



Garfield Primary

**Physical Education (PE) Policy
Spring 2018**

Ratified by Governing Body: Spring 2018

1. Introduction

At Garfield Primary School we believe that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. A broad and balanced physical education curriculum is intended to provide for pupils increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. The selection of suitably differentiated and logically developed tasks, will help pupils, irrespective of their innate ability, enjoy success and be motivated to further develop their individual potential and take part in lifelong physical activity.

Providing a balanced range of individual, paired and group activities, in addition to, co-operative, collaborative and competitive situations aims to cater for the preferences, strengths and needs of every pupil. These activities, experienced within a broad physical education curriculum, aim to promote a broad base of movement knowledge, skills and understanding. They also intend to develop the pupils' ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.

The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem solving. Pupils are encouraged to appreciate the importance of having a healthy body and begin to understand the factors that affect health and well-being. (This work is closely aligned with the school 'Healthy Schools' policy).

Whilst retaining its unique contribution to a pupil's movement education, physical education has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the whole school's planning for the development of pupils' literacy, numeracy, science, PSHE and ICT skills. Physical education at Garfield should reflect our vision and values, and opportunities should be taken during curricular and extra-curricular sessions to reinforce these values.

2. Curricular Aims

1. To develop physical competence to excel in a wide range of physical activities, including competitive sports.
2. To develop an increasing ability to select, link and apply skills, tactics and compositional ideas
3. To improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance.
4. For pupils to be active for sustained periods of time and to develop an understanding of the positive effects of the exercise on the body.
5. To develop the ability to work independently and respond positively towards others.
6. To promote an understanding of safe practice and develop a sense of responsibility towards their own and others' safety and well-being.

3. Content

All children are entitled to a progressive and comprehensive Physical Education programme, which embraces the Statutory Orders of the National Curriculum and Early Years Foundation Stage (EYFS) Guidance, which takes account of individual interests and needs.

In the EYFS Stage, practitioners should:

- Plan activities that offer appropriate physical challenges. Provide sufficient space, indoors and outdoors, to set up relevant activities
- Give sufficient time for children to use a range of equipment and whenever possible teach just half the class in each session
- Provide resources that can be used in a variety of ways or to support specific skills
- Introduce the language of movement to children, alongside their actions
- Provide time and opportunities for children with physical disabilities or motor impairments to develop their physical skills, working as necessary with physiotherapists and occupational therapists
- Use additional adult help, if necessary, to support individuals and to encourage increased independence in physical activities.

During **Key Stage 1**, pupils should be taught knowledge skills and understanding through dance, gymnastics and games activities.

Key Stage 2 pupils should have access to all components of the National Curriculum Programme of Study, (Athletics, Dance, Games, Gymnastics, Outdoor and Adventurous Activities and Swimming).

4. Planning the Physical Education Curriculum

The PE curriculum is planned to provide a broad and balanced programme of physical activities. At the moment we have a PE specialist teacher teaching most of the PE lessons, in addition some class teachers deliver the physical education programme. Cross curricular links are made where they exist. We feel it is important at Garfield school for all teachers to teach physical education to develop and maintain their skills and understanding of the subject.

The long, medium and short term plans and other useful PE resources are stored on class teacher's computers and updated by the PE Subject Leader when necessary. We make use of the Enfield PE Team's scheme of work and associated resources. The subject leader has a file with all the plans in and these are stored in the shared staff drive. Teachers will need to identify their own risk assessments, differentiated learning tasks and assessment opportunities in note form on their short-term plans. Each lesson should include cardiovascular warm-up activities, mobility exercises and stretching of the relevant muscles. The warm-up should be closely related to the main activity and all children should be physically active for sustained periods of time in every lesson. Cooling down activity or plenary should also be included in addition to having a clear learning objective with stated outcomes.

The use of visual aids and IT are strongly encouraged to enhance learning. Links to the school values should be made where possible, for example discussing 'respect' as part of a football game, or discussing 'everyone' as part of a group dance lesson.

Swimming takes place at Arnos Grove swimming pool for all Year 5 pupils, for 16 weeks of the year. Lessons are planned and delivered by the Borough swimming instructors but class teachers are strongly encouraged to assist with the weaker swimmers to develop their confidence. The instructors will provide assessments at the end of each term and deliver a session, in-school, on water safety.

Implementation and Challenge

The following should be considered when planning lessons to ensure progression:

- Making links between previous experiences and new skills
- Setting tasks which develop new knowledge and understanding
- Moving from familiar to unfamiliar contexts
- Planning to include elements of difficulty, variety and quality within each activity

As children become older and more mature, progression should involve:

- The application of existing skills and knowledge to more complex situations, e.g. working in larger groups, using different apparatus etc.
- Increasing confidence to work independently.
- Developing children's ability to assess their own work and that of others, against criteria decided by themselves.

