



PE POLICY FOR SHAKESPEARE PRIMARY SCHOOLS

To be reviewed: every 3 years

Adopted by Governors: N/A

Previously Amended and Reviewed: January 2019

To go to: Curriculum Committee

Most recent amendment and review: RC March 2023

Approved by Governors: 7/03/23

This policy reflects the school values and philosophy in relation to the teaching and learning of Physical Education. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the Scheme of Work for P.E. which sets out in detail what pupils in different year groups will be taught.

AUDIENCE

This document is intended for all teaching staff, school governors, parents, inspection teams and LEA Advisers/Inspectors. Copies are provided to all class teachers and can be available to others from the Headteacher.

SUBJECT AIMS

P.E. is a foundation subject within the National Curriculum.

The aims of P.E. are:

1. To help children to learn how to co-operate with and consider each other.
2. To assist with the physical development of children.
3. To improve physical ability, movement and agility.
4. To develop an awareness of space in relation to self and others.
5. To offer a range of activities which prove both challenging and stimulating to every child.
6. To offer learning opportunities which extend every child regardless of their ability.
7. To enable every child to experience a sense of achievement and success.
8. To help children to develop confidence in their own ability.
9. To encourage pupils to take part in physical activities beyond school and lead an active lifestyle.
10. To instil a positive attitude to physical activity, to health and to fitness.
11. To meet the requirements of the National Curriculum Programmes of Study at Key Stages 1 and 2 and the Area of Learning 'Physical Development' at Foundation Stage.

These aims are consistent with our school philosophy and take account of the LEA Curriculum Policy, the National Curriculum Non-Statutory Guidance and the DFES/QCA Curriculum Guidance for the Foundation Stage.

The subject features Programmes of Study which are divided into Key Stages and organised into stages of increasing challenge.

Our pupils will work at the stages appropriate to their ability. It is expected that most children will achieve end of Key Stage 1 descriptions by the end of Year 2 and Key Stage 2 by the end of Year 6.

In learning P.E., children will have the opportunity to take part in a number of sporting activities and to compete individually and as part of a team against other schools. Through this, children can be guided to the awareness of key skills, tactics, speed, balance, compositional ideas, understanding of fitness and health and evaluating performances and ideas.

CURRICULUM AND SCHOOL ORGANISATION

In order to achieve these aims the subject has been arranged into blocks covering specific elements of P.E. i.e.

- a) Gymnastics
- b) Athletics
- c) Invasion Games
- d) Outdoor and Adventure Activities
- e) Team Games
- f) Dance
- g) Basic Fundamentals
- h) Yoga and Mental Wellbeing
- i) Net and Wall
- j) Swimming

Integration with other subjects will occur, as the teacher deems appropriate.

Within the Scheme of Work, learning activities are sequenced to ensure progression and taught through direct teaching and providing pupils with real experience. The Scheme of Work is based on the Lancashire Primary P.E. Passport (2023). The subject is enhanced by extra curricular activities such as Football, Cricket, Tennis, Netball, Athletics, Rounders, Dance and Drama, Multi-skills, Hockey and Wake & Shake.

In Shakespeare Primary, P.E. has a co-ordinator who is currently Mr Clarke.

The Scheme of Work is allocated to year groups and timetabled on a weekly basis. P.E. teaching is planned so that within a week 2 hours of teaching time is allocated for every child.

PLANNING

Planning is used to.

- i. set clear, achievable goals.
- ii. ensure work is matched to pupils' abilities, experience and interests;
- iii. ensure progression, continuity and concept coverage throughout the school; and
- iv. provide criteria for evaluation of teaching and learning.

Curriculum planning is half termly and weekly and follows the proposed plan set out in the Scheme of Work. The format used in the Scheme of Work is based on the Primary P.E. Passport. Planning is the responsibility of groups of teachers in classes of the same age. Plans are available to the Headteacher, co-ordinator and all teachers on the network. Teachers are using CPD training from dance, gymnastic and Fleetwood Town Community Trust specialists to inform planning.

CLASS ORGANISATION AND TEACHING STYLE

Within classes pupils are taught in groups or as a class according to the learning task.

