



INTAKE FARM PRIMARY SCHOOL

Physical Education, School Sports, and Physical Activity Policy



PE LEADER LUCY SMOCZYK

Vision Statement

Through Physical Education, School Sport, and Physical Activity, we aim to promote healthy lifestyles, develop a love for physical activity, promote mental health and well-being and develop skills for life.

Physical activity not only improves health, reduce 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, at Intake farm we aim to nurture a love and enjoyment for Physical Activity. We aim to provide a broad and balanced programme of physical education.

Our curriculum aims to ensure that all pupils develop physical literacy and the fundamental knowledge, understanding and skills to enjoy and excel in a wide range of physical activities. Activities are designed to be enjoyable, vigorous, and purposeful. Through providing positive experiences and a wide range of activities and skills we hope to foster a lifelong interest in physical activity. The range of physical activities is wide and includes athletics, dance, games, gymnastics, and swimming.

Through physical activities, education and sport children learn to develop skills for life such as, fair play, respect, teamwork, perseverance, decision making and communication skills.

Physical Education

Takes place in the school curriculum timetable. All Key Stage 1 and Key Stage 2 pupils have a 2-hour weekly PE slot. Physical Education is about developing fundamental skills, learning to move and moving to learn. Through ABC's (Agility, balance, and coordination skills)

School Sport

Takes place as structured learning beyond the curriculum referred to as After School Clubs.

Physical Activity

This is daily physical activity in addition to Curriculum and After School Clubs. We aim for all pupils to achieve the daily 30 minutes of daily activity. This is achieved through active lessons and the whole school skip to be fit challenge.

Intent

- To Meet the School Improvement Plan objectives relating to PE
- To provide 2 hours weekly timetabled Curriculum PE
- For children to understand that PE, School Sport and Physical Activity are an important part of healthy and active lifestyles.
- For children to gain confidence and a love for movement through physical literacy and fundamental skills.
- Plan carefully for progression and continuity in children's learning through identification of clear learning objectives developing knowledge, skills and understanding.
- Ensure that parents and governors are kept informed of the school's policy and provision provided
- Contribute to the spiritual, moral, and social cultural and wellbeing development of each child
- For children to develop personal, social, and thinking skills through health and physical activity.
- For children to enjoy and engage in physical and healthy activities.

The PE and Sports funding is used to enhance the quality of Physical Education, School Sports and Physical activity across the school. We use the Evidencing the Impact of Primary PE and Sports Premium document to report annually on the spending, impact and sustainability.

The Five key indicators we work towards are: -

- The engagement of all pupils in regular physical activity.
The Chief Medical officer guidelines recommend that all children engage in 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 teaching PE and sport
- Broader experience of a range of sports and activities offered to all pupils.
- Increased participation in competitive sport.

At Intake Farm we will

- Aim to ensure every child can swim 25 meters and has basic water skills
- Involve with Mansfield Sports Partnership (MSP)
- Use coaches to enhance teaching and learning (CPD)
- Ensure children wear the correct PE kit for all lessons.
- Ensure all teachers where appropriate kit to teach PE lessons
- Ensure Inclusion for all, by adapting activities, considering children with special needs, though modification such as mini versions of games and practices.
- Report on the funding and impact of The Primary PE and Sports Premium.
- Fulfil the requirements of the National Curriculum by providing a broad and balanced programme for PE (ABC's)
- Provide a curriculum that builds upon individual children's previous experiences and capabilities and guides them towards a life of physical development
- Contribute towards the physical development of each child through enjoyment and participation in physical activities
- Engage children in daily physical exercise and movement.
- Raise awareness and understanding of the importance of health and hygiene though physical activity and the effects physical activity has on the body
- Offer a range of extra curricula sporting activities – After School Clubs
- Provide opportunities for children to take part in intra and inter competitive fixtures
- Celebrate sporting achievements such as competitions and awards both at school and personal achievements out of school
- Promote Mansfield School Games Values
Teamwork, respect, honesty, determination, self-belief, and passion

Teamwork, respect, honesty, determination, self-belief, passion.

