



Winterton Junior School Physical Education and School Sport Policy

1. Aims for the teaching of Physical Education and School Sport

At Winterton Junior School, we believe that Physical Education and sport have a vital role to play in the physical, social, emotional and intellectual development of children. Physical Education and sport are important in giving children the knowledge, understanding and the tools to make informed choices about healthy living and have a positive impact on their own health and well-being.

The physical education curriculum at Winterton Junior School, aims to provide for pupils' increasing self-confidence through an ability to manage themselves successfully in a variety of situations. Children have the opportunity to take part in a wide range of sports and physical activities, carried out in a safe and supportive environment, where effort and hard-work, as well as success, is celebrated and enjoyment and working together is promoted.

2. Objectives for the Teaching of Physical Education

- To provide a curriculum that satisfies the requirements of the National Curriculum.
- To provide up to two hours of high quality physical activity per week for all pupils.
- To provide an environment in which pupils enjoy and are committed to PE and sport.
- To ensure pupils understand that physical activity is an important part of a healthy lifestyle, including social and emotional well-being; both in and out of school now and in the future.
- To provide all pupils, irrespective of ability, opportunities to experience and succeed in positive, enjoyable and stimulating PE and sport.
- To provide opportunities, within the school (intra) and between schools (inter), for pupils to participate in a range of competitive, creative and challenge-type activities, as individuals and as part of a team.
- To develop competence in the fundamental movement skills and control in gross and fine motor skills.
- To develop stamina, suppleness, strength and agility and the determination and resilience to keep going.
- In lessons, to establish clear learning objectives and success criteria, opportunities for pupils to demonstrate their knowledge, understanding and competence, challenges to enable pupils to select and use skills with regards to tactics and composition and other opportunities for pupils to communicate, solve problems and make decisions.
- To provide meaningful links to other areas of the curriculum.
- To provide an out of school hours' programme of activities which enables pupils to extend and enrich curriculum provision.

3. Teaching and Learning Styles

In all PE lessons, teachers use a variety of teaching and learning styles to address personalisation of learning and provide the opportunity for all pupils to reach their potential. *For example, the use of practical demonstration, diagrams, visual descriptions, etc.* The principal aim is to develop pupils' knowledge, skills and understanding and this is achieved through a mixture of whole-class teaching and individual/group activities.

Assessment for Learning (AfL) is achieved by teachers making reference to good examples of individual performance as models for the other children to observe and comment upon. The use of technology further supports this, including the use of video and digital cameras. Pupils learn how to evaluate their own work as well as the work of other children. Within lessons pupils are given the opportunity to collaborate with each other, and to use a wide range of resources, including large and small apparatus, various types of equipment, music, video footage, photographic images and other visual stimuli.

In all classes pupils have differing needs, that in PE, not only reflects the various levels of learning but also includes the physical and development differences also, size and maturation. Whilst recognising this fact, suitable learning opportunities are provided for all pupils by matching the challenge of the task to the ability and maturation of the child. This is achieved through the implementation of the **STEP** Process;

- **Space** – *e.g. changing the size/shape of the space or adding safe zones to make the task easier or harder,*
- **Task** – *e.g. grouping children by ability, each with a different tasks or outcome,*
- **Equipment** – *e.g. providing different levels of challenge through the use of different resources, large/small/hard/soft bats or balls etc,*
- **People** – *e.g. changing the number of players in a game/activity to make easier or harder, (3 v 1 or 5 v 1)*

Additionally, other strategies could include the setting of common tasks that are open-ended that can have a variety of outcomes, e.g. timed events, such as an 80m sprint.

4. The Role of the Co-ordinator

❖ Development of Physical Education

- To develop and implement the subject policy and revise as necessary,
- To monitor and evaluate long, medium and short-term planning,
- To be aware of initiatives and to act as liaison with school.

❖ Teaching and Learning

- To ensure effective teaching of Physical Education and evaluate the quality of teaching through lesson observation.

❖ Staff Development

- To provide support for staff needs as appropriate,
- To keep staff informed of developments concerning the subject,
- Try to sustain motivation of staff and secure improvements in teaching through lesson observation.

❖ Resources

- To ensure efficient and effective use of Support Staff,
- To identify appropriate resources for the teaching of PE and advise SLT of any major requirements,
- To monitor the use of resources,
- To keep staff resources including books and videos centrally.

