings within the pyramid and usually take place once a term.
- To identify professional development needs of colleagues. This has currently been addressed through gymnastics and dance.
- To provide on-going support and advice for colleagues in physical education.
- To audit, monitor, manage and order resources for physical education.
- To assist with liaison in physical education with feeder schools, parents, governors and outside agencies.
- To work as the Primary Link Teacher within the Wolgarston cluster of schools as part of the School Sport Co-ordinator programme. This will include organizing participation in dance festivals and other sports activities and attending festivals such as tennis, rugby and cricket.
- To organize sports days.
- To ensure Key Stage 2 pupils are trained as leaders at lunchtime to organize activities and games on the playground and attend training sessions for lunchtime supervisors.
- To update policies and provide action plans for the way in which the new PE funding will be spent in the forthcoming year.

4. Out of School Hours Learning & Extra Curricular Activities

Supervision: Marshbrook First School provides children with a broad provision of out of hours activities after school and sometimes at lunchtimes. After school clubs are delivered by teachers and coaches. The lunchtime supervisors were also provided with games training in April 2014.

Participation: Pupils are actively encouraged to participate in as many activities as they wish and there are a variety of competitive and non-competitive activities on offer. Clubs that are currently offered throughout the year include dance, tennis, gymnastics and football. In tennis and cricket pupils have the opportunity to take part in tournaments against other schools and annually attend a dance festival at Wolgarston High School. There is the opportunity for pupils to perform maypole dancing at the school's summer fair. A Year 4 sports day is also held with other first schools as part of middle school transition. In 2009 the school purchased a 'Huff and Puff' shed and range of equipment and resources to be used to support PE at lunchtime. The resources are updated on a regular basis. Funding is now available to encourage and include any free school meal children to join out of school clubs.

Registers: Registers are taken for all out of hours activity sessions.

5. AOTTS (Adults other than teachers)

General: The school acknowledges the contribution that all adults can make to support activities for young people.

Lunchtime supervisors: attended a training course in Autumn 2007 to lead and supervise activities using the Huff and Puff resources. New training was delivered in April 2014 for supervisors by a PE specialist from outside school and supported by the PE co-ordinator.

Parents: are encouraged to support PE events. They have been involved in accompanying children to sporting activities in school time at the local feeder schools and are encouraged to come along to watch tournaments and festivals arranged with other schools. Parents have also volunteered by coaching an after school football club.

Pupils are encouraged to take on leadership roles wherever possible. Young Leaders from Penkridge Middle School and Wolgarston High School have worked with Key Stage 1 & 2 children and are encouraged to support activities in school but they must always be supervised.

Qualifications, CRB & Insurance: All volunteers and paid coaches employed/deployed by the school must have appropriate qualifications and insurance, and have proof of an enhanced disclosure by the Criminal Records Bureau. These MUST be checked by the subject leader or head teacher.

Guidelines: All volunteers and paid coaches will follow the guidelines issued by the LA.

6. Safe Practice

General requirements: The general teaching requirement for health and safety applies to this subject. We encourage pupils to consider their own safety and the safety of others at all times. All staff have access to a copy of safety guidelines. Any issues or queries should be passed to the subject leader for clarification.

The Health and Safety policy gives clear guidance on the response and reporting of accidents. All accidents, no matter how slight should be reported in the school's accident record book, which is kept in the school office.

All adults working at the school have a responsibility to report any defects in equipment which require attention. The safe use of equipment will be encouraged at all times and pupils will be trained to move and store equipment in a safe manner.

We expect pupils to change for physical education into the agreed clothing for each activity. The governing body expects teachers to set a good example by wearing appropriate clothing when teaching physical education. The children are actively discouraged from wearing goggles when swimming unless for a medical reason which must be supported by written consent from parents and guardians.

Risk assessments for all activities in physical education and out of hours learning are undertaken on an annual basis by the subject leader and in some cases class teachers in accordance with the school health and safety policy. Relevant information is included within the medium term plans on safety issues (eg warm up and cool down, use of specific equipment etc). However, it is the responsibility of ALL adults leading activities to ensure that they are satisfied that risk assessment procedures have been undertaken and that appropriate measures have been put in place where necessary. Please note that gymnastics equipment **MUST** be checked by teachers **BEFORE** any pupil is allowed to use it.

