



Physical Education

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This policy should be read in conjunction with the following policies:

- National Curriculum: Programme of Study for Physical Education
- PE and sport premium for primary schools

Curriculum Intent

Physical Education develops pupils competence, confidence and encourages them to invest in their own success. It promotes physical skilfulness, physical development and new sporting opportunities; ensuring all children are challenged to develop within physical education no matter what their ability in any topic. The learning is based on the knowledge rich experiences, underpinned by carefully considered and progressively planned skills and sporting sessions. Physical Education provides opportunities for pupils to be creative, competitive and embrace different challenges both individually and as part of a group or team. We aim to make physical activity relevant, fun and engaging for every child, whilst promoting a healthy lifestyle and helping to support the technical development of physical skills which can be used in a range of situations. The progress is measured by the level of independence, resilience and confidence in the application of skills and the key vocabulary in a range of situations, this is what we call learning autonomy. This enables us to strongly identify when newly learnt skills transform into knowledge and have been committed into the long term memory. **Aims of National Curriculum**

The national curriculum for Physical Education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Subject Content

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. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should 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.

At Joydens Wood Infant School, not only do we focus on the delivery of the above within all of our PE lessons, but we also aim to build upon the aims identified in the National Curriculum by ensuring that each aspect is embedded into school life on a daily basis. A broad and well thought out curriculum enables skills to be 'layered' in each lesson. Skill fluency, competency and depth of knowledge occurs during unstructured times such as Child Initiated Play and Playtime/Lunchtime where children are given the freedom to explore and embed in their own/team members application of skills.

Sports Premium

Sports premium is provided to the school annually. The school must use the funding to make additional and sustainable improvements to the quality of physical education (PE), physical activity and sport offered. This means that the premium will be used to:

- Develop or add to the PE, physical activity and sporting activities that the school already has to offer.
- Build capacity and capability within the school to ensure that improvements made will benefit pupils who join the school in future years.

Statement of Intent

This Year we aim to make sure the delivery of PE at Joydens Wood Infant School is to a level where **no child goes un-noticed**. **All** children will have an opportunity to be challenged and develop within a physical education environment no matter what their ability in any given topic. We aim to make physical activity relevant, fun and engaging for every child, whilst promoting a healthy lifestyle and helping to support the technical development of physical skills.

We aim to follow the guidance of our PE specialists from Tollo Academy, who will provide our school with;

