



# PE & School Sport Policy

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## Rationale

Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. Therefore both teachers and children should be aware of its importance. We provide the broad and balanced programme of physical education we believe every child should have; with activities designed to be enjoyable, vigorous, purposeful and regular. Through providing positive experiences, a lifelong interest in physical activity is encouraged. The range of physical activities is wide and includes athletics, dance, games, gymnastics and outdoor education. A high quality programme is designed to satisfy the needs, abilities and interests of all individual children. At Diamond Wood Community Academy, hereafter DWCA, each class is currently timetabled to receive two sessions of physical activity per week.

As defined by the National Curriculum (Primary National Curriculum, 2014: p.198-199), KS1 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.
- Be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

They should therefore 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.

## Aims

1. To promote a healthy and fulfilling lifestyle by developing self-motivation to take part in physical activity outside school as recreation:
  - by developing a positive attitude and interest in a wide range of physical activities.
  - by raising awareness of issues regarding Health Related Fitness.
2. To contribute to the physical development of each child: size, strength, fitness, speed, gross and fine motor skills.
3. To contribute to the intellectual development of each child:
  - For example, aesthetic appreciation and understanding of Dance and Gymnastics.
4. To help establish the individual child's self-esteem and confidence. To develop social skills (co-operating in groups, playing fairly to rules, mixing with children from other schools).
5. To ensure that every class includes Level 1 competition (competition within the school) at the end of each unit of work, through the means of a match or performance.

## Guidelines

Diamond Wood Community Academy will:

- Follow a broad and balanced P.E. curriculum fulfilling the demands of the New National Curriculum.
- Aim to develop the fitness of the individual, by ensuring a good pace in lessons and incorporating fitness activities into physical education lessons as appropriate.
- Integrate, where possible; into other curriculum areas (e.g. number work in both maths and P.E. lessons, the understanding of a healthy lifestyle in both science and P.E. lessons).

- Develop programmes that meet the needs of all the children, providing equal opportunities – inclusion of SEN and physical disabilities.
- Involve the outside community where possible - e.g. Sports Day – parents.
- Ensure children wear DWCA's expected P.E. kit for all lessons (see Health and Safety).
- Ensure teachers wear appropriate clothing and footwear to teach P.E. lessons.
- Make allowances for children with disabilities and medical conditions, taking into account children with special needs, through appropriately and inclusively modified versions of games and practices.
- Provide enjoyable experiences, where positive attitudes of sensitivity, cooperation, competition and tolerance may develop.

## **The P.E. Curriculum**

### Curriculum Framework

Teachers should use the curriculum framework as a starting point when planning their work in Physical Education. Foundation Subject Assessments must be completed half-termly to show progress across and within year groups in Physical Education, using 'I can' statements to assess pupils' ability and progress.

### Time Allocation

Every class is timetabled two sessions per week in which they have priority of access over hall or playground. Children are encouraged by playground supervisors to make use of physically active playground equipment during break- and lunch-times.

### Units of Work

Year groups must use the National Curriculum framework to plan the 5-7 week unit of work they will be following each half-term, ensuring that lessons cover all statutory requirements involving the teaching of skills and sports. Year groups must submit a detailed medium term plan which clearly show the learning intention, success criteria, vocabulary, teaching input, activities and plenary for each lesson within the Gymnastics, Dance and Games units. Children should be allocated time during the plenary of the lesson to evaluate themselves against the outcome. One Games and one Dance or Gymnastics module should be incorporated in to the medium term planning for each half-term.

### Individual Lessons

Medium term plans should be detailed enough to provide individual teachers with a clear framework for each individual lesson within a unit, however teachers must ensure individual lesson plans are personalised and adapted to meet the needs of children in their class. Teachers should follow the unit as planned to ensure logical progression throughout the module and ensure skills are not taught in isolation and there is a clear end objective. This objective may be realised explicitly in the final lesson. For example, with a performance in Dance, or a full (age-appropriate) rules tournament in Games.