Clothing - the role of the teacher in ensuring safe practice

The school advises parents on what we believe (and the LA advise) to be appropriate through our prospectus and parental information meetings for each year group.

Clothing: All pupils must change into shorts and T-shirts for physical education lessons. For outdoor activities and in cold weather pupils are encouraged to have a tracksuit or warm top.

Footwear: Pupils must wear footwear which is appropriate to the activity when outdoors. This will usually be trainers. For Dance and Gymnastics which takes place indoors, children are expected to work in bare feet as this allows them to obtain more grip and feeling for their actions. Pupils who have a verucca are allowed to participate in bare feet if the verucca has been treated, if not they should cover it with a plaster or wear plimsolls. Early years children wear plimsolls for apparatus indoors due to the nature of the equipment they use.

Jewellery: The policy of the governing body is that no jewellery is worn for any physical activity. Any piercing should be carried out at the beginning of the summer holidays so that jewellery may be removed.

Hair: Where pupils have long hair this should be tied back so that it does not get caught or restrict vision.

Glasses: These should be securely fastened or removed - parents are advised that plastic, shatterproof lenses are preferable.

7. Equipment and Resources

Availability: There is a wide range of resources to support the teaching of physical education across the school. We keep most of our equipment in a PE storage cupboard in the hall which is available for each key stage. The school has a large hall which is equipped with wall bars, benches and mats. There are two outdoor playgrounds which have various markings to promote activity at break times and during lessons. We have a large playing field with running tracks and a rounders pitch marked off in the summer.

Specific equipment is designated to breaktimes and lunchtimes. The Huff & Puff equipment for lunchtime is currently stored in a shed outside between the two

playgrounds and each class has a playtime trolley to take out at morning and afternoon breaks.

Equipment is regularly checked and stock replenished as often as the budget allows. Teachers have access to equipment and literature, via the subject leader, and can always rely on advice where needed.

General rules set by all teachers: pupils should not use a piece of equipment or begin an activity until told to do so by a member of staff. They should work with the knowledge of other pupils around them and so therefore be cooperative. In the event of an accident or emergency children will be taught to await further instructions (unless they are swimming where 3 whistle blows means children get out of the water and line up by the emergency exit).

Specific rules: Teachers are expected to provide pupils with safety rules and guidance for the equipment they are using and enforce these throughout the lesson. For example, in gymnastics pupils are taught not to walk across mats as these are in landing areas and are encouraged to work on the apparatus in silence.

8. Cross-Curricular Issues

English: physical education contributes to the teaching of English by encouraging pupils to describe what they have done and to discuss how they might improve their performance. Pupils use appropriate and specific terminology related to the activity area undertaken.

Numeracy: physical education contributes to the teaching of numeracy by enabling pupils to use distance and direction in specific activities.

ICT: we use ICT to support physical education teaching where appropriate. We now have i pads as well as digital cameras to record pupils performance and use it as an assessment tool to evaluate and improve ability.

PSHE: physical education contributes to the teaching of personal, social and health education and citizenship. Pupils learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. We achieved healthy school status in July 2008 and maintained it in 2011.

Spiritual, moral, social and cultural development: the teaching of physical education offers opportunities to support the social development of our pupils through the way we expect them to work with each other in lessons. Groupings allow pupils to work together to discuss their ideas and performance. Pupils learn to respect and work with each other, and develop a better understanding of themselves and others.

9. Equal Opportunities and Inclusion

The National Curriculum provides the starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- Setting suitable learning challenges
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Resources at Marshbrook First School provide all pupils with opportunities to develop the range of skills identified in the planning documents.

Planning: To ensure pupils benefit in terms of developing their skills, self-esteem, self motivation and self confidence, lessons are planned by staff who are knowledgeable about the needs of all children in their class including those with specific disabilities and health problems.

