



# PHYSICAL EDUCATION AND SPORT ACTIVITIES POLICY

**SCHOOL INFORMATION**

**ST GEORGE'S LOWER SCHOOL**

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# PHYSICAL EDUCATION POLICY INTRODUCTION

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We believe in giving all pupils, irrespective of their academic or physical ability, the opportunity to discover and develop their physical potential through a balanced and developmental programme of activities. We do so in the belief that physical education in a safe, supportive and challenging environment is a vital component in the development of children's physical and emotional health and well-being.

This, we believe, includes qualities such as enjoyment, tolerance, co-operation and the development of expertise in this context, we are committed to achieving maximum participation for all children whilst recognising the need for equal opportunities on the grounds of gender and children's specific individual needs. Within a caring and supportive environment, we believe in encouraging positive relationships between groups and individuals while providing challenges and stimulation through physical activity.

We believe in allowing children to apply skills, knowledge and concepts, to experiment, to be creative and imaginative and to recognise and celebrate progression and achievement within the physical medium.

We are further committed to recognising the importance of physical activity of children outside the curriculum. We believe that links with sporting bodies, clubs etc., and the provision of extracurricular activities organised by the school is a positive experience and that the recognition and celebration of children's achievements outside school promote an awareness of the value of physical activity for all children.

# AIMS

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To ensure all staff, children, parents/carers and Governors are aware of the aims for learning and teaching Physical Education at St George's School and that these are consistently applied.

## School Staff

To promote a confident, positive attitude towards the learning and use of PE making it an enjoyable experience;

- 1.1. To promote confidence and competence across all areas of the PE curriculum.
- 1.2. To implement the curriculum effectively.
- 1.3. To ensure all pupils are included and involved.
- 1.4. To safely and effectively use the space and equipment.
- 1.5. To assess, monitor and evaluate pupils' progress and the quality of the outcomes they achieve.
- 1.6. To reward and celebrate your pupils' achievements.

## Children

- 2.1. 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.
- 2.2. To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- 2.3. To improve observation skills and the ability to make simple judgements on their own and others work, and to use their observations and judgement to improve performance.
- 2.4. To develop an understanding of the effects of exercise on the body and an appreciation of the value of safe exercising.
- 2.5. To develop the ability to work independently and communicate with and respond positively towards others.
- 2.6. To promote an understanding of safe practice and develop a sense of responsibility towards their own and others' safety and well-being.

## Parents and Carers

- 3.1. To be understanding and supportive of our aims in learning and teaching physical education.
- 3.2. To promote healthy living.
- 3.3. To encourage physical activity.
- 3.4. To support their children at competitive and friendly sporting events and to take an active role in encouraging them to achieve their optimum performance and full potential.
- 3.5. To ensure pupils are correctly prepared for their Physical education lessons- complete St George's P.E kit.
- 3.6. To provide permission and up to date contact and medical information for external sporting activities.

## Governors

- 4.1. To on occasions appoint a designated link governor who will:
- 4.2. Meet with the curriculum Subject Leader at least once a year to find out about;
- 4.3. the school's systems for planning work, supporting staff and monitoring progress;
- 4.4. the allocation, use and adequacy of resources;
- 4.5. How the standards of achievement are changing over time.
- 4.6. Visit School and talk to pupils about their experiences of the curriculum area;
- 4.7. Promote and support the positive involvement of parents in the curriculum area;
- 4.8. Attend training and other events relating to the particular curriculum area;
- 4.9. Report jointly with the subject leader
- 4.10. for the School Prospectus;
- 4.11. to the governing body with recommendations, if appropriate, once a year.
- 4.12. To be understanding and supportive of our aims in learning and teaching Physical Education and review the Physical Education Policy annually.

# IMPLEMENTATION OF THE PE POLICY

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## PROVISION OF THE PHYSICAL EDUCATION POLICY IS ATTRIBUTED TO STAFF AND THE EXTERNAL PROVIDERS: FUTURE GAMES AND SCHOOLS SPORTS PARTNERSHIP.