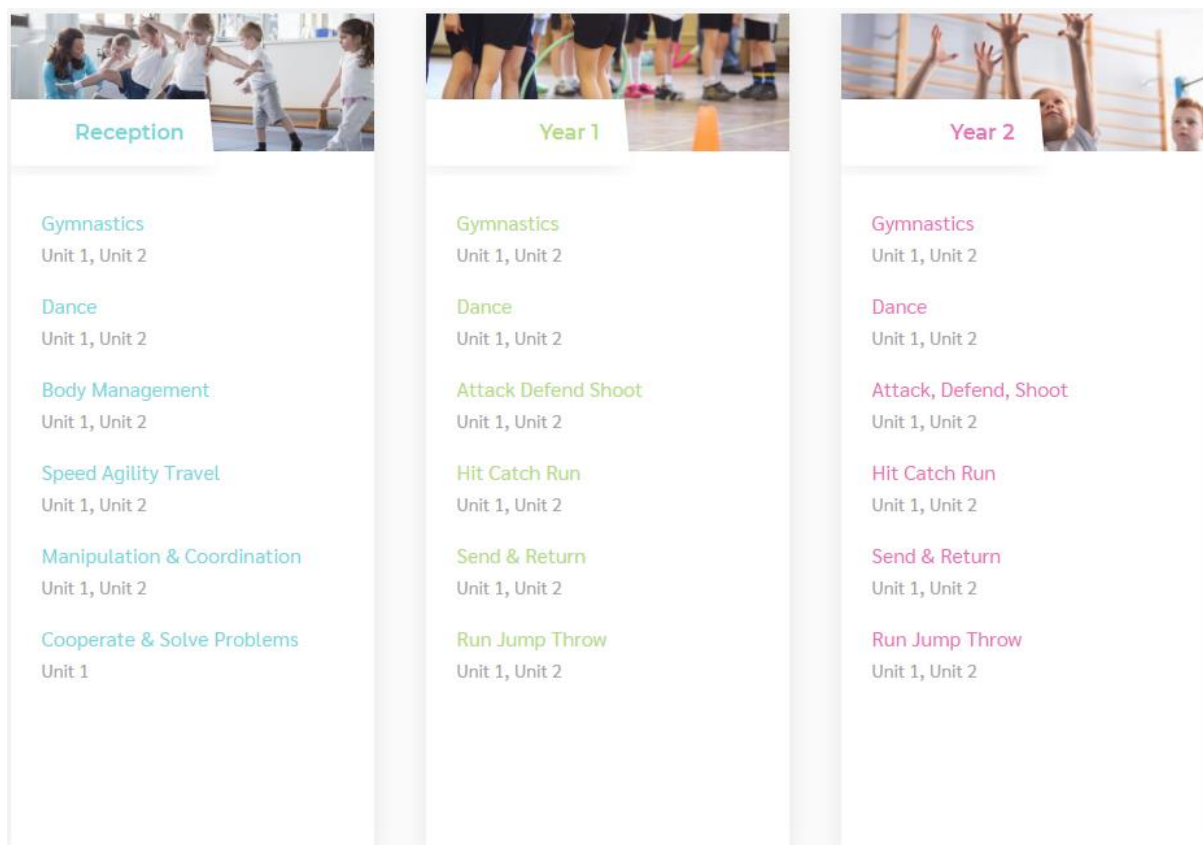
- Support in following the expectations of the national curriculum
- A set and unique lesson structure that is easily followed along with a relevant scheme of work, and that allows all staff to feel confident in the progression of their lessons – weekly/termly/yearly.
- An understanding of how to easily assess **all** pupils within each PE topic and how to differentiate lessons in PE to ensure all ability levels can be challenged when needed.
- CPD opportunities to allow teaching staff to develop their subject knowledge, coaching style and confidence in teaching fun filled enriching physical activities.
- Continued Extra Curricular support for any child who wants to nurture their skills, or continue their learning in PE related activities.
- Active play opportunities during lunch times.
- Competition and fixtures that are used as a platform to promote healthy living and stimulate interest in a sport.
- Daily interventions for selected children who need support in not only their confidence but their development in a variety of gross motor skills. Tollo Academy will help to develop the childrens' coordination, balance, core strength and flexibility as well as their ability to work with others. They will provide sensory and athletic circuits for these selected children to help monitor their physical and social development before each class day begins.

Implementation: Teaching and Learning

Curriculum Planning

PE is taught in isolation of other subjects through specialist lessons weekly from EYFS to Year 2. Over the academic year, the children need to acquire a broad range of skills, both physically and socially to enable them to progress with their learning, namely: equipment handling, spatial awareness, listening and attention, working as a team, turn taking and negotiating. The skills developed over a carefully planned sequence of lessons also enables these skills to be applied in other times of the school day.

In our school we follow The PE Hub which outlines the progression of skills to be taught lesson by lesson, unit by unit and year on year. This enables skills to be built upon over time and enable a depth of understanding/fluency in the application of skills as the children get older.



Reception	Year 1	Year 2
Gymnastics Unit 1, Unit 2	Gymnastics Unit 1, Unit 2	Gymnastics Unit 1, Unit 2
Dance Unit 1, Unit 2	Dance Unit 1, Unit 2	Dance Unit 1, Unit 2
Body Management Unit 1, Unit 2	Attack Defend Shoot Unit 1, Unit 2	Attack, Defend, Shoot Unit 1, Unit 2
Speed Agility Travel Unit 1, Unit 2	Hit Catch Run Unit 1, Unit 2	Hit Catch Run Unit 1, Unit 2
Manipulation & Coordination Unit 1, Unit 2	Send & Return Unit 1, Unit 2	Send & Return Unit 1, Unit 2
Cooperate & Solve Problems Unit 1	Run Jump Throw Unit 1, Unit 2	Run Jump Throw Unit 1, Unit 2

(<https://thepehub.co.uk/lesson-plans/>)

Teaching

All lesson plans are produced by The PE Hub. The specialist teacher(s) alongside the class teachers are expected to discuss the needs of their cohort and annotate and adapt the planning accordingly. Clubs will also be provided after-school each day to enable children to embed these 'current skills' in a different context.

