

# Stanford Infant School



## PHYSICAL EDUCATION POLICY

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## **PE Policy**

1. Aims/Principles
2. Objectives
3. Teaching and Learning Strategies
4. Curriculum Planning/Organisation
5. Assessment
6. Early Years Foundation Stage
7. Equal Opportunities
8. Disability Equality
9. Cross-curricular Issues
10. Community Cohesion Opportunities
11. Leadership and Management Roles
12. Equipment and Resources
13. Apparatus Policy
14. Health and Safety
15. First Aid Procedures
16. Sports Fun Afternoons
17. Extra-Curricular Activities
18. School Sports Funding

This document is a statement of aims, objectives and strategies for the learning and teaching of physical education at Stanford Infant School.

Physical Education is a foundation subject in the National Curriculum.

### **AIMS/PRINCIPLES**

PE experiences make valuable contributions to the development of the whole child by offering integrated physical, cognitive, personal & social, creative and aesthetic education

- ❖ To provide opportunities for children to increase their confidence and improve their self esteem
- ❖ For children to enjoy physical activity and therefore motivate them to pursue an active lifestyle throughout life and therefore find a sense of lasting purpose, achievement and fulfillment
- ❖ To develop positive attitudes to physical endeavour including perseverance, fair play and sporting behaviour and the ability to cope with success and failure
- ❖ To develop the ability to make decisions and solve problems when selecting, refining, judging, evaluation and adapting movements
- ❖ To develop interpersonal skills through team work

### **OBJECTIVES**

- ❖ To provide well planned, organized and structured lessons with clear learning intentions which are shared with the children
- ❖ To achieve high levels of pupil achievement, regardless of their starting point
- ❖ To use a range of teaching strategies and styles appropriate to individual tasks
- ❖ To actively engage pupils in lessons through appropriate questioning and discussion
- ❖ To provide clear, concise and constructive feedback during lessons, in order for pupils to improve and progress, linked to AfL and generating steps to success.
- ❖ To work in partnership with secondary schools and other providers.
- ❖ To provide opportunities to develop communication skills through pupil self evaluation and peer coaching.

### *Knowledge, Skills and Understanding*

Pupils should have the opportunity to:

- Evaluate and improve performance
- Make connections between developing, selecting and applying skills

### *Acquiring and developing skills*

Pupils should be taught to:

- Explore basic skills, actions and ideas with increasing understanding
- Remember and repeat simple skills and actions with increasing control and co-ordination.

### *Evaluating & improving performance*

Pupils should be taught to:

- Explore how to choose and apply skills and actions in a sequence and in combination
- Vary the way they perform skills by using simple tactics and movement phrases
- Apply rules and convention for different activities

### *Selecting & applying skills, tactics and compositional ideas*

Pupils should be taught:

- To generate steps to success
- Describe what they have done
- Observe, describe and copy what others have done
- Use what they have learned to improve the quality and control of their work

### *Knowledge and understanding of fitness and health*

Pupils should be taught:

- How important it is to be active
- How to recognise and describe how their bodies feel before, during and after different activities

## **TEACHING AND LEARNING STRATEGIES**

Our principle aim is to develop the children's knowledge, skills and understanding. We do this by:

- Using a mixture of whole class teaching and individual/group activities
- Teachers drawing attention to good examples of individual performance as models for the other children
- Encouraging children to evaluate their work as well as the work of other children

We use a variety of teaching and learning styles in PE lessons. 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 on the physical and mental processes. Building on previous learning is essential; so too is working to achieve successful outcomes through repetition, application and refinement of skills

**Pace:** high levels of activity with clear expectations for high work rates to be maintained are important. The benefits of exercise should be explained and understood

**Coherence:** all teachers should reinforce previous understanding and establish links between curriculum experiences

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

### **Lesson Structure:**

Wherever possible PE lessons will follow this structure:

- Warm-up/introductory activities
- Skill development activities
- Game-related activities/practice
- Cool down/concluding activities

## **CURRICULUM PLANNING/ORGANISATION**

PE includes 6 statutory activities across the primary phase. They are athletics, dance, games, gymnastics, outdoor and adventurous activities and swimming. As required in Key Stage 1, we teach dance, games, athletics and gymnastics, using the indoor and outdoor environment where appropriate. Our units deliver the National Curriculum for Physical Education. Dance, gym and games have all been designed to ensure optimum continuity across the school. Our planning for PE in Reception consists of lessons written by Val Sabin (Gymnastics, Dance and Games). Key Stage 1 follows skills and plans taken from various resources/tools, which include Val Sabin, Key Steps Gymnastics and 'Elevating Athletics'.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long term plan maps out the PE activities covered in each term during the key stage.