Teaching and learning is differentiated to best match the needs of the class and the individuals within it. The teacher, specifically adapting the lessons to their class' needs, completes this process. The teacher also identifies the learning objective and success criteria to achieve it.

The curriculum planned offers as much breadth and diversity as resources will allow and will be reviewed on an annual basis.

Curriculum planning is conducted in conjunction with the whole school Gifted and Talented Subject leader to allow involvement in more generic strategies for developing the pupils.

Consultation with external agencies, Subject leaders and senior members of staff will take place to ensure that curriculum alterations may be made when necessary to allow for the demands of training or competition.

If the needs of the children are best met following an alternative plan then this will be discussed with the Subject leader and senior members of staff.

## The PE lesson: Good Practice

The Learning and Teaching Policy identifies the aims, principles and strategies for promoting effective learning and teaching at St George's school. These apply to learning and teaching in PE as well as every other curriculum area.

### **Good lessons should contain the following elements:**

**Purpose:** Lessons should have clear objectives and defined learning outcomes, which should be explained to the pupils at the beginning of the lesson.

**Progression:** Pupils capabilities should be developed with increasing demand made on physical and mental processes. Building on previous learning is essential and so too is working to achieve successful outcomes through repetition, application and refinement of skills.

**Pace:** High levels of activity, avoiding dead spots (pupils sat down doing nothing) with clear expectations for high work rates to be maintained are important. The physiological benefits of exercise should be explained and understood and their association with health emphasised.

**Coherence:** All teachers should reinforce previous understanding and establish links between curricular experiences.

**Challenge:** High expectations will be set for individual and group achievements. Pupils extended both physically and intellectually through interesting tasks.

**Differentiation:** Will be achieved through using tasks and equipment that enable pupils to be challenged appropriately and which ensures good progress for all ability groups.

**Pupil's responsibility:** in lessons pupils will be encouraged to make decisions. They will be given responsibility for equipment, group organisation and at times their own learning as they practice and repeat movements in order to improve efficiency and the quality of their performances.

**In PE the overall structure of the lesson will generally be the same and consist of:**

Learning Objective and Success Criteria (Verbal or Visual);

- A warm up and stretch activity;
- A main teaching activity, which would be either an introduction or revision of a skill; (the main teaching focus may be delivered in the classroom if appropriate e.g. using IWB, before the children warm up and stretch)
- Followed by a game or activity where the skill learnt is then applied;
- The lesson is then concluded with a cool down exercise with dynamic or static stretching.
- Plenaries and mini plenaries take the form of constant evaluation of performance, consistently throughout the lesson.

## **FS, KS1 and KS2 organisation and teaching strategies:**

- Differentiation is managed through pace, task, dialogue, input, support, resource, content, responsibility and independence as well as through outcome.
- Teaching styles are varied and reflect the specific abilities of the pupil.
- The learning style that best suits the pupil is investigated and teaching is adapted to suit this.
- Lessons provide opportunities for students to find creative solutions to challenges take risks and cope with failure.
- Teaching staff encourage independent work.
- Pupils to encourage refining their work by reviewing and evaluating.
- Open questioning is used to stimulate an increased depth of understanding.
- Teaching staff discuss with pupils what they are learning and encourage them to identify their own learning needs.
- Opportunities are provided for pupils to work together in a range of learning situations.
- Extension work is developed and used to provide exciting and challenging

# RISK ASSESSMENT

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## PE equipment

- 5.1. All PE equipment is subject to regular visual inspection, carried out by staff prior to use. If defects are noted, the PE coordinator will assess whether the equipment can remain in use or whether it needs to be taken out of use pending repair.
- 5.2. On an annual basis an independent service contractor inspects the PE equipment. Moving Equipment – Staff and Students