Quality PE lessons should include challenges for pupils, which involve developing:

- Feeling of improvement
- A sense of accomplishment/achievement
- Learning something new and wanting to learn more
- Physical well-being
- A feeling of independence
- Wanting to perform well and with imagination and flair

Differentiation

At Garfield, we have the highest expectations of the children and believe that children should have the opportunity to learn from each other, as every child has something unique and interesting to offer. We achieve this positive attitude towards learning and the right culture through our learning muscles. Within this, we believe that children achieve much better when they can learn from each other. Children can learn from observing excellence, learning from mistakes, sharing judgements and to keep making improvements to develop their skills. Children are therefore placed in mixed ability groups to ensure all children are being appropriately challenged. The teacher will use assessments from the lesson, effective questioning and peer assessment to ensure each child is making progress. Interventions are put into place for the pupils who need additional support.

5. Assessment of Pupil Progress and Attainment in PE

The National Curriculum sets out the aims, purpose of study and content for physical education and although it does not specify a detailed overview of the nature and content of learning, it does present the expectations that pupils should reach by the end of each key stage. These expectations are the minimum entitlement. The Enfield scheme of work, written by the Enfield PE Team, has the KS1 & KS2 National Curriculum expectations at the forefront of their work. The National Curriculum expectations are:

At KS1: Pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

At KS2: Pupils should continue to implement and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to succeed in different activities and sports and learn how to evaluate and recognise their own success

At Garfield, class teachers teach PE and use the Enfield scheme of work to support planning. There are units of work for all six areas of PE and these have been divided across the year groups to achieve a broad and balanced programme.

Formative assessment helps pitch the learning activities to accurately meet the needs of all pupils in the class and the units of work annotated accordingly. (The scheme of work incorporates three learning domains: cognitive (thinking), psychomotor (physical) and affective (personal/social and health) 'head, hands and heart'). When appropriate, class teachers should use assessment methods to capture learning in these three domains. Common methods used on a day to day basis include peer observation and videoing performance as these can be easily integrated into the learning activities.

Summative assessment can also be used at the end of a half term by the teacher, assessing children against the expectations in the Enfield PE Team expectations document where relevant and adding their grade to the assessment table on the PE drive.

The expectations statements which directly relate to the unit that has been taught should be highlighted and pupils are identified as follows:

Emerging – not quite met the learning objectives (or only met with support)

Expected – successfully met the learning objectives

Exceeding – achieved over and above what is expected.

Assessment information recorded in this way is kept as sampled evidence. There are 'Expectations' in each area of activity and these are presented on the front cover of each unit of work. The content for these 'Expectations' has been selected to link to three learning domains: 'head, heart and hands'. Assessing pupils using these three learning domains provides a broader picture of the physically educated child as opposed to purely identifying what physical skills (hands) they have acquired.

At the end of each unit of work, class teachers are also expected to record their class and the short clips are uploaded onto the shared drive and saved into the respective year group PE folder, named with the unit of work.

The overall judgements will be transferred onto a class assessment list.

Gifted and talented pupils, emerging groups or causes for concern, will be noted (identified in pupil progress meetings) and appropriate interventions put into action.

6. Time Allocation for PE

At Garfield PE is delivered throughout the whole day and a timetable showing when each class is either outside or indoors is displayed in the staff room and on the shared drive. Classes receive two PE lessons per week. Cross curricular links are made where possible. We will also be looking into ways to increase physical activity to reflect the Department of Health guidelines for daily physical activity as follows:

Early Years/Under 5s: Children of pre-school age who are capable of walking unaided should be physically active daily for at least 180 minutes (3 hours), spread throughout the day. All children should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day.

5 to 18 years: All children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day. Vigorous intensity activities, including those that strengthen muscle and bone, should be incorporated at least three days a week.

PE is rarely cancelled. The school values regular and frequent lessons to develop children's skills and abilities. In the event of weather conditions making it unsuitable to complete the activity planned, alternative arrangements should be made. These include class based activities around the activity (e.g. evaluating and improving work based on watching video clips from previous weeks learning) or rescheduling the activity for another day. If the indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning intentions to be achieved.

On no account is PE used as a sanction.

Out of School Hours Learning

Garfield Primary School offers a wide range of lunchtime and after school 'physical' opportunities. These are open to any pupil in the relevant year group. Staff will assist lunchtime assistants by providing lists of pupils who will need early access to the dining hall etc. Staff will notify pupils of any cancellation or rearrangements of clubs as soon as possible. Pupils also receive extra-curricular sporting opportunities through the Garfield College.