### Basic Lesson Plan

1. Warm up - 3 to 5 mins gentle exercise or stretching.

2. Introduction (or Revision) - individual or pair work.
3. Development - more challenging tasks in small groups.
4. Conclusion - transfer of skill/s learnt to final activity e.g. playing small sided games or performing a sequence in Gymnastics.

#### Further Points to Consider

- Insist on correct and safe P.E. kit - see section in Health and Safety.
- Use both teacher and pupil demonstrations rather than verbal explanation wherever possible - make an effort to vary the children chosen.
- Generally, sit the class down when showing demonstrations. Make sure they are watching and listening.
- Teach boys and girls together - in general encourage mixed groups or pairs, depending on the activity.
- Select a mixture of competitive and non-competitive activities.
- Provide for lots of activity and maximum involvement - do not play full-sided games (e.g. 11-a-side football) where the weaker players will have little contact with the ball.
- Mix abilities where appropriate. In games, this will develop the skills of the weaker players and ensure fair competition. In Dance and Gymnastics, this will encourage less confident children to be more involved in a group activity.
- Encourage honest competition and the idea of doing one's best- work towards children refereeing their own games. Choose suitable equipment for the age and ability of the pupils - e.g. in rounders progressing from: throwing the ball, to using wide tennis bats, to using rounders bats.
- Encourage children to take responsibility for issuing equipment, and ensure that all pupils treat equipment with care and respect.
- Question pupils and encourage the class to develop an awareness and understanding of how to use the skills they have learned appropriately.
- Encourage independence by ensuring pupils have opportunities to express and develop their own ideas. For example, children creating their own games with their own rules and scoring system.

#### **Monitoring P.E. Teaching**

P.E. is monitored regularly. The Subject Leader looks at planning and will observe lessons. When appropriate it is also possible that the P.E. Subject Leader will seek the support of a specialist to evaluate particular areas of the curriculum such as gymnastics. We actively seek the recommendations and feedback of P.E. specialists working with the school.

#### **Health & Safety**

Health and Safety considerations are made in line with the guidance provided by both the National Curriculum and BAALPE regulations.

## P.E. KIT

### *Nursery*

Infants are encouraged to wear sensible clothing and footwear to school. When taking part in physical activity, children are instructed to remove their shoes and socks and/or tights before taking part.

### *Reception and KS1*

In the interests of safety and hygiene teachers must insist on children changing into the following kit for P.E. lessons. This will ensure consistency and avoid confusion for the children:

#### **Games and Athletics:**

- Indoor: shorts or leggings and t-shirt
- Outdoor: track-suit bottoms and sweatshirts
- Properly fitting trainers or plimsolls.

#### **Dance and Gymnastics:**

- Shorts or leggings and t-shirt
- Bare feet.

### *General Points*

- Teachers must also wear appropriate clothing and footwear.
- All jewellery must be removed as outlined in BAALPE Safe Practice documentation.
- Teachers will not take responsibility for looking after jewellery.
- Children should bring a note if they are unable to participate through illness or injury.
- Staff should be vigilant if a pattern in non-participation is established for a variety of reasons (including child protection issues).
- Children not participating should remain with their class: helping in the lesson or doing P.E. related work.
- Boys and girls will change in the class room with adult supervision, except in extenuating circumstances, which are to be agreed with the Head Teacher

### *Children without Kit*

Parents will be informed by letter of P.E. kit requirements and they will have the opportunity to discuss any serious reservations with the Head. A child who has forgotten their kit should be issued with spare P.E. kit to ensure participation in the lesson, yet reminded of the importance of having their P.E. kit in school for the following session. If it is an ongoing problem an informal conversation with the parents would be appropriate.

## Mats

It is the teacher's responsibility to ensure that children are aware that the use of mats is not for protection and therefore should not consider that they will be protected from illness or injury through the use of a mat. Children should have an understanding that mats are used for cushioning when partaking in floor work or for directional purposes.

## Accidents

For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes the teaching assistant should accompany the children to seek first aid.

For serious accidents (head injuries, serious cuts or suspected fractures) the teacher should stay with the child and send the teaching assistant or two responsible children to inform the school office. After the incident the teacher must complete an accident report form which is available in the school office.