## Staff

- 6.1. Staff members should only attempt to move objects which are within individual comfort zones.
- 6.2. Before moving large/heavy/bulky objects staff must:
- 6.3. Assess – shape, weight, size, sharp edges, centre of gravity, temperatures and grip factors
- 6.4. Consider whether an alternative method of moving is available (e.g. trolley)
- 6.5. Consider recruiting assistance from other staff members
- 6.6. Consider destination and distance
- 6.7. Plan routes including doorways and changes of levels
- 6.8. When handling/moving ensure correct technique:
- 6.9. Avoid twisting, stooping, bending at hips
- 6.10. Stand facing object , legs shoulder width apart, feet forward
- 6.11. Maintain upright back
- 6.12. Bend at knees
- 6.13. Factor in rest breaks en route

## Pupils

- 7.1. In the normal day to day running of the school, there are certain situations where students will need to move equipment or furniture, for example chairs, sports equipment and small items of equipment.
- 7.2. Students must always be supervised when moving any equipment or item of furniture. Some items they will need to move may be heavy or awkward to handle. Students need to be shown how to lift and carry safely. This needs reinforcing on regular occasions.

## P E and Sports Equipment

- 8.1. When using large apparatus, students must be trained in how to move, lift and set out each piece of apparatus. This includes how to lift correctly, and the number of students required for moving each piece of equipment (this should include how to bend), for example netball posts – one student at each end.

## Swimming

- 9.1. Key Stage 2 Children are taken to Tiddenfoot Leisure Centre for one term each year for swimming lessons.
- 9.2. Trained swimming coaches employed by Tiddenfoot give instruction. School staffs are not to teach swimming to the children, but are to contribute to the teaching of water safety to the children.
- 9.3. Swimming assessment is based if the child can swim 25 metres with confidence and independently based on the National Curriculum. Other skills and techniques will be assessed through observations and through the swimming instructors. Central Bedfordshire Council has a guidance document on safe practice in school swimming, which includes a section on supervising changing rooms.
- 9.4. If young people are using a mixed sex changing area with cubicles, then a member of staff of either gender may supervise
- 9.5. If using open-plan single-sex changing areas, then it is highly desirable that staff of the appropriate gender should enter the changing room
- 9.6. For lower schools, a mixed gender group may use an open-plan changing room. In a public pool the pool management will need to be notified of this, and will need to approve it.

### **Supervision**

- 10.1. Schools can choose to have TAs supervising PE changing rooms. She added that restrictions on TAs teaching classes do not stretch to the supervision of changing for PE.
- 10.2. Schools can choose to have TAs supervising PE changing rooms.

### **Outdoor and Adventurous Activity (OAA)**

- 11.1. OAA consists of a diverse range of activities drawn together by a common approach, which often focuses on the process facilitated through the activity as well as the outcome. As such it provides unique and varying outlets for physical engagement. Problem solving can underpin any adventurous event (Problem solving activities involve learning themes which include: trust, cooperation, team work and reflection, whilst planning as a group is key to any journey or when selecting a route to climb.), but as a specific activity it provides the opportunity to apply a number of important physical skills through lifting, balance/ counter-balance, body tension etc. While the learning process supersedes the end product, OAA introduces and develops a wide range of specific skills which are distinctive, transferable and offer lifelong relevance.
- 11.2. OAA overnight stay is organised by the PE subject leader and SLT for one or more nights to stay in a rural area. Must be approved by Evolve.

### **Cross curricular**

- 12.1. Opportunities are utilised within the International Primary Curriculum's topic based work, to draw upon physical education experiences to maximise children's skills and learning.
- 12.2. Opportunities are used to draw physical educational experiences out of a range of activities in other subjects to enable children to apply and use PE in real life and academic contexts.



- 12.3. Opportunities are used to draw physical educational experiences out of a range of activities in other subjects to enable children to apply and use PE in real life and academic contexts.

