

Fulwood and Cadley Primary School



PE Policy

2021-2022

Last Updated: September 2021

School Vision and Ethos

'Wish it, Dream it, Do it, Be Unique'

At Fulwood and Cadley, our children are confident, courageous, fearless learners who, through our creative and inspiring curriculum, are enriched with opportunities to develop their skills: socially, emotionally and academically. Enriched learning experiences develop real life skills, technological expertise and emotional intelligence, which are underpinned with the promotion of a positive-growth mind-set throughout the curriculum and beyond. Pupils are resilient, determined, independent and show perseverance to overcome any challenge now and in the future.

Statement of Intent

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Specific aims are:

- To promote an enjoyment of physical activity and a healthy lifestyle.
- To develop a knowledge of safety factors and an appreciation of the principles of safe practice.
- To promote positive attitudes and provide life-long skills to lead a healthy lifestyle.
- To develop cooperation, fair play and the ability to deal with both success and failure.
- To develop physical and mental coordination, self-control and confidence.
- To provide equal opportunities for all.
- To be given the opportunities to plan, practice and evaluate skills taught and learnt.
- To develop an appreciation of physical skills, as well as creative and aesthetic performances, of self and others.
- To develop communication and leadership skills and an ability to work in close cooperation with others.
- To discover their own aptitudes and preferences for different activities.

These aims are to be achieved through the following topics:

Foundation Stage – Through the Early Learning Goals.

Key Stage 1 – Gymnastics, dance and invasion games.

Key Stage 2 – Gymnastics, dance

Staffing

- Teachers take their own classes for curriculum PE wherever possible.
- If supply cover is needed, the supply teacher is provided with a complete lesson plan and is informed as to safety and accident procedures (see Safe Practice section).
- The school actively seeks to access outside agencies and specialist coaches to deliver curricular and extra-curricular activities.
- The school employ specialist swimming teachers at Fulwood Leisure Centre to deliver curriculum swimming and some staff in school have basic swimming training which allows them to take a group, supported by the

swimming teacher.

- Any specialist skills that staff have are utilised in the most appropriate manner and setting. Staff skills are utilised particularly in the provision of a wide range of enrichment activities throughout key stage one and two.

It is the responsibility of individual teachers to wear appropriate attire for the PE lesson. Staff should wear suitable footwear to enable them to move freely and easily, should remove any jewellery and set a good example for the pupils.

Roles and Responsibilities

The Head Teacher will be responsible for:

- The hiring of the PE Coordinator
- The secondary implementation of this policy
- Ensuring that appropriate procedures are in place for the reporting and managing of accidents.
- Ensuring effective health and safety procedures are in place, and that the appropriate safety measures are taken.
- Ensuring all necessary risk assessments have been undertaken.
- Ensuring that teaching standards are maintained and the effectiveness of the teaching of the subject is monitored.
- Liaising with the PE Leader regarding the spending and impact of the PE and sport premium funding.
- Ensuring that the use of the PE and sport premium is effectively communicated

The PE Coordinator will be responsible for:

- The overall implementation of this policy.
- Liaising with staff members to develop an effective PE timetable.
- Producing a flexible and appropriate scheme of work.
- Supporting staff members in all aspects of the curriculum.
- Creating an action plan at the start of each school year, identifying any areas of improvement within the subject which need to be addressed.
- Maintaining and replacing equipment.
- Ensuring the areas of the premises used for PE lessons are safe and clear of obstructions or other hazards.
- Monitoring the teaching of PE at the school, ensuring that high standards are consistently maintained.
- Undertaking the necessary risk assessments, and ensuring that the details of any PE-related accidents are recorded, including the action taken and the health and safety procedures followed.
- Maintaining records relating to the teaching of PE, including lesson plans, accident logs and risk assessments.
- Attending any necessary training, in order to help inform future developments of the subject at the school.
- Keeping up-to-date with any changes in the subject area.
- Ensuring that the school provides extra-curricular opportunities to pupils, further developing the skills learnt during their PE lessons.
- Liaising with the senior leadership team (SLT) and other relevant staff members regarding the use of the PE and sport premium.
- Providing the headteacher with an annual summary report regarding the teaching of PE at the school.

