Physical Education Policy

Rationale

At Heronshaw School, we endeavour to promote and teach the importance of Physical Education and healthy lifestyles to all children across the school. We want children to be ambitious, resilient and curious learners who develop the skills, knowledge and understanding required to lead healthy and active lives.

We want our children to develop confidence in their physical abilities and positive mental wellbeing, enabling them to work collaboratively and communicate effectively with peers and adults. We encourage children to show respect, kindness and sportsmanship towards others and to understand the importance of working as part of a team.

Through high-quality Physical Education lessons and a range of extra-curricular opportunities, children develop fundamental movement skills, physical competence and a lifelong enjoyment of physical activity. We strive to provide a broad range of sporting experiences that support children's health, wellbeing and personal development while inspiring a positive attitude towards lifelong participation in physical activity.

Aims

•To acquire and develop skills and perform them with increasing physical competence and control.
•To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
•To develop observational skills and the ability to describe and evaluate their own and others' performances and to use those observations to improve performance.
•To develop the pupil's knowledge and understanding of the effects and benefits of exercising.
•To develop the ability to work independently and communicate with and respond positively towards others.
•To promote an understanding of safe practice.

Entitlement

Heronshaw School aims to provide all pupils with at least two hours of high-quality curriculum Physical Education each week, alongside additional opportunities for physical activity, active play and extra-curricular sport.

Each class has 2 PE lessons taught by the class teacher. The hall is timetabled for PE throughout the week and the playground, field can also be accessed. In the Early Years Foundation Stage (EYFS), one PE session is taught by a teacher for 45 minutes a week to enable children to learn and develop key skills so that they are able to progress well in the Key Stage One curriculum. Physical development is an integral part of everyday learning within the Early Years Foundation Stage (EYFS).

The pupils have access to their own outdoor play area and a selection of PE equipment to help develop their gross motor skills in relation to achieving the EYFS early learning goals. Adults will facilitate this learning in the provision.

Early Years Foundation Stage

Physical Development is one of the three Prime Areas of Learning within the Early Years Foundation Stage and is fundamental to children's health, wellbeing and future learning. Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives.

By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy.

Pupils should be taught to:

Gross Motor Skills:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Key Stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.
Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.
- participate in team games, developing simple tactics for attacking and defending.
- perform dances using simple movement patterns.

Inclusion

At our school, we teach PE to all children, whatever their ability and individual needs. This is in line with the school's curriculum policy of providing a broad and balanced education to all children. Through our PE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those with talents and those learning English as an additional language, and we take all reasonable steps to achieve this. We recognise that we have children of differing ability in all our classes. We believe that the curriculum should be accessible to all children. This is made possible through the use of scaffolded support or adaptive teaching methods.

Reasonable adjustments will be made wherever necessary to ensure that all pupils, including those with SEND and disabilities, are able to access and participate fully in Physical Education lessons, sporting events and extra-curricular activities.

Health and Safety

Heronshaw tries to ensure that every child has the opportunity to maximise their potential. At all times the safety and welfare of the pupils are of paramount importance and the learning experience is made as enjoyable and challenging as possible. In a PE lesson, teachers should ensure that pupils are active for the majority of the lesson and that periods of inactivity are kept to a minimum. The lesson should be structured with an active starter, followed by a warm up, skill development, application and a cool down and incorporate the four aspects of learning;

- Acquiring and Developing
- Selecting and Applying
- Evaluating and Improving
- Knowledge and Understanding

Pupils must work in a suitable and safe environment. This means;
- The removal of unnecessary furniture from the working space
- A clean, dry floor
- A safe outdoor surface
- Fixed apparatus is inspected annually by an approved external contractor and visually checked by staff before use.
- Staff and pupils suitably dressed (PE kit, jewellery removed, long hair tied back)
- We encourage the children to consider their own safety and the safety of others at all times.

It is important that all pupils wear the correct PE clothing for PE lessons. Outdoor shoes must be worn for outdoor PE lessons. During Dance and Gymnastics, shoes and socks are to be removed. If a child then needs to leave the hall, they must leave wearing their shoes. Children must have their t-shirts tucked in and their hair tied back for health and safety. Earrings should be removed prior to PE lessons wherever possible. Where earrings cannot be removed, the school will follow current health and safety guidance and complete an appropriate risk assessment.