P.E., and the age and ability of our pupils, requires the use of various resources, which are listed in the Scheme of Work *and the use of specialist coaches when available.*

Currently, a number of outside coaches work alongside teachers in order to help in the development of teachers' CPD. These include Fleetwood Town Community Trust (various activities and afterschool clubs), Amy Pedder (ballroom dancing) and Jade (gymnastics).

ASSESSMENT

Assessment is used to:

- i. provide diagnostic information about individuals/groups
- ii. plan future teaching and learning
- iii. provide summative information for teachers
- iv. provide information for parents

Assessment techniques used include:

- i. teacher assessment of pupils' performance on tasks
- ii. teachers' observation of pupils when working
- iii. teacher - pupil discussion and teacher questioning.

Pupil assessments are carried out throughout EYFS, KS1 and KS2 and are the responsibility of the class teacher. In Foundation Stage the assessment forms part of the Foundation Stage profile.

REPORTING

Reporting to parents is intended to give a clear and helpful picture of pupils' progress.

Parents of pupils in FS, KS1 and KS2 receive a written report each year in July. This report complies with statutory requirements and provides parents with information regarding academic achievement in each subject,

progress in school and other skills and abilities. The reports are completed by class teachers and signed by the Headteacher.

Parents are invited to attend Parents' Evenings in October and February of each year to discuss their child's progress, and formally or informally at any mutually convenient time by arrangement with the Headteacher or the teacher concerned.

CO-ORDINATOR ROLE

The role of the P.E. co-ordinator is described in the relevant job description in the Staff Policy Folder.

In planning, the co-ordinator should review and contribute to teacher planning where appropriate, prepare a policy and Scheme of Work and develop this with the staff.

The co-ordinator will assist staff by planning/leading INSET activities, providing consultancy/advice, specifying and ordering all resources, co-ordinating staff requests for resources and monitoring and maintaining the condition and availability of resources.

The co-ordinator's responsibility for monitoring and evaluating includes consulting with teachers, analysing pupils' access to P.E. and leading curriculum review meetings.

The co-ordinator's professional development will include personal reading and access to external INSET/Advisory Teachers.

INSET PROVISION

Needs are identified through Performance Management, curriculum review/evaluation, inspection/external advice and school development planning. They are recorded and prioritised by the staff development planning team. Individual needs are considered as part of the Staff Development Policy.

Staff/school needs are considered and planned for by the staff development co-ordinator and SDP processes. Potential providers include own school staff, LEA Advisory Teachers or external INSET. The effectiveness of INSET on the teaching and learning will be reviewed by the staff development co-ordinator.

EQUAL OPPORTUNITIES

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, including gifted pupils, ethnicity and social circumstances have access to the curriculum and make the greatest progress possible.

Monitoring of the policy in operation is the responsibility of all teachers, the PE co-ordinator and the Headteacher.

SPECIAL EDUCATION NEEDS

All pupils should have access to a broad, balanced curriculum which includes P.E.; and should make the greatest progress possible.

Provision for pupils with SEN in P.E. is the responsibility of the class teacher, curriculum co-ordinator and the SEN co-ordinator. Advice on teaching pupils with SEN can be found in the scheme of work.

The effectiveness of the policy and arrangements for SEN pupils in P.E. will be reviewed by the class teacher and SEN co-ordinator.

Talented KS2 children have opportunities for extension through competing in school teams.

Inclusion

More than 50% of the school will actively take part in sport for at least one term.

EXTRA-CURRICULAR CLUBS

Pupils who wish to represent the school in sports teams are able to trial for various clubs and positions. These include but are not limited to: football, swimming, netball, athletics, rounders, tennis, cricket.

Clubs are available which can provide opportunities for SEN children and other children who do not typically like sports, to engage in physical activities. These clubs are made available to children from Years 1-6.

Roy Clarke currently organises and assists in the running of several clubs which run over the academic year (alongside his own afterschool clubs) that are provided to children in all year groups. These clubs are carried out with Fleetwood Town Community Trust as well as other outside agencies. (Ballroom – Amy Pedder / Gymnastics with Jade). All administration relating to these clubs is carried out by Mr Clarke.

Clubs involving sports are available to children throughout KS1 and KS2 and are available to all pupils in the key stage.