Staff Development

- The PE leader audits teaching staff knowledge and confidence in PE curriculum subject areas and identifies where support is needed in general and individual cases. This is done every annually.
- Where an area is identified as a general need across the whole school, it will be addressed through INSET delivery by the LEA PE advisory service or other specialist agency.
- All staff are encouraged to access relevant PE professional development opportunities, including Welfare Assistants and support staff.
Wherever possible, the PE leader is to access relevant courses and information is to be disseminated to colleagues at staff meetings.
- Where the school deems necessary, consultation with the LEA PE advisory team will be sought.

Entitlement

- All pupils are entitled to a broad and balanced PE curriculum that is coherent and progressive.
- The school are committed to working towards the Government Public Service Agreement of providing 2 hours of quality PE and sport within and beyond the curriculum for 100% of pupils.
- Each class are presently provided with a minimum of two 1 hour curriculum PE lessons. This is extended beyond the curriculum through providing PE activities, sport and structured lunchtime playground games.
- The PE curriculum follows the Lancashire Scheme of Work.
- Swimming is provided in Year 3, Year 4 and Year 5 once a week for a term each. The aim is to move swimming to year three from 2014 onwards, making that a part of their PE curriculum for the year.
- Year 5 are offered OAA opportunities through a residential visit to Boreatton Park OAA centre. In addition to this both year five and six will take part in OAA on the school site, within the summer term.
- Pupils are to have a good balance of the three types of games across KS2 (Net/Wall, Striking/Fielding and Invasion).
- Each class has timetabled access to either the hall for PE, once a week and an additional session will be carried outside.

Out of School Hours Learning

- All enrichment PE opportunities are to provide an extension and enhancement to the PE curriculum.
- The aims of these opportunities reflect the aims of the PE curriculum as set out in the Policy Statement and Aims.
- The school is working towards providing enrichment PE opportunities for all children in the school. Provision is audited to identify areas for development, which are to be addressed by the PE leader and the Enrichment leader in school. In addition to this the attendance of after-school clubs and other enrichment activity are tracked in order to cater for a variety of children in school including vulnerable groups.
- Enrichment activities are provided throughout year for all children.
- Enrichment opportunities on offer are: football; netball; rounders; cricket; golf; gymnastics; cross-country; fencing; athletics, street dance, swimming, rugby, as well as range of other sporting activities provided by outside agencies such as Sportz4All – multi-skills club for key stage one.
- The school actively takes part in local competitions in a variety of sports.
- The school has created links with clubs in the community and actively seeks to make more. In addition to this we enable gifted and talented children to make connections with clubs in the community in order to enhance their talents further.

Adults Other Than Teachers (AOTT)

- The school actively encourages the use of AOTTs to help with curriculum lessons and enrichment activities. AOTTs can provide specialist knowledge (through NGB qualifications) and support for the teachers.
- All AOTTs are to work with, be directed by and are to be appropriately monitored by teachers.
- All AOTTs are to be CRB checked and cleared before they can start working with children, as well as carry out an observation which will be monitored by a member of the SLT. Refer to appendix for template.
- Parents are encouraged to help with transport for their own children to and from competitions. In order to ensure children's and adults safety in this process all volunteers must complete a declaration form and all parents must sign a form giving consent for their child to travel. Refer to appendix for templates.

Safe Practice

- All teachers are to work to the BAALPE 'Safe Practice in PE' guidelines which are available to all staff.
- Teachers must always judge the potential risks upon entering any teaching area, making other adults and children aware.
- Teachers are made aware of emergency procedures and action plans as set out in BAALPE guidelines.
- All teachers and AOTTs who take lessons or enrichment clubs are made aware of any health issues with the pupils in their class (such as asthma and epilepsy).
- When taking a class swimming, teachers are made familiar with the emergency action plans of the swimming pool.
- When swimming, lifeguards are present who hold the appropriate qualifications and resuscitation awards.
- The school follows the Lancashire guidelines on children wearing goggles and swimming hats during swimming lessons. Permission must be sought from parents in order to allow children to wear goggles. Refer to appendix for a template.
- The curriculum leader will regularly check equipment ensuring it is safe to use. Within annual budget spending equipment will be replaced and updated to ensure its safety. The PE leader will liaise with Crown Gymnastic equipment in order to repair any gymnastic specific resources.
- Gymnastics equipment is checked for safety every year by Lancashire County Council. Any repairs are either carried out immediately, or the faulty equipment is not used.
- Children come to school in their PE kit.
- All jewellery should be removed. If for religious reasons a child is unable to remove jewellery contact must be made with the family.
- Long hair should be tied back during PE and enrichment activities.
- Children should always wear black pumps in the hall. Trainers are allowed outside.
- Tights are to be removed.

