

WEST PARK ACADEMY

Physical Education Policy



Reviewed – June 2024

West Park Academy PE Policy

Introduction and intent

At West Park Academy, we believe that PE and PE literacy can form the pathway to success across the whole curriculum. Not only can we teach children about how to improve their physical development but also how to promote their problem solving skills, ability to collaborate well with others and develop their ability to self and peer assess through effective communication.

In PE lessons we build the foundations of developing lifelong healthy habits. Children are taught about the importance of personal health and how to take ownership and care of their own physical and mental health. Each child is exposed to a wide range of sporting opportunities, both during the school day and beyond, which gives them the chance to find a passion or interest that they can develop throughout their lives.

They are also given an opportunity within our curriculum to experience different traditions and cultures through the medium of Dance and learn about the endeavours of some of our most successful sports men and women.

Aims

At West Park Academy we aim to inspire a lifelong love of learning which promotes a healthy active lifestyle for all.

West Park Academy will do this by:

- Providing a safe and supportive environment.
- Providing a broad and balanced physical education curriculum intended to provide pupils with increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations.
- Through the selection of suitably, differentiated and logically developed tasks, it is intended that pupils irrespective of their innate ability and will enjoy success and be motivated to further develop their individual potential.
- Giving our children the opportunity to acquire and refine skills, develop their overall health and develop their understanding of exercise and sport.
- We gain to develop a balance of individual, paired and group activities; cooperative, collaborative and competitive situations aim to cater for the preferences, strengths and needs of every pupil.
- Developing a pupil's ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.

PE teaching overview

The time-table and schemes of work is centrally planned by the PE co-ordinators, who use the National Curriculum to identify the blocks of work which pupils should have access to. These areas of study are planned to and coincide with competitions that take place with the Local Authority. The school uses the 'PE Planning' scheme of work as a base to ensure that every area is planned to a high standard and that progression and fluidity can be seen throughout the year groups. The school promotes the use of other schemes and materials to enhance the delivery and to tailor to the children's individual needs. Such schemes and materials include: LCP, Durham Scheme of Work, Core Task, TOPS and Key Steps Gymnastics. These are in no way mandatory and a teacher should adapt these units of work to ensure that they cover all the relevant objectives from the National Curriculum.

At Key Stage 2, swimming is taught by the swimming instructor at the Dolphin Centre. Information on progress, assessment and attainment is provided by the swimming teacher and then passed on to the class teacher. This is reported to parents and on the PE and Sports Premium Review

At Key Stage 1 pupils should build on their natural enthusiasm for movement using it to explore and learn about the world. They start to work and play with other pupils in pairs and small groups. By watching, listening and experimenting, they start to "develop fundamental movement skills" and co-ordination and enjoy expressing and testing themselves in a variety of situations.

These skills then need to be further developed and embedded at Key Stage 2 so that pupils enjoy being active and using their creativity and imagination in physical activity. They learn new life skills, find out how to use them in different ways and link them to make actions, phrases and sequences of movement. They enjoy communication, collaborating and competing with each other. They "develop an understanding of how to improve in different physical activities... and learn how to evaluate and recognise their own success." (Referenced from N.C 2013 resources. DfE website 2016)

Coverage

Knowledge – skills and understanding

Acquiring and developing skills

Selecting and applying skills, tactics and compositional ideas

Knowledge and understand of fitness and health

Breadth of study

Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics
Games	Games	Games	Games	Games	Games	Games
Athletics	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics
Dance	Dance	Dance	Dance	Dance	Dance	Dance
	OAA	OAA	OAA	OAA	OAA	OAA
				Swimming	Swimming	Swimming

How we work in the Foundation Stage

The Foundation Stage follows the Early Years Foundation Stage Profile (EYFSP). The EYFSP is made up seven area of learning:

- Personal, social and emotional development (PSED)
- Physical development (PD)
- Communication, language and literacy (CLL)

- Literacy development (LD)
- Mathematical development (MD)
- Understanding of the world (UW)
- Expressive arts and design (EAD)

PE predominantly fits into Physical Development. However, it may also be seen in PSED where pupils are asked to play physically active games together and within EAD where pupils are asked to be creative in they play and movement. None of these areas can be delivered in isolation from the others. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG's) which define the expectations for children to reach by the end of EYFS. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. (see the Early Years Foundation Stage policy for more information).

Teaching time

It is expected that pupils participate in a minimum of 2 x 1 hour slots per week; in both KS1 and KS2 (this includes changing time). It is expected that each of these slots be on a different theme e.g. dance and netball.