We will

Provide opportunities that will enable children to become independent learners through discovery, decision making, problem solving and evaluation
Promote activities that develop children's interpersonal skills through structure partner, small group, team, and class work.
Provide opportunities for children to take part in intra and inter competitive fixtures
Provide opportunities that challenge pupils, both physically and mentally.

Children will

Work cooperatively with others as a leader or member of a group/ team
Play fairly and respond appropriately to success and unsuccessful outcomes
Recognise and adhere to relevant rules for different games or activities.
Have opportunities to make up own games and devise rules
A willingness to watch and evaluate the performance of others

Time allocation

Each class receives two timetabled sessions a week (2 hours a week). In Foundation Stage the children receive one timetabled weekly slot plus daily adult led physical activities.

National Curriculum Outcomes

Foundation Stage children should be taught to:

Move in different ways including, slithering, shuffling, rolling, walking, running, jumping, skipping, sliding, and hopping
Travel with confidence and skill around, under, over and through balancing equipment. Jump off an object and land appropriately
Negotiate space
To throw, catch and kick a ball
Make up dances and experiment with ways of changing them

Key Stage 1 Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform basic dances using simple movement patterns

Key stage 2 children should be taught to:

Continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movements. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

- Use running, jumping, throwing, and catching in isolation and in combination
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, techniques, control, and balance (for example through athletics and gymnastics)
- Perform dances using a range of movement patterns
- Take part in outdoor adventurous activity challenges both individually and within a team
- Compare their best performances with previous ones and demonstrate improvements to achieve their personal best

Implementation

PE curriculum Long Term Plan

Teachers should use the curriculum framework, skills development and long-term plan of activities and sports as a starting point when planning lessons.

Units of work

Units of study are usually taught as a half term block. Reference is made to the PE and Sports progression skills and PE sequential learning document. Swimming lessons are planned and taught by trained instructors who plan targets for each of the ability groups. In school we use Power of PE schemes of work used to support / work alongside the planning and delivery of lessons. Sports Coaches are used to support staff in areas they feel less confident teaching. The teacher and coach work together deliver the sessions and develop plans together.

Individual lessons - Intent, implementation, and impact

All PE lessons should be and show they are.

Planned - recorded

Purposeful - Clear objective

Personalised – differentiation, such as equipment or task

Participation - all children are physically active and involved for most part of the lesson

Practise - Children have time to practise and perfect new skills

Praise- We use positive feedback and encouragement

Progression – Ensure all children have made progress during the session

Basic lesson structure

1. Warm up – 3 to 5 minutes, gentle exercise or stretching
2. Focus – Skills practise
3. Differentiation- challenging all pupils at different levels/ ability
4. Conclusion- transfer of skills learnt to final activity e.g., playing small, sided games or performing a sequence
5. Cool down

Swimming

We aim to provide the best opportunity for all pupils to achieve the 25-meter swimming award and gain basic water safety skills. To achieve this, we provide Year 4 pupils will 40 continuous weeks of swimming lessons (Top up sessions). The swim lessons are delivered by Swim Coaches at the local pool. The class teacher monitors the progress of pupils and swimming distance awards.

Impact

Monitoring

The subject leader and or SLT will observe a sample of lessons each year. Planning is monitored. Annual questionnaires are completed to assess teachers' strengths and areas for development. Informal observations such as learning walks take place. Pupils are interviewed. The PE subject lead reports termly to the Governors.

Assessment

Foundation subjects are tracked on the Curriculum Assessment grids.

End of year reports are used to inform parents of progress made and skills developed. Termly parents' meetings are used to discuss PE progress with parents.

Points to consider are: -

- Pupils record of participation.
- The overall physical skill and ability of the pupil
- 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 dominate, cooperate, or withdraw?
- Is the child motivated and enthusiastic?
- Does the child have any aptitudes or talents?
- What work has the class covered in class?

PE KIT

Foundation Stage 1

Children in Foundation Stage 1 are encouraged to come to school dressed in appropriate sportswear on the PE day. Shoes and socks will be removed for indoor activities.