### **Extra-curricular Activities**

- 13.1. There is a healthy tradition in our school for after school activities supervised by teachers in their own time. These activities provide opportunities for more advanced coaching and competition with children from other schools and larger scale team games.
- 13.2. We have links with sporting bodies and local clubs e.g. where children's enthusiasm is channelled into positive experiences outside school.
- 13.3. This is a valuable part of the life of our school and a useful supplement to the National Curriculum. Pupils with sporting ability are encouraged to take part in such extra-curricular activities, although these are voluntary and no child would be forced into participating.
- 13.4. The extra-curricular programme of the school provides extended opportunities for pupils to develop their abilities through coaching and competitive situations.
- 13.5. Pupils are informed of all opportunities through notice boards, the PE display board and the school newsletter.
- 13.6. In appropriate situations pupils are encouraged to participate in activities with pupils who are older than them.
- 13.7. An expansive programme of competitive fixtures is provided in a wide range of sports.
- 13.8. Regular festivals and tournaments for all students are hosted at the school through the school sports partnership.
- 13.9. Information is provided for students regarding all local sporting organisations and exit routes for their chosen activity.
- 13.10. Pupils are encouraged to develop their sporting and social skills through the Sports Leadership programme. Planning, organising and presenting a sports festival for the lower key stages.

### **Extended provision- after school clubs**

- 14.1. Where school provision is offered directly under the supervision or management of school staff the school's safeguarding arrangements will apply.
- 14.2. Where provision is provided by an external organisation, the governing body of the school is responsible for confirming that the external organisation has appropriate safeguarding policies in place.
- 14.3. All providers will have relevant qualifications and subject knowledge.
- 14.4. A current DBS will be required from each provider and added to the school Single Central Record.

### **15. Resources**

- 15.1. Physical education resources are used by children and staff.
- 15.2. To enable them to create and perform dances.
- 15.3. To enable them to play and make up a range of games and to develop their skills in various games.

- 15.4. To enable them to create and perform gymnastic sequences and to assist in providing progression in Gymnastics.
- 15.5. To provide opportunities to take part in and improve their athletic skills.
- 15.6. The majority of PE resources are stored in the PE cupboard, located in the main corridor.
- 15.7. Resources for Gymnastics are located in the main school hall.
- 15.8. Resources should not be collected from the PE cupboards by unaccompanied children, but only by teachers, teaching assistants or by supervised children.

All staff are encouraged and expected to treat the resources with respect; keep them in the appropriate areas; ensure all resource storage area are kept tidy and report any faulty or unsafe equipment to the subject leader, who is then responsible for having it repaired or disposed of.

### **Health and Safety**

- 16.1. Safety should be paramount when planning PE activities. The following guidelines should be referred to by all teachers when planning their PE curriculum:
- 16.2. Safety Practice in Swimming (LEA)
- 16.3. Safe Practice in Physical Education (2012 BAALPE)
- 16.4. Safety in Outdoor Education (LEA)
- 16.5. Risk assessments should be included in lesson plans and safety aspects should be considered with the children prior to the task.
- 16.6. Children should develop their own abilities to assess risks.
- 16.7. First aid equipment should be available (Medical Room) and staff should know what to do and who to call for assistance in the event of an accident (designated first aider.) Inhalers for children suffering from asthma must be readily accessible and brought to lessons.
- 16.8. Regular checks should be made on all equipment. The subject leader should make frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the subject leader when any items need replacing or repairing. Any items constituted a danger should be taken out of use immediately.
- 16.9. In order to minimize these risks all staff and children in PE lessons are required to take note of the following:
- 16.10. All lessons are planned following a clear progression of developing skills and take into account the age, abilities and special needs of the class;
- 16.11. Children should be made aware, understand and follow all safety requirements related to the use of specific equipment, appropriate clothing and the following of instructions when in a lesson.
- 16.12. Children should be taught how to move and use apparatus safely under supervision of a teacher or responsible adult.