Our medium term plans provide details of each unit of work from each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
REC	Gymnastics (Intro)	Gymnastics (Floor)	Gymnastics (Apparatus)	Games 2v1 and 3v3 small sided games	Fitness (circuit training)	Athletics
	Write Dance	Write Dance	Dance	Dance	Multi-skills (ball skills)	Multi-skills (ABC)
YEAR 1	Gymnastics (Floor)	Gymnastics (Apparatus)	Net/Wall Games (Tennis)	Net/Wall Games (Tennis)	Striking/Fielding Games (Rounders) & Invasion Games (Bench Ball)	Athletics
	Dance	Dance	Dance	Multi-skills (ball skills)	Multi-skills (ABC)	Fitness (circuit training)
YEAR 2	Gymnastics (Floor)	Gymnastics (Key Steps)	Gymnastics (Apparatus)	Striking/Fielding Games (Cricket) & Invasion Games (Hockey)	Net/Wall Games (Tennis)	Net/Wall Games (Tennis)
	Dance	Dance	Multi-skills (ABC)	Fitness (Circuit training)	Dance	Athletics

Children in KS1 have 2 hours of structured physical activity each week, delivered through 2 taught lessons. In addition there are opportunities for a range of semi-structured physical activities. Physical outdoor learning takes place in both Year 1 and Reception. All children also have access to a variety of equipment to play with or/and make up their own games during playtimes. There is an adventure trail, climbing frame and climbing wall for the children to use as well as lots of other equipment. We also have lunchtime clubs available (football, Change4Life Sports Club.)

### **ASSESSMENT**

EYFS teachers make continual assessments of the children's learning on 'post-it notes' during PE sessions. This information then gets transferred to children's individual 'Learning Journals.' Reception children are assessed against the Physical Development Early Learning Goals.

Key Stage 1 teachers also record observations on post-it notes during PE sessions as well as assessing on 'key skills sheets' termly, assessing against learning objectives across the PE curriculum. These sheets are given to the PE leader in order to monitor standards and attainment as well as being used to report to parents annually.

An electronic PE portfolio is stored on the main server. All teachers (Foundation and Key Stage 1) are requested to take photographs of the children's learning and save in this folder.

## **EARLY YEARS FOUNDATION STAGE**

Physical Education in the Early Years follows the Curriculum Guidance for the Foundation Stage and links to Learning Journeys where appropriate. Reception children have access to the outdoor learning environment throughout the day, where there are opportunities in abundance for them to take part in physical activity.

## **EQUAL OPPORTUNITIES**

In accordance with the 'Every Child Matters' outcomes (particularly 'Be healthy and stay safe') PE activities are planned to ensure that all children at Stanford are given the same opportunities to develop their skills, knowledge and understanding in accordance to our Equal Opportunities Policy.

Children identified with Special Educational Needs will be given access to the broadest possible curriculum. This may not always be through an age related Programme of Study and so a flexible approach will be used to take into account children's past experiences and individual needs. Individual Education Plans will be followed. Where necessary, specialist equipment will be bought, advice sought from external specialists, additional adult support provided and activities adapted in order that children with Special Education Needs have full access to the National Curriculum to which they are legally entitled.

A pupil may have special needs in Physical Education due to:

- Sensory, visual, auditory or movement difficulties
- Learning difficulties
- Medical conditions, e.g. asthma
- Emotional and behavioural difficulties

These difficulties may be temporary or permanent, mild or more severe and will be taken into account when activities are planned and tasks will be adapted accordingly.

What we do to ensure equal opportunities:

- Pupils are taught in mixed class groups by their class teacher (girls and boys have access to all activities)
- Activities and programmes are provided which enable pupils to develop qualities and skills relating to co-operation and sensitivity, fair play and respect, the acceptance of decisions and rules and handling success and failure with dignity
- Pupils will have the experience of the responsibility for leading a partner and being led and of being a group leader as well as a group member.