In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made. These may include class based activities around the activity or rescheduling the activity for another day. If the indoor space is available, the area of the learning could be taught inside with modifications or adaptations made to assist in achieving the learning intentions.

As part of our aim to promote a healthy, active lifestyle, our children also engage in a range of activities which support the government Active 30:30 initiative. Over the course of the school week, children across the key stages take part in The Daily Mile, Wake and Shake, and brain breakers. Lunchtime supervisors and Play Leaders also maximise children's activity opportunities on a lunchtime by hosting a range of games.

Visits and visitors

At West Park Academy, we pride ourselves on participating in as many intra and inter school festivals and competitions as possible. Over recent years, we have attended a range of different sporting events including: athletics festivals, cricket tournaments, triathlon events and the community games. We also, as frequently as possible, have visits from football and other sporting professionals. (See file of letter for evidence of this).

After School Clubs

Throughout the year, the school offers a wide range of after school activities to try and appeal to all pupils. These clubs are run by staff members and other outside sporting organisations. These are open to any pupil in the relevant year group. Staff are also encourage to promote outside clubs to children to further enable their talent and interests.

Staff will notify pupils of any cancellation, rearrangements of clubs as soon as possible.

Cross-curricular links

Teachers may use their discretion as to how PE can be incorporated into the wider curriculum.

Other examples may include:

- Timed fitness challenges to support Science topics which relate to the effect of exercise on the body

- Older children may investigate pulse, heart rate when resting and exercising
- Children will learn how to time fitness challenge using a stop watch and suggest ways performance can be improved □ Writing instruction for a game of football in Literacy □ Maths data handling of shots made etc.

ICT

Using ICT in PE can enhance the learning process. Reflection is a huge part of the learning and ICT can help pupils to evaluate their own and other children's work. Also, it can allow pupils to see how skills should be correctly performed. Websites will also allow children to gather data and also provide more information about the benefits of PE and sport; as well as the importance of a healthy lifestyle.

Children will also be given opportunities to use stop watches, ticker times and other age appropriate measuring equipment.

Personal Development and Well-being

PE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding of how to make positive and healthy choices.

British Values

PE supports British values by fostering teamwork, cooperation, respect for others, and promoting a healthy, active lifestyle, which aligns with the core values of democracy, rule of law, individual liberty, and mutual respect. PE activities, like competitive sports and collaborative exercises, provide opportunities for students to learn and practice these values in a practical setting.

Teaching of PE throughout the school

Equity and Excellence / Access and Inclusion

At West Park Academy we believe that each child is entitled to a broad, balanced, differentiated and relevant physical education within a general, broad and balanced education. All children will be given equal opportunities to study all aspects of PE (swimming will however not be taught until Key Stage 2). There will be no bias in learning experiences and teaching styles.

In PE all children are taught together with work, questions and support differentiated to their needs. SEND children are named on teacher's planning with their needs highlighted.

All members of staff are entitled to relevant training, dedicated staff meeting time and professional development. It is the responsibility of the subject leader to keep staff informed of the developments in their subject.

How we cater for pupils who are more able

Where a child is identified as more able we set specific targets to stretch and challenge them. We identify a more able child by their understanding, ability, curiosity and their ability to apply.

How we cater for pupils with particular needs

Where a child is identified as having special educational needs they will have targets set and shared with them and their parents (see SEND policy). Children who have differing needs but who are not on the SEND register will be identified on the class provision map and supported through differentiation and appropriate in class support.

Learning styles

Over a unit teachers ensure that they cater for all learning styles through a variety of approaches.

- 1) Listening/reading (auditory learners)
- 2) Seeing/visualising (visual learners)
- 3) Experiencing/hands-on learning (kinaesthetic learners)
- 4) Feeling/belonging (social/emotional learners)
- 5) Reflecting/evaluating (metacognitive learners)

Assessment and record keeping

Ongoing assessment is carried out throughout KS1 and KS2. This information is gathered by observing children, listening to comments and through questioning and reflection.

At the end of each area teachers are encouraged to have a final outcome so pupils can apply all of their skills. In gymnastics or dance this could be a routine and in football it could be 5/7 a-side match where pupils need to show how they can apply their skills.

Throughout the year teachers need to continue to keep up to date with the programmes of study covered so that they can then be passed onto the new teacher.

For information on PE assessment in the Foundation Stage, please see the section entitled 'How we work in the Foundation stage'.