In addition teachers will:

- Be informed at the beginning of the year of any specific medical conditions which could influence a pupil's performance (including asthma) and appropriate procedures to be taken to prevent, control or deal with these conditions - seeking medical advice if necessary.
- Make changes to equipment used so that the pupils feel more secure for example; using sponge/koosh balls for throwing and catching; varying the size and height of goals and baskets so that every child can score; using smaller, lighter balls.
- Make changes to the rules of the games, including reducing the number of players, making the playing area smaller, reducing playing time.
- Provide pupils with opportunities to play against those of a similar ability or working in groups of mixed ability with the more able pupils supporting those with specific difficulties.
- Allow pupils to make up their own actions.

Teachers are aware of the religious beliefs of children in their class. Situations which may clash with religious beliefs may be avoided by early communication with parents / adults with responsibility. All staff should inform the subject leader about any issues which may not have been previously identified.

We aim to help pupils experience and understand the significance of activities from their own and other cultures, particularly in dance, and to recognise how public performances and activities provide a sense of cultural identity.

10. Leadership and Management Roles

Responsibility: The subject leader reports regularly to the Head Teacher on all matters related to physical education and sporting activities.

Budget: The annual budget for Physical Education is taken from the learning resources and school budget and we have a designated amount of money for PE provided by the county for which an action plan has been provided and is available on the school website.

Other funds: Additional resources are often available through the School Sport Coordinator programme and the cluster arrangements. Additionally the subject leader has obtained funding for lunchtime resources. Free clubs and taster sessions are offered throughout the year. Equipment is also gained through the collection of vouchers.

11. How the Subject will be Monitored and Evaluated

The responsibility for subject monitoring is through the HeadTeacher who has delegated this responsibility to the subject leader. Additional time may be taken for specified purpose through the School Sport Coordinator Programme. All information gathered is used to inform future practice and is disseminated through regular meetings with individuals. Adapted planning to fit in with the new Curriculum 2014 has been delivered to staff.

12. Assessment, Recording and Reporting

General: The main assessment tool in physical education is undertaken in line with our whole school assessment policy. Specific objectives are drawn from the programme of study for all areas of activity of physical education. Assessment is carried out by class teachers at the start and end of each unit in format of a core task and pupils are assessed on different strands of the PE curriculum and differentiated at three levels. Levels are given at the end of each year in games and athletics.

This enables the teacher to establish levels which were achieved in the previous year by children within their class and to provide evidence of how far the children have progressed after each activity. Targets are also provided from the assessment to inform the pupil of specific aspects they need to work on.

Monitoring Pupil Progress

A variety of methods are employed to monitor pupils achievement and attainments which include:

- Teacher observation of pupil performance in lessons
- Highlighting success in assembly.
- Recording individual pupil involvement in out of hours activities
- Questioning pupils to find out about what they have accomplished and how they can improve
- Using core assessment tasks at the start and end of units of work

Reporting information on their success to pupils

- Objectives shared with pupils at the beginning of the lesson and referred back to at appropriate points are re-visited during the plenary to provide feedback on how well they have been met
- Pupils are asked to comment on their own and others performance in light of the objectives

- Verbal feedback is given to pupils so that they know how they are progressing.

Reporting information on pupil success to other teachers

- Lists of gifted and talented children are collated
- Discussion on physical education attainment during end of year meeting with next teacher
- Verbal feedback between year groups and subject leader undertaken informally during the year
- Year 4 assessment sheets are passed to Penkridge Middle school following end of year cluster meeting with the School Sport Coordinator, when comments regarding ability and/or medical conditions are also discussed. Any gifted or talented children are identified. The assessment format has been recently updated to assess the children in more detail using a skills list and children fill in a PE passport to record any curricular and after school clubs they have attended and activities in the community over the past year

Reporting information on pupil success to parents

- End of year reports include a physical education section which informs parents of achievement and where developments could be made.
- Information is provided as appropriate three times a year during parents meetings.
- Information is sent home to parents regarding sporting events the children have taken part in. Newsletters with photographs of the events depicting pupil's progress have been sent home to parents.
- Information on achievements in physical education and sport are provided to governors.

This Physical Education Policy was agreed by the Governing Body on:

Date: 13.1.15

It will be reviewed in 3 years or sooner if necessary.