

Physical Education Policy

Introduction

Gosberton House Academy was one of the first schools in the country to achieve the Association for Physical Education Quality Mark. We have been awarded the Quality Mark for the second time. This is in recognition of the quality of PE and physical activity that we offer children both as part of the curriculum and beyond into extended day activities.

This policy outlines the purpose, nature and management of the PE and school sport taught and learned in Gosberton House Academy.

Aims and objectives

Physical education is a non-core subject within the National curriculum, which is part of the school curriculum policy to provide a broad and balanced curriculum for all children. Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, traditional games, team games, inclusive games, team building, gross motor skills, health related exercise, swimming and water safety and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. We enable children to make informed choices about physical activity throughout their lives.

The implementation of this policy is the responsibility of all staff - teaching and support staff - to ensure that the best opportunities for learning are given to all pupils.

The aims of PE are:

ALL pupils at Gosberton House Academy to be as **physically literate as possible**, and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

- To encourage children to work and play with others in a range of group situations; PE gives children a variety of experiences in classroom sessions and through structured playtimes to enable them to develop interpersonal and problem-solving skills. Our pupils benefit from the physical skills developed through additional specific groups eg: Activate and Sensory integration.
- To enable children to develop and explore physical skills with increasing control and co-ordination.
- To develop the way children perform skills and apply rules and conventions for different activities; Through PE (and other subjects) GHA pupils are encouraged to work together, show tolerance and understanding, The RRSA agenda plays a fundamental role in our philosophy of PE. (See RRSA)
- To increase children's ability to use what they have learnt to improve the quality and control of their performance.
- To teach children to recognise and describe how their bodies feel during exercise; we aim to promote an enjoyment of exercise that children will, hopefully, continue into adulthood as part of a healthy lifestyle.
- To develop the children's enjoyment of physical activity through creativity and imagination and improve their well being.
- To develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.
- The ECM agenda plays a fundamental role in our philosophy of PE. (See separate ECM Policy)
- Where possible, children are made aware of the importance of Global citizenship e.g. Football World Cup, Sports Relief, Olympics.

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Staffing / staff development

First Years Centre - consisting of Foundation stage children (Assessment places and main school reception)

1 Rainbow class - linking with LKS2 classes.

2 lower school classes Ducks and Hedgehogs - key stage 1

2 middle school classes Otters, Rabbits - lower key stage 2

2 upper school classes Squirrels and Badgers - upper key stage 2

Teaching and learning style

We use a variety of teaching and learning styles in PE lessons. Our aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other and they have the opportunity to use a wide range of resources.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

- setting common tasks that are open-ended and can have a variety of results, e.g. timed events.

- setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump.

- grouping children by ability and setting different tasks for each group, e.g. different games.

- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

There is some mixing of ages and / or ability depending on particular year groups.

PE is taught by class teachers/specialist with the support of teaching assistants. Staff attend courses and encourage other staff to participate e.g. teachers and TAs have attended tag rugby coaching, swimming, football coaching, dance inset and gymnastic training.

Morning and lunch time play sessions are staffed by teachers, teaching assistants and midday supervisors - adults are expected to engage children in purposeful play.

Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, differentiation, important information relating to the child e.g. EHCP - so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Subject content

The Val Sabin Scheme and the Cornerstone's Curriculum are used and activities are adapted by the class teacher so to suit the abilities within the class. Also, if there are games festivals or events, the planning will be adapted so as to prepare the children for that event.

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 co-operative 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 co-ordination, 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.

Key stage 2

Pupils should continue to apply 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 improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, football etc. and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance- for example, through athletics and gymnastics.
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activities challenges both individually and within a team, compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- A range of basic water skills e.g. Alpha steps
- swim competently, confidently and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Gosberton House Academy is following the Cornerstones Curriculum. See www.cornerstoneseducation.co.uk .This is very much a themed approach to curriculum.

Contribution of PE to teaching in other curriculum areas.

English

PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance. The multi sensory activities in PE can be used to support work across the curriculum eg literacy - instructions, labelling, discussion and use of prepositions. We do Active English which supports the learning of phonics and grammar.

Computing

We use computing to support PE teaching when appropriate. In dance and gymnastics children make video recordings of their performance, and use them to develop their movements and actions. Older children compare each other's performance from recordings and use these to improve the quality of their work.

Mathematics -

Counting steps, scoring and shape work based around Maths of the Day and Active Maths.

Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, (science) and how to make informed choices about these things. Social skills to support each other. '10 habits' by Steve Peters

Geography - directions and prepositions; Countries of the world

Music

Different music used in dance sequences;

Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to

discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other. Many sporting activities allow opportunities to emphasise sporting heroes and games from other countries. E.g. Haka.

At GHA Physical development in the Foundation Stage takes place through structured sessions in the hall and the outside area, plus informal learning as children explore and interact with their environment.

- All children have access to 2 hours of high quality teaching and learning in PE - through timetabled curriculum teaching and structured playtimes.
- Weekly: Please refer to hall and class timetables.
- Year 4 and year 6 children access swimming through using the Spalding pool,
- The acquisition of skills and level of engagement are more important than learning to 'play a game'. We recognise that some of our children find team games a challenge to access.
- Wherever possible children are supported to try Physical activities in school that they and their families may like to participate in their local communities eg swimming for leisure, joining mini-rugby clubs or playing football and cycling.

- Pupils attend GHA from across Lincolnshire; many families find it difficult to collect their children from after school activities because of transport problems. GHA is not a member of local school leagues but is able to offer other schools opportunities to come and play games at GHA or visit them in our minibus during school hours. Sports Clubs are held in school time and an after school session.
- There is an 'After School Sports Club' which operates weekly to provide a specific sports training for KS2 children - the club is organised by TAs and there are opportunities for a variety of games activities and lunch times sports clubs.
- Outside experts and coaches are invited to share their knowledge whenever possible.
- Parents are encouraged to take their children swimming, (some children have swimming lessons outside school -as individuals / in a small group) or to local mini-rugby or football training if their child is happy to attend.

Safe Practice

- All adults working with children at GHA have police clearance.
- If a student or coach is leading a session, the class teacher remains responsible for the class. GHA frequently invite outside coaches to support PE learning and experiences.
- **Please refer to the GHA Child Protection and Safeguarding Policies.**
- When engaged in PE children are directly taught to behave in a considerate and responsible manner showing respect for other people and equipment.
- There should be little talking during lessons - use of visual support strategies in place, adult leading lesson to speak, other adults to quietly support pupils. In this way any difficulties or accidents will be noted quickly.
- All adults working in school have a responsibility for checking equipment before use and reporting any defects which need attention. The children will be trained to move and store equipment in a safe manner; discussion of safety when taking part in PE will be an integral part of the learning process.
- There are annual safety checks and repairs carried out on gymnastic equipment.
- Boys and girls change separately.
- No jewellery to be worn for PE, by pupils or staff.
- Long hair to be tied back.
- All children must change into suitable clothing for PE - navy shorts, white T-shirt, plimsolls to be named and kept in a bag at school.
- Trainers can be worn at the discretion of the staff, but if the activity requires a firm grip, then plimsolls or bare feet are preferable. Studied boots are only worn if all children wear shin pads.
- Water is given at the end of the session or during the activity.
- Track suits may be worn for outdoor games - preferably navy blue
- Swimming kit - swimsuit and towel, (plus hats for girls) - to be kept in a separate swimming bag and returned home for drying after swimming sessions.
- All children must be encouraged to take responsibility for looking after their PE kit but school has spare kit for those children who have difficulty providing it for themselves.
- Staff should wear appropriate clothing for PE, trousers or track suits rather than skirts, and trainers or bare feet. This gives children the

correct message that PE is special and models the need to wear appropriate clothing for the activity. Our children need support and adults are expected to actively participate in the lesson.

- There is a yellow square around the hall. Inside is the safe space to work. Children should be working within this space.
- Verrucas- Children can continue to swim.
- Staff will interact and support children, but not engage to the extent that they might cause injury e.g. fall on them.
- The hall floor should be checked before children work on it in bare feet - if there has been an accident during dinner time a notice is posted on the hall door, reminding staff that children should wear plimsolls until the floor has been thoroughly cleaned.
- Staff have all received basic first aid training and completed a course on artificial resuscitation techniques. There are members of staff who have first aid at work certificates.
- First aid boxes are located at various points around school, including , in the hall and in the playground shed.
- For Risk assessments - see BALPE handbook and risk management sheets file.
- Please also refer to the school health and safety policy, and guidance for groups off site.
- There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. We expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school playground and the local authority playing field for games and athletics activities and the local swimming pool for swimming lessons.