5. PE Curriculum Planning

PE is a foundation subject in the National Curriculum. The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject co-ordinator works this out in conjunction with teaching colleagues in each year group.

The medium-term plans are adopted from the national scheme and give details of each unit of work for each term. These plans define what is taught to ensure an appropriate balance and distribution of work across each term. The subject co-ordinator keeps and reviews these plans.

Class teachers use a daily plan for each PE lesson from the scheme of work. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught.

Activities are planned to build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

Long, medium and short-term planning embraces the National Curriculum and uses the North Lincolnshire Sports Network scheme of work. These plans can be found on the staff shared drive and on the bookshelf in the PPA room. The planning and delivery of each unit of work ensures all pupils have the opportunity to:

- acquire and develop new skills
- select and apply appropriate skills, tactics and compositional ideas
- evaluate their own and others' performance in order to improve
- gain knowledge and understanding of how PE and sport contributes to staying physically, mentally and emotionally healthy
- experience a range of roles, such as leader, umpire, coach etc.

The three stages of planning include the following aspects:

❖ Long Term

- To show continuity and balance of coverage throughout the Key Stage,
- To ensure progression through year groups,
- Matrix covering the time allocated for each activity area and when it is taught through the year.

❖ Medium Term

- To provide information of the termly Schemes of Work,
- To ensure continuity through year group,
- Covers Health and Safety.

❖ Short Term

- Responsibility of individual teachers,
- Use of T.A.s where appropriate is stated,
- Showing learning objectives, activities planned, differentiation and assessments,
- Planning for progression.

6. Organisation and Management

Every pupil has access to 2 hours of curriculum PE per week. All classes are taught as mixed groups, with support from TAs working alongside class teachers.

The content of the P.E provided is supported through the use of the North Lincolnshire Sports Network scheme of work. Individual teachers ensure that activities are **appropriately differentiated** to allow pupils to achieve their potential, using the STEP process as described within this policy.

Invasion games, including the **principles of attacking and defending** are taught in the Autumn and Spring Term as well as indoor athletics.

Athletics, striking/fielding and net/wall games are taught in the Summer Term.

Individual class teachers teach Dance and Gymnastics Activities in the school hall during the Autumn/Spring term.

Swimming is delivered by the local authority through purchase of the Swimming SLA. Year 4 pupils take part in an eight-week programme in the Autumn Term at a council owned leisure facility. Pupils also receive a one-off Water Safety session.

Year 6 pupils have the opportunity to take part in a Residential Visit at a Licensed Outdoor Pursuit Centre, Robinwood, located in Todmoden Lancashire. The Centre provides highly qualified members of staff and resources to provide the opportunity for pupils to take part in adventurous activities.

Non-Participation - In the event of a child not being able to participate in a PE lesson, a record is kept by the teacher and the note from the parent, if there is one, explaining the situation. If this is a regular occurrence, the teacher will set up a meeting with the parent to negotiate a way forward. The teacher will also find an alternative role for the pupil such as team manager, score counter, equipment manager, recording supervisor or lesson report writer.

7. Resources

The hall has good use of fixed and moveable gymnastics equipment. Gymnastics equipment receives annual safety checks by an outside agent. When using the gymnastic apparatus, both fixed and portable, **pupils** take responsibility for the setting up at the beginning of the lesson and putting away at the end of the lesson. Apparatus is **never** set up by one class and left for the next class to use and then put away by a different group. Pupils are taught **how** to safely handle and use the apparatus, following a consistent methodology that is used throughout the school.

The ceiling mounted projector provides the opportunity for the use of IT in PE lessons, for example, a Powerpoint presentation displaying gymnastics movements to facilitate the teaching of high quality lessons. For dance activities there is a laptop and speaker system.

An annual audit of PE resources is undertaken by the PE Subject Leader, checking availability, condition and appropriateness. Action is taken where necessary. Staff and pupils are encouraged to look after resources by using the equipment correctly. Teaching staff are solely responsible for the return and storage of resources in the right place and tidily.

The games equipment is kept in two stores, one located in the hall with indoor equipment and a store located in the main playground for outdoor based activities. This store is locked and the key is kept in the Reception area of the school. These are checked by the subject leader.