Teaching and Learning Requirements:

- All children should have a minimum of one hours worth of physical activity every day (playtime/lunchtime inclusively)
- PE lessons are to be taught twice weekly throughout the academic year
- Resources must be adapted to individual needs to provide support and challenge as necessary
- Star Words and vocabulary linked to the unit will be shared at the start of the lesson to ensure the children have a strong understanding of what they are learning
- PE Kit must be reflective of the school's uniform policy. All children must be adequately dressed to do PE. Where a child is not adequately dressed, a child may borrow a PE kit from the school's lost property.
- It is the class teacher's responsibility to ensure that breaches of the school's uniform policy are addressed immediately with parents and that a letter is sent home advising parents that their child missed PE/borrowed kit today as a result of this.
- Children who have borrowed PE kit more than three times within a term must be identified to the school's Family Engagement Leader (FEL).

Resources

All PE resources are stored in the school's PE cupboard. All resources are audited on use and whole stock annually. Only the resources in the PE cupboard/hall are to be used as part of PE lessons and additional resources must be brought to the attention of Headteacher or PE Leader for approval of use within lessons.

- It is everyone's responsibility to ensure the cupboard is kept orderly and safe. This ensures safe practise and that equipment is kept in good condition.
- Staff should teach children how to carry, move and lift equipment safely.
- Any damage, breakage or loss of resources should be reported to the PE Coordinator and/or site manager as soon as possible. Any damage observed to a piece of apparatus which could cause subsequent injury must be isolated from use, and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.
- All apparatus should be checked for safety in accordance to the PE Risk Assessment.

Assessment

End of unit Teacher Assessments will be made each half term. Children will be recorded on the progression grid by specialist staff (Appendix A) to track children that are falling behind or are showing a specific talent in a specific unit. This will help teaching staff to identify needs/talents schoolwide and ensure our curriculum is tailored to our school's needs.

Cross Curricular Links

PE skills should be integral to the pedagogical approaches of 'Active Learning' and therefore should be ever present in everyday teaching and learning. Dance is an excellent platform to build on cross curricular opportunities from music, drama and different literature/genres. When planning dance units, class teachers are expected to liaise with the Wider Curriculum, Music and English Leader. PE should enhance children's knowledge of Science especially with their awareness of their bodies and the changes that happen when they move/exercise. Regular opportunities to deepen the children's PSHE skills must be planned for within lessons by enabling the children to work as a team, take turns and negotiate with their peers, this should mirror the 'current' learning in PSHE.

Healthy Eating

The school recognises that physical activity is just one element of healthy lifestyles and actively promotes healthy eating to help combat child obesity. These messages are shared in clubs, lessons and through cookery sessions with all age groups.

Vulnerable Learners

Once initial skills are understood and applied by pupils they should be constantly supported/challenged as necessary. Careful consideration in the 'barriers to learning' will enable teachers to form a picture as to how a child's life experiences/opportunities hinder their development in this area.

- SEND and EAL pupils: resources and support should be planned for to enable all children to have access to the learning. Suitable aids that are relevant to the child in the 'classroom' context should be reviewed for their suitability and impact when the child is accessing PE. Where necessary a risk assessment should be undertaken.
- Disadvantaged pupils: children have external circumstances that affect their physical development. The school are expected to identify these contributing factors rapidly to ensure every child has the same opportunities to access their learning. This may involve discussing the child's home life with the DSL or FEL.
- In-year admissions and Persistent Absentees: children who have not attended our school previously or have poor attendance are at risk of not being able to access the learning. They may have significant gaps in their skills and knowledge that prevent them from being able to access specific skills/games. All children that are new/returned to school following a period of absence should be carefully monitored to ensure support is implemented without delay. In some cases it may be necessary to undertake a risk assessment.

Extra Curricular Activities

All extra-curricular clubs link to our school's teaching and learning. The skills taught during that term's lessons will be replicated in the clubs on offer. All clubs are available to all pupils (including those with financial barriers) so that talents and interests are nurtured.