### **PE equipment**

- 17.1. All PE equipment is subject to regular visual inspection, carried out by staff prior to use. If defects are noted, the PE coordinator will assess whether the equipment can remain in use or whether it needs to be taken out of use pending repair.

- 17.2. On an annual basis an independent service contractor inspects the PE equipment. Moving Equipment – Staff and Students
- 17.3. Staff
- 17.4. Staff members should only attempt to move objects which are within individual comfort zones.
- 17.5. Before moving large/heavy/bulky objects staff must:
- 17.6. Assess – shape, weight, size, sharp edges, centre of gravity, temperatures and grip factors
- 17.7. Consider whether an alternative method of moving is available (e.g. trolley)
- 17.8. Consider recruiting assistance from other staff members
- 17.9. Consider destination and distance
- 17.10. Plan routes including doorways and changes of levels
- 17.11. When handling/moving ensure correct technique:
- 17.12. Avoid twisting, stooping, bending at hips
- 17.13. Stand facing object, legs shoulder width apart, feet forward
- 17.14. Maintain upright back
- 17.15. Bend at knees
- 17.16. Factor in rest breaks en route

## Students

In the normal day to day running of the school, there are certain situations where students will need to move equipment or furniture, for example chairs, sports equipment and small items of equipment.

Students must always be supervised when moving any equipment or item of furniture. Some items they will need to move may be heavy or awkward to handle. Students need to be shown how to lift and carry safely. This needs reinforcing on regular occasions.

## PE and Sports Equipment

When using large apparatus, students must be trained in how to move, lift and set out each piece of apparatus. This includes how to lift correctly, and the number of students required for moving each piece of equipment (this should include how to bend), for example netball posts – one student at each end.

- 18.1. Children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery.
- 18.2. Teaching staff should ensure and expect high standards of behaviour, performance and participation in all lessons.
- 18.3. Teaching staff should follow the school's behaviour plan at all times.

## Clothing

- 19.1. All children must change for PE using the classroom or other supervised rooms where appropriate.
- 19.2. All teachers should at least change into appropriate footwear for the teaching of PE. It is preferable that teachers change into a PE kit.
- 19.3. This PE kit should be a completely separate kit and clothing to what the child is wearing to school that day.

- 19.4. No jewellery is to be worn in PE.
- 19.5. All long hair should be tied back.
- 19.6. All pupils should be barefoot for gymnastics and dance. However if one child needs to wear footwear, then the whole class must also do the same. This is to be decided at the teacher's discretion.
- 19.7. Children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery.

### **Accident Procedure**

In the event of an accident the class will be settled and then help will be sent for as soon as possible. There are trained first aiders in each area of the School; they will then follow set procedures for specific injuries. In the case of minor injuries school staff will complete procedures and notify parents/carers of the treatment given, either by a medical note issued at the time of treatment, by phone or at the end of the school day when pupils are being collected from school.

### **Non-participation**

- 21.1. PE is a compulsory subject as outlined in the National Curriculum and requires all children to participate fully in Physical Education lessons.
- 21.2. Children can only be excused from the physical aspects of PE if they bring a signed note from their parent/carer stating either physical illness or injury that prevents their participation. (If teachers doubt the validity of the note then they should contact the parent/carer and not insist that the child participates until this has been done).
- 21.3. If children have a valid reason for not participating actively in the PE lesson, then they are to observe the lessons and feed back to the member of staff.
- 21.4. If a child has neglected to bring a P.E kit to school, parents must be contacted and an alternative arrangement made. Spare P.E kits are not provided by the school.
- 21.5. If a child has a physical impairment – broken arm or leg. They may participate in the lesson as a scorer or a referee. All pupils can be included in the P.E lessons.