HEALTH AND SAFETY

Teachers delivering physical education need to:

- Understand their obligations relating to their duty of care
- Be suitable experienced and competent to teach the physical activity being offered
- Use regular and approved practice
- Be aware of any child/pupil at risk
- Ensure acceptable pupil behaviour at all times

Procedures should involve:

- Safety rules and regulations clearly understood by both pupils and staff
- All accidents and near misses comprehensively logged and reported to the appropriate body where required
- Communicate with parents about school policies and practice

We recognise that participation in PE and Physical Activities contains an element of risk. Staff are responsible for ensuring that they are familiar with Risk Assessments and safe practice to reduce the element of risk to the absolute minimum within their control.

- Staff are aware of pupils who have SEN with regards to physical activity and make special provision for needs where appropriate e.g. physical disability, asthma
- Staff know about the safe practices involved in moving and using apparatus
- Pupils wear appropriate clothing, remove jewellery and tie back long hair. Please see earrings policy in our school uniform section on our website for further details. Each child will have a PE kit comprising of shorts and a t-shirt and pumps and does not discriminate based on gender, race, disability, sexual orientation or belief. A winter kit can be used in cold conditions comprising of grey and/or black jogging pants and a hoodie. Pupils may be asked to remove shoes when participating in indoor activities such as gymnastics and dance
- Correct use of equipment is taught along with any potential hazards, including completing a risk assessment for each area/ space that PE and school sport takes place in
- Equipment and apparatus are stored safely at the end of each lesson.
- Pupils are taught to consider their own safety and that of others at all times.
- School shoes are not permitted to be worn for PE

P.E. Uniform

Staff teaching or attending PE should wear the PE kit provided by School and also consider their own and their pupils' safety with regard to their own additional personal clothing, footwear and jewellery when involved in the teaching of any sporting activity.

Indoor P.E. - Children will wear the yellow t shirt, green shorts and pumps for all indoor P.E. lessons. Pumps must be worn for all gymnastics and dance activities. In the event of no pumps being in school the children must complete all indoor P.E. sessions in barefoot.

Outdoor P.E. - Children will wear yellow t shirt, green shorts and appropriate footwear (pumps or trainers).

A winter kit can be used in cold conditions comprising of grey and/or black jogging pants and a hoodie. This kit must keep the children warm.

Risk Assessments

Any leader/ class teacher taking children out of school for a sports competition or inclusion event are responsible for ensuring a risk assessment has been completed by the venue or if unavailable, for completing a general risk assessment of the venue and its facilities. This includes checks on sporting equipment.

We undertake an annual Risk Assessment of the school premises and areas where PE is taught and equipment including PE equipment (PE Lead) as necessary. Risk Assessments are in place for all school sporting trips, along with the requirement to record and submit all intended visits on the Evolve School Visits system. All School sporting trips and visits must have first been submitted to the EVC and Head Teacher for approval before a visit can go ahead.

CROSS CURRICULAR THEMES

All teachers are encouraged to include links to physical activities (not just sports, but any form of physical activity – eg: dance, walking, etc) in all subject areas. Opportunities to include any form of physical activity into lessons should be recorded in teachers' planning. See relevant policy document for further information.

CROSS PHASE/SCHOOL TRANSFER

Teachers will have opportunities to liaise with colleagues from the other transfer school. Meetings will be as required and the purpose of the meetings will be to transfer details of individual pupil's progress and needs and to facilitate curriculum development and continuity.

EVALUATION

Evaluation is carried out to enhance teaching and learning and is the responsibility of class teachers. Evaluation will focus on/include:

- i. content, in conjunction with the National Curriculum
- ii. pupils' progress and factors influencing progress through teaching, resources and teaching methods
- iii. organisation and teaching methods
- iv. effectiveness of INSET

Evaluation methods will include:

- i. assessing pupils' work and achievements;
- ii. reviewing coverage of Programmes of Study;
- iii. analysis of teacher planning;
- iv. staff discussion;
- v. external inspection/advice

and will be conducted when deemed appropriate by the class teacher.

Mr Clarke also aims to achieve the platinum (5x gold) school games mark.