Reporting to parents

Parents are informed of their child's progress in PE throughout the year. They are consulted at parents evening in Autumn and Spring terms and they will receive a written report in the Summer term. Parents are also given the opportunity to come into school to discuss their child's progress.

Evaluation

Throughout the year the PE co-ordinator will complete planning and work scrutinise, along with discussions with children to find out their attitudes towards the subject and the findings are fed back to staff. Moderation is also carried out in team meetings to ensure that judgements are made accurate.

CPD

The subject leader keeps up to date with developments in PE. They are also responsible for delivering or sourcing relevant CPD to the rest of the staff, carrying out audits and identifying further CPD as and when required.

Management of PE

Role of the subject leader

- Ensure consistency of approach, coverage and of standards through out of the school
- Ensure the progression and continuity within teaching and learning
- Support colleagues in planning, assessment and record keeping activities
- Monitor progress in PE and advise the principal of action needed
- Take responsibility for the purchase and organisation of subject resources
- Create and maintain a PE subject leader file
- To work alongside the Principal to plan and monitor the sustainable spending of the PE Sports Premium funding.

Role of the Principal

- To work within the PE co-ordinator to monitor the quality of PE across the school
- To collect data, analyse and use for continuous improvement and set targets for Performance Management.
- To work alongside the PE Coordinator to plan and monitor the sustainable spending of the PE Sports Premium funding.

Resources

PE resources are stored in PE cupboard which is located in the school hall and the unit next to the MUGA. The PE co-ordinator will hold the key for this and the teacher/TA needs to gain this from her. Children **SHOULD NOT** be sent to gain equipment from the PE cupboard! So that resources can be tracked down, a sign out sheet is on the PE cupboard door and this **MUST** be used. Regular audits of the PE equipment is carried out by the PE co-ordinator but if a teacher feels they need a resource that has ran low or is missing they should see the PE co-ordinator. All master planning resources are kept by the PE co-ordinator. If they need to be used, a teacher should photocopy the original and then return the resource ASAP.

See resource list.

This is resource list will be updated when further stock is ordered.

Any damage, breakage or loss of resources should be reported to the PE coordinator as soon as possible. Any damage observed to a piece of apparatus which could cause subsequent injury must be isolated from use and reported to Sarah Roberts. No other groups or individuals should be able to access the resource until such time as it is made safe.

Health and Safety

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. This school follows the 'Safe Practise in Physical Education' guidance provided by Baaplé and Norfolk LEA. A copy of the Baalpe manual is located in PE guidance. Teachers should include in their planning any health and safety issues that may arise. Where appropriate teachers should also plan explicitly to teach good health and safety practises. All pupils must be taught how to handle and carry apparatus and resources appropriately.

Please see guidance on 'handling equipment'.

They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others. If an activity carries out more than a low risk, a risk assessment should be completed. (See health and safety policy). Also if a teacher needs more guidance on health and safety within PE, they should consult the PE co-ordinator or health and safety co-ordinator.

Pupil's PE Kit

It is expected that children in Reception, Years 1 – 3 have both an indoor and outdoor PE kit in school every day. Kit can be left in school and sent home at the end of the half term. Indoor PE kit should include school shorts and top and plimsolls. Outdoor PE kit can include jogging bottoms, jumper and appropriate footwear (trainers).

It is expected that on PE days, children in Years 4 – 6 come to school dressed in their PE kit with a change of shoes if required depending on weather conditions on the day.

Should a child forget their PE kit, the following procedure will take place:

First occasion – a reminder sent home (verbal)

Second occasion – a letter is sent home to parents reminding them that kit is needed in school.

Third occasion – phone call to parents.

Fourth occasion – parents invited into school to discuss.

We will provide a range of spare PE clothing for those children who forget their kit to ensure maximum participation levels are achieved.

It is also expected that children remove all jewellery and long hair is tied back. Medical tape can be provided for those children who are unable to remove stud earrings.

Getting changed

It is compulsory that boys and girls are separated when getting changed for PE in Y5 & Y6. All other year groups can use their own discretion and separate as and when they feel it is appropriate.

Staff PE Kit

It is expected that teaching and supporting staff come appropriately dressed for teaching PE. Staff may come to school dressed in sports kit if they are teaching PE that day this is to inspire the children to also dress appropriately for their lessons. This can also act as a reminder for those children who may have forgotten their kits in the morning.

It is also a requirement that staff remove jewellery (earrings, necklaces, bracelets) when teaching to set a good example to the children.