Equal opportunities and inclusion

- All pupils are expected to participate in PE at GHA, at levels appropriate to their ability, and given the opportunity to gain in confidence and improve their movement skills.
- Within lessons the work will be differentiated to take into account particular needs of the children, some children will have individual assistance to aid them or break tasks down into even smaller steps.
- Many of our pupils have autistic spectrum disorder and they benefit from a very structured approach to PE with strong visual support (CIP cards) in order to help them achieve.

Equipment and resources

- The areas available for PE are hall (until 11.30am and after 1.15pm), playground, trim trail, and field.
- GHA has a wide range of equipment and resources for PE and active playtimes - these resources are stored off the hall in the PE cupboard and in the playground shed.
- General safety of equipment. Staff will remind the children of the danger of bodyboards, and will set courses so as to avoid collisions. Children will also remind children of the correct use of the hockey sticks, bats etc so as to avoid potential accidents. Children will be kept in a safe zone, when arrows, a shot or golf equipment are in use.
- The PE cupboard must be kept tidy and equipment returned to its correct place - shelves are labelled and there are a range of boxes, bags and baskets.
- Staff are encouraged to monitor what they use and keep the PE coordinator informed when resources need replacing or new items may be requested.
- At playtime, pupils may use the trim trail, trampoline, basket ball hoop, go-karts and bikes, and play a variety of games on the playground; small games equipment is kept in the playground sheds. At the end of play, Year 6 or appointed pupils collect and put away the equipment.
- Foundation stage pupils have their own play area and equipment.

The Learning Environment in and outside the classroom

We believe that every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances.

- The playground has clear court markings suitable for a variety of games, and number lines suitable for personal targets or scoring.
- There is a yellow line marking out the working area in the hall - activities must take place within the square and the children taught to work within this area. Warm up exercises may take place outside or along the line.
- Visual support through cue cards and gesture is very important for our pupils. Make sure that very clear, simple language is used and that staff understand their roles in the lesson.
- EHCPs, care plans and sensory profiles are taken into consideration when teaching the children.

- Photographic and video evidence are enjoyed by the children and provide valuable ways for them to evaluate their performance and gain subject knowledge. PE performance is uploaded to Tapestry.
- No whistles to be used during PE, unless they are signals in a match eg game of football and to denote an emergency in the swimming pool.
- Clear start and stop signals are needed.
- Teach the children to space themselves out for warm up exercises, to look, listen and remain quiet.
- Check the hall for cleanliness.
- Check the playground for safety.

Leadership and management roles

- The PE leaders are Ian Keefe and Sam Howitt
- The subject leaders are responsible for long term and medium term planning across the school, in consultation with the views of other staff.
- Class staff / sports specialist - with support when necessary from co-ordinator - plan the weekly lessons.
- The PE leaders, Class teachers and TAs plan school sporting activities and games for playtimes.

How the subject will be monitored and evaluated

- PE will be monitored and evaluated by the subject leaders through peer and lesson observation.
- Class teachers supply annotated photos and video evidence of their class's work via Tapestry.
- PE is regularly monitored and evaluated by the teaching staff as part of their ongoing review of curriculum subjects.
- The PE specialist is able to teach across the year groups.
- As staff skill knowledge and confidence in teaching PE improves, the quality of teaching and learning within the subject appears to be rising and the children are motivated and enthusiastic during lessons.

Assessment and recording

- PE is assessed against the level descriptors at the end of each key stage, and through the use of Bsq records and CASPA data analysis.
- The Foundation stage children are also assessed against progress towards the Early Learning Goals in Physical development.
- Some aspects of PE are assessed against national awards, eg swimming, or developmental progress tables eg gross / fine motor skills.

Assessment and recording

They record the information in their assessment files and use the information to plan the future work of each child. B squared records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The PE subject leader gives the headteacher a summary report (Primary PE and Sports Premium) in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The PE subject leader has specially-allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of PE teaching across the school.

Gosberton House Academy strives to put the UN Convention of the Rights of the Child at the heart of its curriculum. Within this area of the curriculum all pupils have the following rights:

- To be educated
- To be heard

This curriculum policy links directly to the following articles from the United Nations Conventions on the Rights of the Child:

Article 2: All boys and girls have the right to join in.

Article 6: Every child has the right to life. Adults need to help children to grow healthy.

Article 15: Every child has the right to join in PE lessons. We respect this article by not stopping other children from enjoying themselves.

Article 23: Every child has the right to information about how to stay healthy.

Article 29: Every child has the right to an education which develops their talents and abilities.

Ian Keeffe and Sam Howitt September 2019