Cross-curricular Opportunities

- Wherever possible, links are made to other curriculum subjects during PE lessons. For example, children are to think about how their bodies feel and react to exercise (science).
- Teaching of PE is to encourage the values of fair play, team work, leadership and communication, thus supporting the PSHE curriculum, SEAL and the school's values curriculum.

Equal Opportunities and Inclusion

- All children should be included fully in PE lessons, whether they have long or short-term disability or special

educational needs.

- A child should only be excused PE if a letter is brought from their parents, or they have a doctor's note.
- When a child does not have their PE kit, they are to be included in the PE lesson wherever possible. Spare PE kits are available from the PE leader.
- If a child is unable to take part in the lesson, they should be encouraged to observe what is happening and KS2 pupils should be asked to write a report or assist the teacher with setting up equipment. They should comment on individual's performance and make suggestions on how to improve. They could actively be involved through time-keeping, scoring or umpiring/refereeing small games/activities.
- If a child forgets or does not bring their PE kit 3 times in a row a letter is sent home to their parents.
- Lessons should be appropriately differentiated, taking into account gender and ability issues.
- Differentiation should be applied through variations in relation to Space, Task, Equipment and People (STEP).
- Differentiation should provide appropriate challenges for the groups/individuals they are aimed at.
- Children with Special Educational Needs should be supported appropriately in lessons and activities should be suitably differentiated (through consultation with SENCo/Specialist agencies, where necessary).
- More able pupils are taught with their own class and stretched through differentiated group work, questioning and extra challenges. More able pupils are indicated to High schools and further development opportunities are available through after-school clubs and community clubs.
- PE lessons should encourage mixed gender participation and teams.
- In Year 6 it is the policy to provide separate changing facilities for boys and girls to promote participation if necessary or requested by parents.

Equipment and Resources

- All equipment is stored in the hall in the PE cupboard. Equipment is clearly labelled and stored safely.
- Only staff are allowed to remove or put back any equipment from the store rooms for safety reasons.
- Staff are aware of the equipment available and are informed of new equipment via staff meetings.
- The PE Leader is responsible for the purchasing of equipment according to needs identified through inventory and consultation with staff (curriculum audits)
- Pupils are taught to handle equipment according to Lancashire guidelines. Children must move equipment bending their legs not their backs and with the support of a suitable number of children.
- Equipment and resources are made available for break and lunchtime activities.

The Learning Environment

- Prior to any PE activity, the teacher checks the working area for hazards and takes any necessary action.
- During the school year, the children should be using a variety of areas including the hall, playground and school field, all of which are fully risk assessed.

Monitoring and Evaluation

- The PE leader is responsible for monitoring and evaluating the PE curriculum and delivery by the teachers.
- It is the responsibility of each class teacher to monitor and evaluate PE lessons in terms of standards of teaching and learning.
- The school is working towards a system of monitoring and evaluation where the PE leader will look at teachers' formative assessment and supporting pictures to ensure continuity, progression and challenge for the pupils.
- Areas for development will be identified and addressed by the PE leader to improve the teaching and learning within the subject.

- Additional support will be in place from Sep 2013 support by the School Sports funding through model lessons delivered by a PE specialist alongside all class teachers, progressing onto team teaching and observation. This model will be carried out with every class throughout the school in order to raise standards.

Assessment and Recording

- At present, individual teachers are responsible for the assessment and recording of pupil achievement and progress via PE Passport on the iPads
- All teachers use the assessment criteria found in PE Passport and all data is collected and stored through the app and on the website
- The system will also help the PE leader to monitor continuity and progress. AGT children can be identified using the assessments.
- All assessment data is collated and reflected upon by the PE leader at the end of the year to reflect on standards and next steps.

Continuity and Progression

- The school are committed to adopting the Lancashire Scheme of Work for PE – delivered by PE Passport. Continuity and progression is built into the scheme
- The development of the assessment system will allow for continuity and progression for individual pupils by providing teachers with information, passed on from the previous year, for planning individual pupil's next steps.