## **Identifying Gifted, Able and Talented**

Indicators of Ability in PE would be:

- High degree of motivation
- Willingness to commit time and enthusiasm to developing skills
- Often good decision makers are able to take the initiative
- Has confidence within themselves and their own physical domain
- Has good hand/eye and body co-ordination
- Shows creativity, originality and adaptability

## **Differentiation:**

As a subject, Physical Education lends itself well to differentiation by outcome as well as by task. Tasks and problems are set which the children explore, investigate try out, solve or are creative with, whatever their level of ability. Differentiation may arise through the level of support or additional challenges offered, the equipment used and the time allocated for specific tasks. Additional support can be added, or modifications made for individuals during the course of each lesson by the teacher on an individual basis. Children requiring more support will be given this by the aid of an additional adult or specialist equipment, Children who are more able will be challenged by the task set to develop their physical skills and knowledge at their own level. Teaching staff will also endeavour to take into account pupils' outside sporting experiences.

## **DISABILITY EQUALITY**

Stanford Infant School is committed to promoting Disability Equality. When planning and teaching, PE staff will make reasonable adjustments to promote equality of opportunity between disabled and non-disabled pupils.

This could include:

- Setting suitable learning challenges
- Response to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups or pupils
- Consideration of individuals with Special Needs (physical, religious, cultural)
- Extra adult support to enable participation
- Vary equipment (larger balls, grips etc)

## **CROSS CURRICULAR ISSUES**

Wherever possible, links with other subjects are created. There are close links with Science – physical health, active lifestyles, body etc and PSHE – developing self-esteem, self-confidence, social communication skills etc. There are also opportunities to incorporate literacy and maths into PE sessions through warm up activities as well as during the main body of the lesson.

When appropriate we use ICT to support PE learning and teaching. In Dance and Gymnastics children can be videoed and their movements and actions studied by the class. These recordings are also used as a way of improving the quality of their work. The school has a CD Rom 'Key Steps Gymnastics' which is used to model actions/movements and to generate 'Steps to Success.'

### Problem Solving and Thinking Skills

Physical Education provides a wide range of opportunities for pupils to develop problem solving and thinking skills, both individually and collaboratively.

Problem Solving will develop through recognising the nature of the task, thinking of different approaches, applying the appropriate skills and evaluating results e.g. finding the quickest route round an obstacle course.

Thinking Skills will develop through generating individual and creative ideas about all aspects of their performance, including tactics, skills and composition. Children will be

encouraged to form hypotheses that they put into action and then review the results of their work.

### **COMMUNITY COHESION OPPORTUNITIES IN PHYSICAL EDUCATION**

This subject contributes to our work on community cohesion by:

- reflecting the learning needs of all pupils
- encouraging pupils to appreciate other's lives and other cultures e.g. African dancers etc
- ensuring curriculum content and resources reflects diverse backgrounds, cultures and experiences, for example looking at sporting heroes from different countries/backgrounds
- having opportunities to work in many different groups, sometimes by random pairings – use AfL strategies to generate pairings/groups etc
- developing team, communication and leadership skills in group tasks, such as problem solving activities, outdoor and adventurous activities provide opportunities for 'pre-brief and de-brief' discussions
- giving pupils the opportunity to evaluate the work taught at the end of each unit

### **LEADERSHIP AND MANAGEMENT ROLES**

The work of the subject leader 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.

It is the responsibility of the subject leader to:

- manage the budget ensuring staff have access to the necessary resources
- liaise with relevant professionals in the community to help develop PE
- organize sporting events (e.g. sports day etc)
- arrange coaches to teach specific lessons. This serves as staff development as a member of staff is always present during these sessions
- arrange school based training when necessary
- monitor standards of children's work and the quality of learning and teaching
- write an annual subject report in which strengths and weaknesses in the subject are evaluated and areas for further improvement are indicated (action plan/SDP)
- carry out 'pupil conferencing' to gain 'pupil voice' regarding the subject

### **Dress**

Teachers should set an example by being suitable attired for the activities taught. They are not expected to wear tracksuits etc unless they wish to do so. However they must **ALWAYS** wear suitable footwear.

Children must be suitable dressed for their PE lessons. Children are to wear plimsoles or trainers when participating in Games outside. Bare feet are acceptable and appropriate for dance or gymnastic work. The PE bag should contain a t-shirt, shorts/leggings and plimsoles/trainers. We encourage parents/carers and children that PE bags stay in school during term time and are only taken home for the school holidays. They must then be returned to school on the first day back. **It is the responsibility of parents/carers to ensure their child has the appropriate PE kit in school at all times.**

## **EQUIPMENT AND RESOURCES**

The PE cupboard is in the hall and all PE equipment is stored there. The playground is also used for outdoor activities and games (weather permitting). Playground equipment is available at playtimes.

## **APPARATUS POLICY**

The following statements provide guidance for a whole school approach with regards to the use of apparatus.