Termly inter-school competitions are built into the school's calendar to enable all children to have access to competing within PE. External fixtures arranged locally are carefully planned into the school's events and appropriately staffed to enable pupils to attend.

Sports Day is planned yearly; a broad range of 'athletic' skills are built into the event to give all children the opportunity to showcase their strengths. Competitive spirit is encouraged and an awards ceremony brings the event to a close. Sports Day involves the whole school community.

Health and Safety

- Large PE equipment is inspected for safety on an annual basis by an independent safety expert, and is considered before each use in a PE lesson.
- Any items constituting a danger are taken out of use immediately.
- First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident.
- Inhalers for pupils suffering from asthma are made readily accessible
- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery
- Teachers ensure that no jewellery is worn in lessons and long hair should be tied back. If earrings cannot be taken out, they are taped over.
- If a child has no trainers/plimsoles for outdoor PE they use their shoes if the activities are on the playground.
- Risk assessments are available in the risk assessment and PE file. It is reviewed termly by the PE leaders in the school and shared with the teaching staff across the school.

Roles & Responsibilities

PE Subject Leader

To work alongside senior leadership team to ensure that sports premium is having a full impact on all pupils at Joydens Wood Infant School. To support the specialist coaches in their responsibilities of inclusive PE and the CPD of staff (*see Tollo Academy responsibilities below*). To maintain exemplary standards of organisation and planning for PE throughout the academic year. The PE lead will be responsible for strategic planning of improving/sustaining the quality of PE delivery at Joydens Wood Infant School. A PE Leader must ensure the curriculum is being followed fully and a progression of PE skills is evident throughout each year group within our school. They will also be required to risk assess PE on a termly basis and check the quality/safety of PE resources needed in that term. If new equipment is needed, it's the PE leader's role to audit and order the new equipment and manage the sports premium expenditure effectively. A PE Leader must monitor year group assessments in PE and know who the Gifted & Talented children are in a variety of sporting topics to help enhance their opportunities in that sport. Overall, the role of a PE lead is to do all they can to ensure all pupils are motivated and engaged to learning in PE and will be held accountable for the delivery of a high quality PE curriculum.

Tollo Academy – PE Specialist Coaches

It is the coaches responsibility to enhance the quality of PE teaching through internal training of class teachers and managing the delivery of the PE curriculum in their own lessons. They must implement the scheme of the work that the teachers are being trained in in their own PE lessons, to ensure consistency throughout. They will help in developing and supporting the assessment of children in PE skills and assessing their physical abilities for class teachers to record. Coaches will also be in charge of coordinating and organising tournaments/match fixtures in a variety of PE topics throughout the academic year leading up to sports day. Tollo Academy will also deliver daily extra-curricular sports clubs and daily lunch time positive play activities to encourage all children to remain active and healthy outside of PE lessons.

Class Teachers

Have to ensure that all children participating in PE lessons wear the appropriate PE kit, and if children do not, then the class teachers must make an effort to work in partnership to ensure children have relevant PE kits. They must also ensure that the quality of P.E teaching in their lessons is in line with this P.E policy and that they implement the PE schemes of work and learning from specialist coaches to the best of their ability. Class teachers also have a duty to ensure they remain up-to-date regarding their physical activity subject knowledge. It is the class teachers responsibility to know the abilities of all their children in specific PE topics and support the specialist coaches in the assessments of their children.

Playtime Supervisors and Teaching Assistants

It is their responsibility to reinforce the importance of an active and healthy lifestyle during playtime, lunchtime and outside of school. They must support the children at playtimes/lunchtimes, by providing opportunities to play in fun activities and encourage the children who don't participate to join in any games. During lessons, Teaching assistants are expected to support coaches and class teachers by:

- Working 1:1 with selected pupils to ensure children have the best opportunity to remain engaged in their learning.
- Helping with the reinforcement of techniques for skills being taught in physical lessons.
- Reinforce instructions and tasks to the children within PE lessons.
- Support in the assessment of the children in any given topic or lesson.
- Identify how a child may be challenged in a lesson if asked to lead specific groups.