



# Hadley Wood Primary School Physical Education Policy

<b>Date the policy came into effect</b>	<b>May 2020</b>
<b>Date of the next policy review</b>	<b>May 2022</b>
<b>Name of the person responsible for this policy</b>	<b>Fran Worby</b>
<b>Issued to</b>	<b>Staff, governors and parents</b>
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# Hadley Wood School

## Physical Education Policy



### 1. Curriculum Statement

At Hadley Wood Primary School we believe that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. A broad and balanced physical education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. The selection of suitably differentiated and logically developed tasks, will help pupils, irrespective of their innate ability, enjoy success and be motivated to further develop their individual potential and take part in lifelong physical activity.

Providing a balanced range of individual, paired and group activities, in addition to, co-operative, collaborative and competitive situations aims to cater for the preferences, strengths and needs of every pupil. These activities, experienced within a broad physical education curriculum, aim to promote a broad base of movement knowledge, skills and understanding. They also intend to develop the pupils' ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.

The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem solving. Pupils should be encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness.

### Aims:

1. To develop physical competence to improve their ability in a wide range of physical activities, including competitive sports
2. To develop an increasing ability to select, link and apply skills, tactics and compositional ideas
3. To improve observation skills and the ability to describe and make simple judgements on their own and others' work, and to use their observations and judgements to improve performance.
4. For pupils to be active for sustained periods of time and to understand the positive effects of exercise on the body
5. To develop the ability to work independently and communicate with and respond positively towards others
6. To promote an understanding of safe practice when engaging in physical activities and develop a sense of responsibility towards their own and others' safety and well-being.

### Planning and Delivery of the PE Programme

**All** children are entitled to a progressive and comprehensive Physical Education programme, which embraces the Statutory Orders of the National Curriculum 2014 and Early Years Foundation Stage (EYFS) Guidance, which takes account of individual interests and needs.

The PE curriculum is planned to provide a broad and balanced programme of physical activities. The Local Authority as well as Challenge Sport & Education (Sports Coaching Company) scheme of work is used at Hadley Wood School. We feel that on top of the teaching from Sports Coaches, it is

important for all teachers to teach physical education to develop and maintain their skills and understanding of the subject.

The long, medium and short term plans and other useful PE resources are stored on Office 365 and updated by the PE Co-ordinator when necessary. Teachers will need to identify their risk assessments, differentiated learning tasks and assessment opportunities in note form on their short-term plans. Each lesson should include cardio-vascular warm-up activities and mobility exercises for joints and relevant muscles. The warm up should be closely related to the main activity and all children should be physically active for sustained periods of time in every lesson. A cooling down activity and/or plenary at the end is included in all lessons. In addition each lesson must have a clear learning objective with outcomes stated.

For gymnastics lessons, teachers should plan an appropriate apparatus layout to match the respective learning theme. Group apparatus cards are a useful visual teaching aid. The use of visual aids and IT are strongly encouraged to enhance learning.

Swimming lessons take place at Furzefield Pool, Potters Bar, for Year 5 and 6 pupils, for 15 weeks of the year. They will also receive 1 session on Water Safety and take part in a gala, competing against other schools as part of the Partnership Sports.

At Hadley Wood School, we have the highest expectations of our pupils and believe that they should have the opportunity to learn from each other, as everyone has something unique and interesting to offer. We aim to achieve a positive attitude towards learning and the right culture. Children can learn from observing excellent teaching, learning from mistakes, sharing judgements and making improvements to develop their skills. The teacher will use assessment from the lesson, effective questioning and peer assessment to ensure each child is making progress. Interventions (such as Mini Motors) are put into place for the pupils who need additional support.

### **Assessment**

Formative assessment helps pitch the learning activities to accurately meet the needs of all pupils in the class and the schemes of work should be annotated accordingly. When appropriate, assessment methods are used to capture learning. For example, peer observation and videoing performance can support teachers in ascertaining pupils' knowledge, skills and understanding. Next steps can then be planned to advance the learning of the whole class, groups or individuals, as appropriate to their needs.

Summative assessments are made by the class teacher and the Challenge Sport & Education coaches at the end of each unit of work. Gifted and Talented pupils, emerging groups or those who require extra support will be noted and appropriate interventions put into action if required.

### **Time Allocation for PE**

At Hadley Wood School we aim to provide all of our pupils with **at least** 2 hours of high quality PE, sport and physical activity each week. We will also be working on increasing this to reflect the Department of Health guidelines for daily physical activity. As follows:

The hall is timetabled for one session per class per week and the playground and field (when dry) is used for outdoor PE.

PE is rarely cancelled. The school values regular and frequent lessons to develop children's skills and abilities. In the event of weather conditions making it unsuitable to complete the activity planned, alternative arrangements should be made. These include class based activities around the activity (e.g. evaluating and improving work based on watching video clips from previous weeks, class activities based on knowledge and understanding of fitness and health) or rescheduling the activity

for another day. If the indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning intentions to be achieved.