- Always progress slowly
- Work should be carried out on the floor before applying it to the apparatus
- Progress slowly from the floor to small apparatus, to linked pieces of small apparatus, to medium pieces and finally to large apparatus
- Decide what apparatus is needed and have it placed near to where it is to be used
- Plan the apparatus layout in advance
- Teachers need to explicitly teach skills of sharing, lifting, carrying and placing etc and then allow time for children to confidently develop these skills
- Teachers need to check that equipment is safe to use before each lesson. Any faults to be reported immediately
- There needs to be adequate space around each piece of apparatus to avoid collisions
- Discourage 'queuing'
- Mats should be used where it is expected that children will need to cushion deliberate landings. Arrange mats so that there is an expectation of safe performance
- If the lesson is not focussing on 'jumping/landing' then mats do not have to be placed close to tables/platforms etc. If there are not mats children will remember to 'climb off' apparatus
- Children to sit away from apparatus when listening to instructions or at the start/end of lessons (prevents touching and helps focus attention on the task)

### **CARRYING EQUIPMENT:**

- Always lift and lower the apparatus gently, using correct lifting techniques, i.e. straight back and bent knees
- Mats: 4 children holding at the sides, walking forwards and placing it down carefully, fingers underneath with thumbs on top
- Tables: 4 children holding at the sides, walking forwards, placing down carefully to avoid toes! Fingers underneath with thumbs on top
- Benches: 6 children to be spread out along the bench (on same side), fingers underneath with thumbs on top, one hand on either side of bench, children to lift and place together, teacher to supervise
- Wall bars: Teacher should set this out before moving any other apparatus

Nothing should be carried over the heads of other children.

Good discipline is essential in P.E. No child should use apparatus without permission. In order to concentrate on the set tasks children must work quietly/silently. Children should leave the apparatus when told to do so and sit on the floor.

A copy of the 'Apparatus Policy' is displayed in the hall by the Sports board.

## **HEALTH AND SAFETY**

The general teaching requirement for health and safety applies in this subject. The teacher should check all the equipment before the children use it. A high standard of behaviour is expected to ensure the safety of the pupils themselves and others.

Medical records are kept for children with conditions that may affect their participation. Any children requiring first aid should be sent to the Medical Room. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing. No jewellery is to be worn – however, if children have not removed stud earrings they should be given micro pore tape to cover them up during a lesson. Long hair is to be tied back. The Governing Body expects the teachers to set a good example by wearing appropriate clothing and footwear when teaching PE.

## **FIRST AID PROCEDURES**

- Take charge, keep calm
- Give reassurance
- Assess the situation – use judgement but if concerned send for a First Aider.
- Send home head bump letter if written/required

The accident must be reported to the Head Teacher and details recorded on the appropriate form. These are kept in the school office.

## **SPORTS FUN AFTERNOONS**

At Stanford Infant School our Sports' Afternoons take place during the second half of the summer term. Each Year Group participates on a separate day. The PE Leader plans these events and discusses the organisation with all staff. Classes have the opportunity to practice activities prior to the actual Sports' Afternoon – this helps them run smoothly on the day. Children work as part of a team during the activities and the session finishes with a non-competitive 'fun run' for children waiting to participate and classes taking part in a 'baton relay race'. There is a refreshment stop. This event is as much about co-operation, enjoyment and fair play as sporting achievement. Families are encouraged to support their children throughout the morning.

## **EXTRA CURRICULAR ACTIVITIES**

Children also have the opportunity to join After School Sports' Clubs run by independent organisations in the hall (football, outdoors project, gymnastics, yoga, etc). Parents/Carers pay for their children to attend.

## **SCHOOL SPORTS FUNDING**

The Government has given money to schools to spend on:

- increasing children's levels of physical activity
- improving the quality of learning and teaching of physical activity
- targeting less active children to be more active
- improving children's levels of emotional well being

Funding is currently in place until August 2020.

At Stanford Infants we are currently spending this money by:

- providing a lunchtime Change4Life Sports Club
- providing a lunchtime Football Club
- training teachers
- raising the profile of physical activity

- purchasing additional resources
- team teaching PE lessons with external coaches
- providing opportunities for outside clubs to come and coach the children as part of their PE (this is also a CPD opportunity for staff, as the class teacher is always present)
- membership to the Youth Sports Trust (which provides a large range of resources, support, CPD opportunities)

This will change and develop as we go through the next 5 years. There is an action plan in place, which is constantly being adapted, enhanced and reviewed. We also have strategies in place to assess the impact of this funding.