8. PE Clothing

The children have a PE uniform as detailed in the school prospectus. If a pupil repeatedly forgets his or her PE kit, a letter is sent home by the class teacher. The school has sets of spare PE clothes to enable those who do forget their kit access to the lessons.

Gymnastics and dance are performed in bare feet. If a pupil has an injury to a foot, a letter should be sent in by a parent or carer to request permission to wear plimsolls. These light weight shoes are preferred to trainers for these units, especially when partaking in partner or group work.

Pupils may be asked to wear footwear if the hall floor becomes unsafe for bare feet and if games has to be moved indoors due to inclement weather. In this case, trainers would be permitted.

9. Health and Safety

First Aid boxes are taken out for each games lesson. T.A.s trained in Emergency First Aid are either deployed as assistants on the field or accessible in the school should assistance be required.

For safeguarding reasons, lessons on the school field requires the gate to be locked at all times. In the event of this key being lost, there is a second set of keys in the school's key safe.

In the event of a serious incident or accident, a staff member's class radio is used to contact the school office. If necessary, a staff member's personal mobile phone can be used to call for an ambulance.

Pupils are taught how to handle apparatus safely which follows a common procedure. Apparatus is always checked by the teacher before children are allowed on it.

The school has a no jewellery policy for PE, requiring that pupils remove any jewellery, including body piercings, and watches and that long hair is tied back prior to the start of any physical education lessons. If personal effects cannot be removed, the teacher takes action to try to make the situation safe. In some situations, this may require adapting the activity in some way or taping over the item. This may offer some protection if the pupil is working in their own space and the teacher continually monitors the situation, but it is not acceptable when swimming, where water can dislodge the tape.

Teachers and children are expected to dress appropriately and safely, (including footwear), to either teach or take part in physical education.

Where weather renders an outdoor lesson non-viable, every effort is made to move the lesson into the hall. The lesson may be adapted or suitable indoor games played instead.

Risk assessments exist for the school environment and attending swimming, and a risk assessment is completed by the PE Subject Leader for pupils attending an off-site sporting event. However, individual teachers are responsible for making sure that they are appropriate to cover the specific activities that are being provided to their own classes.

10. Assessment

Individual teachers take responsibility for monitoring and recording attainment in gymnastics dance and games.

Assessment includes the following aspects:

- Summative assessment, *ie ability and attainment in Physical Education*, is recorded and reported on in the end of year reports.
- Formative assessment, *ie on going assessment*, is identified in short term planning.
- Informal assessment takes place during observations and through discussions with pupils and includes a range of teacher and peer-assessment opportunities.

11. Differentiation/SEN

Teachers in their planning ensure that all pupils are able to participate as fully and as effectively as possible within the framework of the National Curriculum. Teachers ensure that pupils with disabilities are given activities that are suited to their needs without destroying the integrity of the activity.

In order to achieve differentiation teachers:

- Set suitable learning challenges.
- Respond to pupil's diverse learning needs.
- Use T.A.s effectively either on a one-to-one basis or within a small group.

12. Out of School Hours Learning

Sports and physical activity clubs run on a weekly basis where children are provided with the opportunity to take part in a variety of activities. From these clubs, sports teams are selected to represent the school in competitions and tournaments.

The school supports the North Lincolnshire Schools Sports Association and takes part in many of the competitions and leagues that they organise.

Contribution of PE to teaching in other curriculum areas

English

PE contributes to the teaching of English by encouraging children to describe what they have done and to discuss how they might improve their performance.

Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthier eating, and how to make informed choices about these things.

Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of the pupils through the way they are expected to work with each other in lessons. Groupings allow children to work together and the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

Maths

PE contributes to the teaching of maths through the reinforcement of number sequences in activities, *for example; keeping the score*. The pupils are also encouraged to develop their directional and time skills by the use of specific given instructions. PE develops problem solving.

13. The Sports Premium

The Sports Premium is used to support all of Winterton Junior School's PE and Sport objectives and its vision. The premium helps to promote sustainable outcomes: high quality PE lessons and extra-curricular opportunities which enable all pupils to want to regularly participate in physical activity and even excel, both now and in the future. The expenditure is posted annually on the school's website, a report is also made annually to the school's Governors and its impact is measured as described above.

PE Policy Written by: Mr Scott Gourlay October 2017

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