### Medical Conditions

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. Teachers must ensure that the First Aid box for their class is taken to all P.E. lessons so that it is readily available should a child require access to their medication.

It should be noted that cold dry weather will exacerbate breathing problems for asthmatics.

### Other Issues

The premises have been risk assessed by the site manager. All playgrounds and halls (including apparatus) will be safety checked annually. Equipment is dealt with below.

## **Equipment, Resources and Agencies**

### Safety

Small equipment is checked by the subject leader on an ongoing basis. If any defect is found in any of the P.E. equipment this must be reported immediately to the P.E. coordinator and taken out of use. Children should be made aware of safe handling of the P.E. equipment and should be taught correct methods of carrying equipment and apparatus (to ensure consistency throughout the school).

Checking Equipment		
When	Person Responsible	Reporting
Every Lesson	Teacher teaching the class	Not formally recorded or reported unless faulty equipment identified.
Termly	Subject Leader	Senior Leadership Team
Annually	Maintenance Engineer	Head teacher

### Locating Equipment

All P.E. equipment for all classes is located in the designated P.E. cupboard at the back of the hall. Equipment should be taken out of the cupboard and checked prior to the P.E. lesson and all staff must note that children are not allowed in the P.E. cupboard. Playground equipment is located in the designated area for each year group and children should be taught to self-access and tidy away this equipment.

### Ordering Equipment

Any equipment required or needing replacement can be ordered through the P.E. coordinator.

### Use of External Agencies

Agencies, including sports clubs and/or private companies may be contracted to teach some aspects of the physical education and school sport programme at Diamond Wood Community Academy. The Head teacher shares responsibility with the agency managers to ensure that the safety and safeguarding standards remain consistent with those set for the school staff. Such visiting staff are managed and monitored effectively by the school as well as the agency.

## **Inclusion**

Inclusion in Physical Education means that all children have access to and are given confidence in all activity areas, regardless of race, gender and ability. We should aim to create an environment in which all children learn to respect and value each other and each other's interests. This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.
- Structuring activities so all pupils are fully involved. For instance, a team cannot score in a bench ball game until all the team has touched the ball.
- Giving all the children an opportunity to share their work. For instance, allowing time at the end of a gymnastics lesson for the whole class to perform their sequences.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Considering ways in which to support ESL children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
- Recognising the dangers of stereotyping. For example, expecting dynamic work from boys in gymnastics and neat and controlled work from girls.
- Recognising the need to extend and equally challenge more able pupils.

## **Recording and Assessment**

The P.E. Curriculum Framework will serve as a record of the broad topics covered (units of work) in each activity area for subsequent teachers to refer to. In line with overall school policy, teachers should make notes of significant achievement against the Foundation Subject Assessment points after each P.E. unit. However, end-of-year reports should remain firmly focused on qualitative judgements based on observation of achievement and progress made. The following criteria should be taken into account and questions answered:

- Pupil record of participation.
- The overall physical skill and ability of the pupil.
- The ability of a child to select an appropriate response to a task.
- The ability to appreciate and evaluate the performances of self and others.
- How well the child interacts with other members of the class. Does he/she: cooperate, dominate, or withdraw?
- Is the child motivated and enthusiastic?
- Does the child have any particular aptitudes or talents?

- What work has the class covered in the year?
- Has the child any specific problems which need to be addressed?

## **Other Issues**

### Extra-Curricular Activities

DWCA is fully committed to providing extra-curricular sporting opportunities. These include:

- Clubs (lunch-time and after-school) in a range of activities.
- Opportunities for competition against other classes/groups in a range of sports.

### Staff Training

- The P.E. co-ordinator will have access to specific training to support and develop their role.
- All staff will be encouraged to attend courses and review resources alongside the P.E. co-ordinator.
- The P.E. co-ordinator will have a program of moderation set out through the year to support staff. This will be targeted to newly qualified teachers, new staff and in areas where existing staff feel unconfident.

### Dissemination and Review

All staff and governors will receive a copy of this policy. A copy will be available on the School Web Site. The policy and schemes of work will be available on request to parents, LEA, OFSTED and others working for the school, through the Head teacher.