Foundation Stage 2 Key Stage 1 and 2

In the interest of safety and hygiene children change into the following kit.

Games and Athletics:

Shorts (black), T shirt (white) for indoor lessons

(Track suit bottoms and sweatshirts should only be necessary outside on a cold day)

trainers or plimsolls.

Dance and gymnastics: as for games but bare feet

Swimming: swimming costume (for girls) and swim trunks (for boys). No bikinis or swim shorts.

Outdoor activity appropriate clothing for activity and weather conditions

Jewellery

All jewellery must be removed before PE and stored in the school office. Teachers and Office Staff are not responsible for removing jewellery. All long hair should be tied back and away from the face, using soft head bands or soft hair bobbles.

If a child is unable to remove earrings, then a non-contact/ individual alternative activity will be provided.

Parents and carers are reminded regularly about the PE kit policy through letters, text, and social media.

Risk Assessment

Accidents

For small cuts and grazes and minor bumps the teaching assistant should accompany the children to apply first aid. A record is recorded in the accident book and a letter taken home.

For serious accidents (head injury, serious cuts or suspected fracture) the Teacher or Teaching Assistant should stay with the child and class and send for additional help. After the incident the teacher or teaching assistant must complete an accident report form available from the office. Parents to be informed as soon as possible.

Medical conditions

It is the responsibility of the teacher and Class Teaching Assistant to take note of any medical conditions of individual children in their class such as asthma, diabetes, or epilepsy. Inhalers are kept in the school office. Teaching Assistants are trained in First aid, and some have EpiPens and Diabetes training. More complex medical conditions are recorded and supported by named Teaching Assistants. A list of medical conditions is kept in the school office.

Equipment is checked on a regular basis, any worn, unsafe equipment discarded and replaced if necessary. Children are taught to carry equipment using the correct posture, grip and number of people. Equipment is stored in the large Shed in the playground. Large Gymnastics equipment is kept in the hall. It is the responsibility of the class teacher or Teaching Assistant to ensure equipment is put away and stored neatly and safely. Any breakages or damaged equipment is reported to the PE Lead, SLT or Office Manager.

Off Site Visits

Risk assessments are completed for off site visits.
The Nottinghamshire Evolve forms are completed.
A first aider always accompanies the visit.
A group list is taken, and any medical needs addressed.
Consent from parents is obtained to attend on and off-site events.

Outside providers

Are all DBS (Disclosure and Barring Service) checked and other qualifications checked. They must all sign in and out of school. A member of school staff is also present during sessions with children.

Photographs

Parental consent for any photographs taken at sporting events is obtained before the event.

Clothing

The correct PE clothes, removal of jewellery and long hair tied back is expected by both children and adults as outlined in the PE Kit policy.

Inclusion

Inclusion in Physical Education means all children have access to and are given confidence in all areas regardless of race, gender, and ability. We aim to create an environment in which all children learn to respect and value each other. This can be achieved by

- Mixing groups and teams of gender and ability.
- Structuring lessons so all are fully involved.
- Giving all children the opportunity to share their work.
- Ensure all children wear the same PE Kit for lessons
- Staff to set a good example by wearing appropriate kit
- Modify lessons to meet the needs of those with additional physical needs.
- Provide an enjoyable, positive experience where all children's ideas and abilities are valued
- Giving all children the chance to take part in extra curricula clubs including those with special needs and pupil premium children.
- Achievements are celebrated in assembly

After School Clubs

We provide a variety of sports after school clubs. Outside agencies provide after school sessions for children in 6-week blocks. We have a designated TA who supports Pupil Premium and SEND children with a weekly sport activity club.

Staff Training CPD

Staff members have access to relevant training to support and develop their skills and knowledge. Sports Coaches are used to support the planning and delivery of lessons. Staff meetings and Inset days are used to update staff with changes, developments and initiatives in the PE curriculum, school sports and physical activity. The PE Lead attends termly Mansfield School Games meetings. Mansfield Sports Partnership offer a range of courses which are used to support staff. The Head Teacher and PE Lead attend the annual PE and Sports Conference.