***On no account is the withdrawal from PE to be used as a sanction.***

### **PE Kit**

All children should have a clearly named PE kit at school every day. Our PE kit consists of:

- A house t-shirt (red, blue, green or yellow) with the Hadley Wood PE logo
- Navy blue shorts – plain navy with no stripes, logos or other colours
- Navy jogger bottoms – plain navy with no stripes, logos or other colours
- Trainers or plimsolls – that fit properly, can be properly tied up and are different to shoes worn in school
- A PE bag – a proper bag of sensible size, clearly named, not a plastic carrier bag.

PE kits should be taken home in the holidays for washing.

Tracksuits may also be worn for outdoor activities in cold weather. Bare feet for gymnastics and dance produces better quality work, but the teacher should assess the condition of the hall floor before asking children to work with bare feet. No jewellery should be worn for PE (children wearing earrings that cannot be removed will be asked to cover them with tape). Long hair should be tied back.

Children who persistently forget their own PE kit should be reminded of the importance of PE and, if necessary, a note should be sent to their parents asking for their co-operation. There will also be spare PE kit in the resources room if necessary.

For Year 5 and 6 children, swimming kit should be brought to school on the day when swimming lessons take place and taken home afterwards. Goggles should be discouraged unless on medical advice. Children with long hair must wear swimming hats.

Children should only miss PE lessons on health grounds, if this is requested by their parents, either by direct contact with the school or in a note to the teacher. Non-participants should be included in the lessons. They can take the role of an evaluator, coach, score keeper etc.

Teachers and support staff involved in the lesson are expected to wear suitable footwear and clothing for teaching PE and be a role model. Teachers must actively participate in the lesson in order to teach the progression of skills required.

### **Inclusion**

Every pupil is included in all elements of the curriculum. All pupils have equality of opportunity in respect of:

- Curriculum
- Extra-curricular involvement
- Use of resources

Learning experiences are differentiated to meet the needs of all pupils. Resources are appropriate for a range of abilities. Decisions on the grouping are made in the best interest of pupils.

Mini Motor interventions take place to support those children with mobility and coordination difficulties. These will be organised and timetables by the Inclusion Manager and delivered by support staff.

Hadley Wood School identifies and develops gifted and talented pupils in PE, providing support to enable them to reach their full potential in their chosen area.

### **Extra-Curricular Activities**

Hadley Wood School offers a wide range of before school, lunchtime and after school 'physical' opportunities. These are open to any pupil in the relevant year group.

There should be a balance between personal activity and self-improvement, and competition. This should include teams, groups and competitions. Additional opportunities in a range of competitive activities will be provided whenever possible through extra-curricular clubs, and through taking part in tournaments and events against other schools.

The school holds an annual sports day for Reception, KS1 and KS2 during the summer term. The school works with the Borough PE team to maximise all opportunities for participation in sport.

### **Storage of PE Equipment**

Most of the games equipment is kept in the PE cupboard in the hall. Gymnastics equipment is stored in the hall itself. It is the responsibility of all staff to ensure that equipment is replaced in the cupboard tidily. Children should not be allowed in the PE cupboard unless closely supervised.

### **Staff Development**

Opportunities should be taken by the PE Co-ordinator, and colleagues where possible, to attend courses in order to keep up to date. They should then give summaries of information to the rest of the staff and draw attention to any new safety guidelines.

The Enfield PE Team organise a full calendar of CPD opportunities in PE and the use of Sports Premium is encouraged to pay for the release of teachers to attend these training sessions.

### **Safe Practice in Physical Education**

The 2012 Safe Practice in Physical Education handbook, issued by the Local Authority (LA), is the guidance document for all matters relating to safety. All teaching and non-teaching staff should be aware of this document and know where it is located in the school.

In PE there will always be an element of risk. This PE handbook aims to help subject leaders and their colleagues reduce risks to acceptable levels. Risk management is an increasingly used term for what is often called 'safe practice'. Teachers will have the opportunity of undertaking INSET in risk management/safe practice in PE.

Risk management is about common sense judgements which show reasonable forethought about what could cause injury to a child and, if necessary, doing something about it. In addition, it involves occasional more formal recorded reviews, (this is the statutory aspect of risk assessment). The employer has a legal duty to carry these out. Formal, recorded risk assessments are most effectively done as a whole staff activity rather than by one person and in situ. They should be reviewed annually to ascertain if they are sufficient or need further additional precautions.

Below are some example risk management activities that take place at Hadley Wood School:

- Regular checks are made on all equipment. The PE Co-ordinator makes frequent visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the Co-ordinator when any items need replacing or repairing. Any items constituting a danger will be taken out of use immediately.
- All large items of PE equipment are inspected annually by an independent safety officer under a contract.

- Children are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- Children are made aware of all safety points when undertaking any PE activity, (e.g. not lifting hockey stick or cricket bats dangerously, not jumping or running in front of others, etc).
- Children understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery.

### **Use of sports premium**

We will use the premium to:

- develop or add to the PE and sport activities that our school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

There are 5 key indicators that we are aiming to see improvement across:

- the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
- the profile of PE and sport is raised across the school as a tool for whole-school improvement
- increased confidence, knowledge and skills of all staff in teaching PE and sport
- broader experience of a range of sports and activities offered to all pupils
- increased participation in competitive sport

### **Other reference documents**

- Positive Behaviour Policy
- SEND Policy
- SMSC Policy
- National Curriculum

Next Review date:

This policy will be reviewed in May 2022