

Physical Education Policy at Gosberton House Academy

Our Vision - Through a working together and learning together ethos we believe at GHA PE is for 'all' and will lead to skills for life.

Introduction

At Gosberton House Academy we are committed to providing an inclusive and access to all environment for children to gain learning opportunities to engage in Physical Education. GHA was one of the first schools in the country to achieve the Association for Physical Education Quality Mark. We have recently been awarded the Quality Mark with distinction. This is for demonstrating an outstanding commitment to improvement in Physical Education, School Sport and Physical Activity. This policy outlines the ethos taught and learned in GHA. It sets out a framework within which all staff work, and give guidance on planning, teaching and assessment in PE. The implementation of this policy is the responsibility of all staff to ensure the highest standard of teaching is delivered to the pupils at GHA.

Aims of PE

Our aim is for **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. 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 circumstance.

Curriculum 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.
- Physical education develops the children's knowledge, skills and understanding, so they can perform with increasing competence and confidence in a range of physical activities. (Long term planning).
- To develop an increasing ability to select, link and apply skills, tactics in different games.
- To develop an understanding of the effects of exercise on the body. (Healthy living).
- To develop cognitive socio emotional skills such as cooperation, sharing, empathy and how to communicate.
- To develop physical skills, they will need to go into adulthood.
- To promote an enjoyment of exercise that children will, hopefully, continue into adulthood as part of a healthy lifestyle.
- To develop physical skills through additional specific strategies e.g. sensory circuits, Activate.

Curriculum Planning and Organisation

- Each class is timetabled so that they can access the hall for PE. A range of active learning, physical learning, activity, outdoor learning accumulates to (2hours) of physical activity.
- The playground areas and field are used to facilitate activities such as outdoor activities and games.
- Teaching staff deliver high quality PE activities/lessons
- Swimming lessons are provided by qualified teachers at Spalding Swimming pool for year 4 and year 6 pupils.
- Coaches from local sport clubs (e.g. golf) provide additional opportunities for extending the PE curriculum.
- After school sessions include a sports club with a different focus each term. This is a provision for key stage 2 children with a variable number ratio in place to provide quality learning and teaching. Equal opportunities are provided if numbers exceed for club on a rotational basis.
- Lunch time clubs provided.
- Through links with the local school games organiser (SGO), children are given regular opportunities to participate in school competitive sporting activities. School staff accompany the teams to these events.
- GHA uses a variety of teaching and learning styles in PE lessons.
- GHA classes provide a wide range of physical ability, we provide suitable learning opportunities for all pupils by implementing strategies to support the needs of all pupils.
- The RSSA agenda plays a fundamental role in our philosophy of PE (see RSSA).
- To develop children's engagement in PE lessons through creativity and imaginative curriculum planning.

Early Years Foundation Stage - Physical development

Physical development is one of the three prime areas within the Early Years Foundation Stage (EYFS). Each prime area is divided into Early Learning Goals, for physical development these are:

- **Moving and handling** - skills enabling children to show good control and coordination in large and small movements. Children are able to handle equipment and tools effectively, including pencils for writing. They move confidently in a range of ways, safely negotiating space.
- **Health and self-care** - children knowing the importance of good health which includes physical exercise and a healthy diet. Children are able to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Children access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. In addition to this, they also have a weekly PE lessons and in Owl classroom a sensory integration area.

Key Stage 1 & 2

Gosberton House Academy is following the Cornerstones Curriculum. See www.cornerstoneseducation.co.uk. This is very much a themed approach to curriculum. The school follows the PE Schemes of Work as set out by Cornerstones Curriculum aided by the Val Saibn Scheme. The schemes are in accordance with the current National Curriculum guidelines. Lessons are blocked in units of work to promote greater depth of understanding, developing skills, contextual application of these skills. Currently swimming lessons take place weekly for Year 4 and Year 6 children throughout the year.

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

- 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.

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

Teaching and learning style

At GHA 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.

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.

- Overlearning of skill.
- Grouping children by ability and setting different tasks for each group.
- Provide a range of challenge through the provision of different resources and the learning environment.
- To provide needs for children with social communication difficulties (PECS board).

Contribution of PE to teaching in other curriculum areas

English - Links between PE and English include: following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama. Supermovers BBC, active phonics and use of PE equipment.

Maths - Links between PE and Mathematics include: measurement, shape and space, sequences, number, angles, position and movement, rotation and time. GHA also uses planning from Maths of the Day and do Active Maths where possible using PE equipment. Also, BBC supermovers such as timetables for repetition and overlearning.

ICT - Videos of professional/skilled athletes are also used to help develop good technique. Use of the visualizer in lessons to promote and show learning objectives, skill they are doing or communication. Pupils also use the IWB in lessons for fitness videos, yoga, dance, gym and workouts.

PSHE - PSHE and PE links include following rules, living healthily, co-operating with others and understanding fairness and equality. Children learn about the benefits of exercise and how to make informed choices. Social skills to support each other. Linked also is '10 habits' by Steve Peters.

Geography - Directions and prepositions linked into PE lessons as well as map readings and co-ordinations. Learn about countries from around the world when linked to topics e.g. Hola Mexico.

Healthy Eating - The school recognises that physical activity is just one element of healthy lifestyles and actively promotes healthy eating throughout the school day (breakfast club, snack time, drink breaks). These messages are shared in lessons and through cookery sessions with all age groups.

SMSC (Spiritual, Moral, Social and Cultural Development) - PE at GHA offers many opportunities that support the social development of our children. Groupings allow children to work together and give them the chance to develop respect for the abilities of other children through collaborative and co-operative work, while gaining a better understanding of themselves.

Inclusion and Equal Opportunities.