7. PE Kit

All children should have a clearly named PE kit at school every day. Our PE kit consists of:

A navy blue T-shirt with the Garfield logo OR plain navy blue t-shirt/sweatshirt.

Plain black shorts or trousers.

Trainers or plimsolls – that fit properly and are different to shoes worn in school.

A PE bag – a proper bag clearly named, not a plastic carrier bag.

Garfield t-shirts and PE bags are sold inexpensively at school and can be ordered from the school office or on the website.

PE kits should be taken home at the weekend and in the holidays for washing.

School jumpers may also be worn for outdoor activities in cold weather. Hats are acceptable and gloves are acceptable if they do not impact on the sport being played – they should not be worn for netball, basketball etc. Coats and scarves may not be worn.

In gymnastics and dance bare feet is recommended for improved quality of movement and safety (shoes can be taken off on entry into the hall).

No jewellery should be worn for PE and long hair should be tied back for every lesson.

There are spare items for children who forget their PE kit and for those that persistently forget their PE kit should be reminded of the importance of PE and a note should be sent to their parents asking for their co-operation (available from the PE Subject Leader). There will also be sanctions for KS2 children who persistently forget kit.

Swimming kit should be brought to school on the day when swimming lessons take place and taken home afterwards. Goggles should be discouraged unless on medical advice and children with long hair must wear swimming hats. (A copy of what the children can wear for swimming is in the Borough swimming letter – ask the PE lead for a copy.

If the child is well enough to be in school, they are encouraged, unless on health grounds (broken bone etc), to take part. They should only miss PE lessons if this is requested by their parents, either by direct contact with the school or in a note to the teacher

Non participants should be included in the lessons. They can take the role of an evaluator, coach, score keeper etc.

Teachers and support staff involved in the lesson are expected to wear suitable footwear and clothing for teaching PE and be a role model.

8. Equal Opportunities

All children should be provided with equal opportunities to participate in a curriculum where there are no barriers to access based on race, sex, religion, culture or ability. PE lessons should aim to provide quality experiences, which challenge all children.

Schools fall under the Public Sector Equality Duty and must eliminate discrimination; provide equality of opportunity; and foster good relations between minority groups and others.

9. Additional information

Safety

Safety should be paramount when planning PE activities.

All teaching and non-teaching staff should be aware of the following document and know where it is located in the school.

Safe Practice: In Physical Education, School Sport and Physical Activity (2016) – AFPE

This document can be found in the school business manager's office with other health and safety documents.

Teachers should assess risk prior to lessons, and safety aspects should also be considered with the children prior to the task. Children should develop their own abilities to assess risks.

First aid equipment is available in the main office or the medical room but in an emergency the Welfare or Teaching Assistant on medical duty should be sent for. Inhalers for children suffering from asthma must be readily accessible. The PE lead is also first aid trained.

Regular checks will be made on all equipment. The PE lead will make frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the PE lead when any items need replacing or repairing. Any items constituting a danger will be taken out of use immediately.

Children should be taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.

Children should be made aware of safe practice when undertaking any PE activity, (e.g. not lifting Unihoc stick, not jumping or running in front of others, etc).

Children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery.

Good class control is fundamental to safety.

Extra-curricular activities

There should be a balance between personal activity and self-improvement, and competition. Additional opportunities in a range of competitive activities will be provided whenever possible through extra-curricular clubs, and through taking part in tournaments and events against other schools. Young leaders are trained to organise sport for younger pupils at lunchtimes.

The school holds an annual sports day for EYFS, KS1 and KS2 during the summer term and works with the Borough PE team to maximise all opportunities for participation in sport, both competitive and inclusive.

Updates of extracurricular activities will be posted on the PE notice board and on the website.

Storage of PE Equipment

Most of the games and gymnastics equipment is kept in the PE cupboard in the hall.

It is the responsibility of all staff to ensure that the equipment is replaced in the cupboard tidily. Teachers are encouraged to assign monitors to tidy up the cupboard at the end of each lesson but they should not be allowed in there unless supervised.

The PE lead should be responsible for identifying when equipment should be replaced.

Staff Development

Opportunities should be taken by the PE Subject Leader and colleagues, where possible, to attend Borough courses organised by the PE team, or other CPD courses, in order to keep up to date. Where relevant they should then give summaries of information to the rest of the staff, and an evaluation to the PE Subject Leader and SMT plus draw attention to any new safety guidelines.

(The PE Team organise a full calendar of CPD opportunities and many of these are held in schools). See Subject Leader for further information.