



Ombersley Endowed First School

P.E. Policy

Subject Co-ordinator: Jayne Hobbs

Date policy agreed: Autumn 2017

Review date: Autumn 2018

Introduction

At Ombersley Endowed First School we believe that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical development and well-being. A broad and balanced physical education curriculum aims to provide for pupils increasing self-confidence through an ability to manage themselves successfully in a variety of movement situations.

A balance of individual, paired and group activities, in addition to co-operative, collaborative and competitive aims to cater for the preferences, strengths and needs of every pupil. These activities aim to promote a broad base of movement knowledge, skills and understanding.

The scheme of work is based upon objectives showing planned progression, which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils.

Through the delivery of the curriculum pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness.

Aims

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency. (Acquiring and developing)
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas. (Selecting and applying)
- To improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their own observations and judgements to improve performance. (Improving and evaluating)
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising. (Knowledge and understanding of fitness and health)
- To develop the ability to work independently, and communicate with and respond positively towards others. (Working alone and with others)
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being. (Applying safety principles)

We want our pupils to:

- enjoy PE and school sport
- show commitment to PE and school sport

- know and understand what they are trying to achieve
- understand that PE and sport are part of a healthy, active lifestyle
- have the confidence to get involved
- have the skills and control that they need
- willingly take part in a range of activities
- think about what they are doing and make appropriate decisions
- show a desire to improve and achieve
- have stamina, suppleness and strength

Entitlement

All children are entitled to a progressive and comprehensive Physical education programme which fulfils the statutory National Curriculum and foundation stage guidance, which takes account of individual interests and needs.

In the **Foundation stage** teachers 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.
- 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.
- 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. At Ombersley children also have the opportunity to take part in Outdoor and Adventurous and Athletics activities.

During **Key Stage 2** pupils should have access to areas of the national Curriculum Programme of Study: Athletics, dance, Games, Gymnastics, Outdoor Education and Swimming.

In addition, there are opportunities, throughout the year, for children to take part in extra - curricular clubs after school as well as opportunities to take part in festivals and tournaments, both competitive and non -competitive, within the Droitwich pyramid and Droitwich and Worcester City School Games events.

Equal opportunities

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

Safe Practice in Physical Education

Safe Practice in Physical Education 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 school.

This document can be found with the PE files in the staff room. Risk assessments have been carried for all areas of PE but safety aspects should be considered with the children prior to the task. Children should develop their own abilities to assess risks.

- All staff should know what to do and who to call for assistance in the event of an accident. Inhalers for children suffering from asthma must be readily accessible and taken when the children go swimming.
- Regular checks should be made on all equipment. the Co-ordinator should make frequent checks for wear and tear and all staff should be responsible for reporting to the Co-ordinator when any items need replacing or repairing. Any items constituting a danger should be taken out of use immediately.
- All large items of PE equipment are inspected annually by an independent safety officer.
- 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.
- Children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery. Children should not wear any jewellery for PE. Earrings should be removed or covered with micropore tape. No member of staff may remove or replace earrings.
- Good class control is fundamental to safety.
- Children must know the importance of responding readily to instructions.

PE Kit

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

- A purple t-shirt and black shorts
- Trainers that fit properly and are different to shoes worn in school.
- Black jogging trousers or tracksuit bottoms, for outdoor activities in cold weather
- Purple hoodie
- A PE bag, clearly named

Bare feet for gymnastics and dance produces better quality work, but the teacher should assess the condition of the hall floor before asking children to work in bare feet.

Long hair should be tied back.

Children who persistently forget their own PE kit should have a note sent to parents asking for their co-operation.

For Year 3 and 4 swimming kit should be brought to school on the day when swimming lessons take place and taken home afterwards. Girls should wear a swimming hat and boys should wear

fitted swimming shorts. If goggles are worn a letter must be sent in prior to the first swimming lesson.

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

Planning

Our PE curriculum follows the QCA units of work for the teaching of Physical education. The school uses the Val Sabin scheme of work for Gymnastics and Games, the LA scheme of work for Dance and Outdoor and Adventurous Activities and TOPs cards are also used. These support the delivery of the QCA units of work. The long term and medium term plans, for each year group, are kept in a PE file in each classroom and updated when necessary.

Support packs for Gymnastics and Dance are stored in a box in the stock room.