- All children are expected to participate in PE at GHA.
- Lessons and tasks are set to their ability and given support to develop skills.
- Lessons are differentiated to consider communication and physical needs.
- CIP, PECS communication board, visuals are in place to have a structured approach to a lesson and support our children.
- For pupils who have epilepsy, make sure risk assessment are read and agreed by all teachers in guidance to participate in PE.
- Class teachers will ensure that spare PE kit is available for any occasional circumstances where a child does not have their own in school.
- Lessons will provide good quality experiences that are suitably challenging for all pupils.
- Children will undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities and learn at their own speed and teaching style with the support from members of staff.
- For children with limited gross motor skills, the integrity of activities will be maintained and expectations will consider the individual needs of pupils. We will apply this as far as our resources/equipment allows us.

- For the purposes of competitions, all children will be given the opportunity to participate in the experience.
- To provide our children and families with memorable experiences and to provide opportunities to access PE in school time together.

Assessment & Recording

- Assessment is usually carried out by class teachers and records are updated.
- A photographic/video record is sometimes used to document some of their work during lessons and published on tapestry.
- EYFS children are assessed against progress towards the Early Learning Goals in Physical Development.
- PE is assessed through the use of BSquared levels and CASPA data analysis.
- BSquared updates are provided 3 times a year. December, March and July.
- P levels are used through to National curriculum levels.
- PE lessons can be planned through the use of assessment and to aid progress.
- Pupil voice is recorded to evidence engagement in PE.

Health & Safety/Safe Practice

- All adults within GHA are DBS checked.
- Apprentices work/lead some groups/1-1 under the supervision of the teacher in a PE lesson.
- If an external coach is leading a lesson, GHA staff remain in the lesson to support.
- Pupils are taught how to improve their own abilities to assess risks.
- Children are taught to behave and respect other people and equipment.
- Children are encouraged to collect and tidy equipment.
- First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident.
- Inhalers for pupils suffering from asthma are accessible
- Children with epilepsy/heart conditions are monitored closely throughout and after PE lessons by staff.
- Regular checks are made on all equipment. (SLT informed when necessary). External companies check and maintain trim trail/climbing frame.
- The subject leader makes termly visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear.
- Any items constituting a danger are taken out of use immediately.
- Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- Pupils are made aware of safe practice and understand the need for safety when undertaking any activity. (e.g. not lifting Hockey stick above the waist, not jumping or running in front of others, etc).
- Boys and girls change separately.
- Teachers ensure that no jewellery is worn in lessons and long hair should be tied back. (Teachers model this).

- All children to change into suitable clothing for PE.
- Pupils wear suitable footwear when travelling to and from the hall.
- If a child has no trainers/plimsols for outdoor PE they use their shoes if the activities are on the playground.
- Water to be given at the end of lessons.
- Staff to wear appropriate clothing for PE.
- Swimming kit 'Appropriate' swimwear is expected - swimsuit and towel in a separate bag. Avoid Bermuda shorts or flowing/restrictive wear.
- Yellow square in the hall - inside the square is the 'lesson' and is encouraged to use to keep safe. Outside of the square can be used for waiting for turn etc.
- Hall floor to be checked by staff before lesson.
- Risk assessments for activities (G Drive).
- Off site visits - separate risk assessments in place.

Resources

- There is a variety of equipment to enable pupils to achieve objectives, which are best suited for their age and ability.
- Large equipment/ mats and some indoor PE resources are stored in the hall.
- Hall is available until 11.30am and after 1.30pm.
- PE equipment is available on playground, boat area and bike track.
- PE cupboard to be kept tidy for easy access to all equipment with floor space being used as little as possible.
- Playground has markings for games, targets. (Playground is inspected before use).
- Field is used during summer terms (Inspection of field by class teacher).
- Visual cues, images created by class teachers to support and engage learning.

Curricula Sporting Events/Visits

When travelling to a sporting activity, the appropriate risk assessments are completed and the followed issues addressed:

- Parent permission for taking children out of school obtained
- Children's individual risk assessment is considered
- Medication taken on visits
- Staff/Pupil ratio approved by SLT.
- Parents can attend external events (weekend) at the discretion of SLT. If SLT/teachers feels its appropriate for parents to attend swimming/in school hours competition this is the discretion and decision of SLT. (Organisers of event or place of travel are informed).

Funding

We use the PE and Sports premium to develop or add to the PE and sport activities that we already offer and try to build capacity and capability within the school to

ensure that improvements made now will benefit pupils joining the school in future years.

There are 5 key indicators that we should expect to see improvement across:

- The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school;
- The profile of PE and sport is raised across the school as a tool for whole-school improvement;
- 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.

Rights Respecting School

Gosberton House Academy strives to put the UN Convention of the Rights of the Child at the heart of its curriculum.

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.

Monitoring & Review

- The subject leader will oversee the continuity and progression within annual and medium-term plans.
- Monitor the quality of teaching and learning through peer and lesson observations.
- The subject leader will support colleagues and share expertise, arrange opportunities for outside agencies to visit the school in order to enhance learning and direct teachers to examples of good practice.
- 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.
- Liaise with Senior Leadership Team.

Leadership

- The PE Subject Leader is Sam Howitt
- Subject leader is responsible for long- and medium-term planning across school. Consultation with views of other staff.

- The PE subject leader gives the headteacher a Action Plan (Primary PE and Sports Premium) in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.
- 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 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.

Covid 19

Gosberton House Academy has provided a COVID 19 risk assessment document that has been drawn up by the subject lead. Gosberton House Academy is firmly committed to ensuring pupils can participate in purposeful Physical Education and Physical Activity during this time. Teaching Physical Education at the moment will not be like before, or the preferred model. However, by making adaptations we believe meaningful work can be undertaken; good planning, protective measures and social distancing will be applied consistently across our school.

Sam Howitt
March 2021