Enrichment

At Heronshaw School, we aim to offer a wide range of extra-curricular activities and opportunities for physical activity, supporting children to lead active and healthy lifestyles.
These activities are offered to all children and are held, at lunchtimes through the use of playground equipment and playground buddy games and after school. These are delivered by both outside agencies and teachers. The activities vary throughout the year. In addition, there are related events such as house competitions, sports days and inter school competitions to further extend the pupil's experiences. The school also has links with some community sporting organisations e.g. MK Dons, Springers, Woburn Golf, and Walton High School who run many satellite clubs where the children have the opportunity to try new activities as well as the familiar.

Appropriate risk assessments are completed for PE lessons, sporting events, educational visits and enrichment activities where required.

Adults Other Than Teachers (AOTTs)

Some lessons, clubs and curriculum activities are delivered by Adults Other Than Teachers (AOTTs) who have been approved by the school to run or assist with activities (i.e. appropriately qualified, experienced and subject to relevant safeguarding checks, including DBS checks where appropriate). When using coaches and specialists, a teacher must be present and observing the lesson as part of their CPD. The teacher in charge must ensure that the AOTT is made aware of the school's health and safety procedures and expectations and outcomes of the sessions. The AOTT should never be left alone on the school premises during an activity and should be made aware of the location of the teacher in charge in case of an emergency.
All visitors, coaches and external providers must comply with the school's safeguarding procedures, visitor protocols and health and safety expectations.

Resources and Equipment

All equipment and resources are kept in the PE cupboard, except for large and fixed apparatus situated around the hall. Storage of equipment and resources is labelled and should be stored in the correct place. Pupils are not to go into the PE cupboard. Equipment used at playtimes is kept separately in a shed. As part of their learning, children are expected to select, handle and replace equipment tidily, but it is the responsibility of staff to ensure this is done properly. We expect the pupils to help set up and put away large equipment; by doing so, the children learn to handle equipment safely.

Get Set 4 PE is the scheme of learning used to support planning, delivery and assessment within Physical Education. All teachers have access to the platform to support planning and professional development.

Assessment, Monitoring and Evaluating

Pupil assessment, monitoring and evaluation is the responsibility of the teacher delivering each unit.
The school adopts several approaches to this which includes;
•Self-evaluation by pupils, sometimes incorporating use of ICT
•Peer observation and evaluation
•Teacher observation of pupils in lessons
•Teachers assess pupils' work in PE by making assessments as they observe them in lessons and their performance in the core tasks. Teachers record progress and attainment, identifying pupils working below, towards, at or above age-related expectations.

Monitoring of teaching in lessons is done by the PE Leader. Lessons are observed using mutually identified criteria. Written feedback is given and any issues arising are addressed between the two parties and senior leaders where necessary. Some aspects of the process are used to formulate the needs for staff CPD.

Leadership and Management

The subject leader is responsible for the overall curriculum planning, the management of the subject, the provision of equipment and its accessibility. PE planning is organised into year group folders under each area taught. Teachers use the agreed PE curriculum and planning framework to ensure progression in knowledge and skills across the school. The head teacher is responsible for the overall implementation of the PE policy.

The responsibilities of the subject leader include:
•To monitor and evaluate practice by being aware of current classroom practice and discussing any needs and concerns with colleagues.
•To organise resources through carrying out an audit and requesting new resources.
•To support other members of staff by demonstrating good practice, commitment and enthusiasm; organising inset opportunities, leading curriculum development meetings and giving advice on assessment and recording.
•To organise sporting events, extra-curricular activities, festivals etc and monitor attendance at these events.
•To communicate the school PE policy to staff.
•To attend courses as appropriate and to disseminate information when necessary.

PE and Sports Premium
The school uses the PE and Sport Premium funding to improve the quality of PE, sport and physical activity across the school. Spending decisions are evaluated to ensure they have a sustainable impact on pupil participation, staff development and the quality of provision.

Policy information	
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