### **Parents/carers**

- 22.1. The school aims to involve parents/carers in their children's learning as much as possible and to inform them when appropriate, of their child's progress in PE.
- 22.2. Parents/carers have the opportunity to meet with the child's class teacher at least twice a year at Teacher consultation meetings and receive an annual report at the end of the summer term.
- 22.3. Information about their child's attitudes and achievements in PE is shared with parents/carers at these times.
- 22.4. Parents are openly invited to attend sporting events and fixtures and encouraged to do so; in order to support their child in friendly and competitive situations.
- 22.5. Parents/carers are also invited to watch performances and attend celebration of achievement assemblies within the school and the local community.

## Subject Leader

- 23.1. The role of the Subject Leader is to provide professional leadership and management for a subject in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.
- 23.2. They will achieve this by affecting the following areas:
- 23.3. Strategic direction and development.
- 23.4. Learning and teaching.
- 23.5. Leading and managing staff.
- 23.6. Efficient and effective deployment of staff and resources.
- 23.7. The Subject Leader has regular discussions with the Head teacher and other senior leaders about learning and teaching in PE and provides and the Head Teacher on the yearly performance and update the school website regularly.
- 23.8. During the academic year the Subject Leader has specific allocated time for subject self-evaluation activities.

## Assessment

- 24.1. Children's standards and achievements in PE are assessed in line with the School's Assessment Policy.
- 24.2. Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress;
- 24.3. Feedback of children's work; against the shared learning objective and success criteria is given in the form of verbal feedback.
- 24.4. Assessment takes place at the end of each activity and used to inform future planning and student target setting.
- 24.5. Self and peer assessment by pupils is encouraged and feeds into judgements made by staff.

## Inclusion

Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.

Successful inclusive provision at St George's is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils. It is in this way that we will turn the rhetoric into reality.

Inclusive practice in PE should enable all children (including those that are gifted and talented within PE or those that have Special Educational Needs) to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

## Gifted and Talented

- 26.1. In order to aid with the identification of 'Gifted and Talented' pupils it is important that we have a clear vision of the characteristics we are likely to observe:
- 26.2. Perform exceptionally well at one sport or to a good standard in many.
- 26.3. Good spatial awareness.
- 26.4. Good understanding of movement quality such as weight and time.
- 26.5. Skilful body management showing a high degree of control and coordination.
- 26.6. Able to combine movements fluently, precisely and accurately.
- 26.7. Learn, understand and adopt technical aspects of a sport very quickly.
- 26.8. Able to make correct decisions in pressure situations and adapt their technique accordingly.
- 26.9. Creative, original and adaptable; able to respond quickly to new challenges and situations, often finding new and innovative solutions.
- 26.10. Able to reflect on processes and outcomes in order to improve performance, taking into account the relationship between skill, fitness and tactics or composition.
- 26.11. Able to work independently and with initiative. Show a high degree of motivation to practice and performance.
- 26.12. Identification
- 26.13. With a clear vision of the definition of a 'Gifted and Talented' performer we must now ensure that all possible opportunities for successful identification take place. A 'Talented Register' is collated by all interested parties
- 26.14. Implementation
- 26.15. In Consultation with the Teacher and PE subject leader the pupil will be added to the Gifted and talented list

### **Pupil premium**

- 27.1. To maintain and stimulate pupil interest in PE
- 27.2. To ensure access for all children to high quality physical education lessons to develop fitness, stamina, health and wellbeing for current and future lifestyles
- 27.3. To allow pupils to broaden their PE experiences both during and outside curriculum time
- 27.4. To identify and develop pupils who show an aptitude for individual sports
- 27.5. To establish pupils' self-esteem through the development of physical confidence
- 27.6. The initiatives that the premium will fund include:
- 27.7. Detailed assessment of pupil progress in PE
- 27.8. Increased swimming provision
- 27.9. Restocking and updating sports equipment.
- 27.10. To provide transport to allow pupils to take part in competitions and festivals