Swimming lessons take place at Droitwich Leisure centre, for all Year 3 and Year 4 pupils for 20 weeks of the year - 10 in the Autumn term and 10 in the Summer term.

Spots coaches, from outside agencies, support the class teachers in Key Stage 2 to help deliver a high quality curriculum.

All our pupils take part in two , one hour PE lessons, a week.

All lessons should include warm-up activities before the main task and cooling down activities at the end. Lessons should also include acquiring and developing, selecting and applying, improving and evaluating, knowledge and understanding of fitness and health.

Differentiation

As all children have differing needs, abilities and interests. It is necessary to develop differentiated tasks so that all children are appropriately challenged to achieve successful outcomes.

The achievements of all pupils are maximised by providing variations in:

- tasks
- resources
- response
- support
- group structure

Inclusion

As stated in the National Curriculum 2000, children with special needs will be included in any physical education lesson. If a programme needs to be adapted then the teacher in charge will do this in consultation with the P.E. coordinator or the SENCO. Whenever necessary, advice may be sought from specialist outside agencies or relevant LA advisors.

All activities are planned in such a way as to encourage full and active participation irrespective of ability. When necessary special assistance will be given to children who would otherwise find participation difficult or impossible.

Active lunch times

At lunch times children have the opportunity to use playground equipment, known as Huff and Puff. Each house has a specified day. Year 3 and 4 children supervise the Games shop on a rota system. A PE coach also provides PE activities four lunch times a week, to increase participation in sport.

Out of Hours learning

Ombersley First School provides a range of after school PE clubs. These are open to the relevant year group.

The Community

We have excellent links with the other schools within the Droitwich pyramid and regular festivals and tournaments are organised by the Droitwich PE coordinator, who is funded by the PE and Sport Premium. We also attend Droitwich and Worcester City Schools Games events. A number of inter school competitions take place between first schools within our cluster, at regular intervals throughout the year. We aim to offer opportunities for as many children as possible to take part in these events.

We also have close links with many sporting clubs, particularly the tennis club, and coaches from these clubs support our teaching.

A school sport's day is held once a year and we host a cluster sports day with Hindlip First school and Tibberton First School.

Funding

The government has provided additional funding of £150 million per annum for the last four years to improve provision of physical education (PE) and sport in primary schools. This funding is provided jointly by the Departments for Education, Health and Culture, Media and Sport.

This has increased to £16000 plus £10 per child, for the year 2017/18

This funding is ring-fenced and therefore can only be spent on provision of PE and sport in schools.

Purpose of funding

Schools must spend the additional funding on improving their provision of PE and sport, but they will have the freedom to choose how they do this.

Ombersley Endowed First School

At Ombersley Endowed First School our overall aim will be to improve the quality and breadth of PE provision for all children raising achievement and ensuring a lasting impact. We have developed an action plan in order to do this.

Objectives for 2017/18:

This year our areas of focus are:

- The engagement of all pupils in regular physical activity.
- The profile of PE and sport being raised across the school.
- Increased confidence, knowledge and skills of all staff in teaching PE and sport.
- Broader experience of a range of sports and activities offered to all pupils.
- Increased participation in competitive sport.

The sports offered include: multi skills, football, golf, tag rugby and tennis

Schools must publish the following on its website:

- the amount of premium received;
- a full breakdown of how it has been spent (or will be spent);
- the impact the school has seen on pupils' PE and sport participation and attainment;
- how the improvements will be sustainable in the future;

This can be found on the school website www.ombersley.worcs.sch.uk as well as updates of how the money is being used.

Assessment, recording and reporting

Assessment will be made throughout the year and changes to individual's learning will be made so that as many pupils as possible will be at the expected level in PE at the end of their own academic year. These assessments are made through lesson observations as well as peer and self assessment. This information is then summarised in communication to parents verbally at parents' evenings and in a written form in the annual end of year report.

Review: Autumn 2017

Next Review: Autumn 2018

Appendix

Key Objectives for PE

Key Stage 1

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

In Dance 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.

In Games 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.

In Gymnastics 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

During the key stage pupils should be taught the knowledge, skills and understanding through five areas of activity: dance activities, games activities, gymnastic activities and two areas from swimming activities, athletic activities and outdoor and adventurous activities.

In Dance 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.

In Games 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.

In Gymnastics 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.

In OAA 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.

In Athletics 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.

In Swimming 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]