

## **BEECROFT PRIMARY SCHOOL PE POLICY**

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NAME OF SCHOOL: Beecroft Primary School

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PERSON RESPONSIBLE FOR DRAFTING: Mr Campbell

PEOPLE CONSULTED: Miss June Turner - Head Teacher, Governors, Health and Wellbeing Team

This school is committed to safeguarding and promoting the wellbeing of children and young people and expects all staff and volunteers to share this commitment.

This policy has due regard to the following ethos:

At Beecroft Primary School we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, faith, sexuality or disability. The school will provide an inclusive curriculum, which will meet the needs of all its pupils including those with disabilities, special educational needs, from all cultural backgrounds and faiths and pupils with English as an additional language.

### **RATIONALE AND ETHOS**

This policy was created in September 2014 with regard to the new National Curriculum and in consultation with staff, parents, governors and the Health and Emotional Wellbeing team. It recognises how Physical Education (PE) is an integral part of the process of education and plays an important role in the total development of each pupil. PE, along with sport and physical activity, can bring about whole school improvement through impacting on attendance, behaviour and pupil attainment.

Beecroft Primary School believes that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. The Physical Education curriculum aims to provide for pupils' increasing self-confidence through an ability to manage themselves successfully in a variety of situations. A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil's needs and abilities. The scheme of work is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavor to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils. The scheme aims to promote an understanding of the many benefits of exercise, through a balanced range of relevant activities. Physical education is considered as a vehicle to facilitate access to cross-curricular themes, skills and dimensions, rather than a subject concerned exclusively with the acquisition of motor skills and techniques.

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### **SCHOOL VISION FOR PE**

PE, physical activity and school sport all have a high profile at Beecroft Primary School and we strongly believe that they contribute to the holistic development of young people. Our high quality PE curriculum inspires all pupils to succeed and excel in both competitive sport and

other physically demanding activities. It is through these opportunities that pupils become physically confident, they learn that physical activity is 'fun' and important to lead a healthy lifestyle as well as having a lifelong commitment to being active and healthy. Our children compete in many competitions, both inter and intra school which build character and embed key values such as teamwork, fairness and respect for themselves as well as others. We recognise that PE, physical activity and school sport make an active contribution towards many aspects of pupils' social, moral, spiritual and cultural development.

## **SPORT PREMIUM FUNDING**

In September 2013 the Government provided 'Sport Premium funding' to specifically target improvements within PE and sport in schools. At Beecroft Primary School we decided to build upon our good practice and so we have prioritised our funding, using the Youth Sports Trust audit toolkit, to ensure that our children are receiving high quality PE both during lessons and also in a wide range of physical activity e.g. after school clubs and competitions. Our professional development of staff is systematically planned and tailored to the individual needs of teachers. We have bought into a new partnership with PE partner to provide high quality PE across the school; lessons are delivered by qualified coaches using the new National Curriculum and provides class teachers training as they observe the delivery. Another aim was to increase pupils' participation in sports competitions, festivals and extra-curricular sports clubs including those at lunchtime,

We audit club registers through our PE participation records to become aware of children who, for whatever reason, are not participating in the physical activities we are offering and then we target these specific pupils by inviting them to lunchtime clubs. We work closely with Active Schools providing numerous sporting opportunities.

We built upon our already successful annual 'Sports week' by developing an Emotional Health and Wellbeing Day each half term. This includes a wider range of physical activities and learning opportunities for all pupils. Some money was spent on up-dating resources and enhancing after school club equipment. All details of precisely how the money has spent and what the school's priorities are for the coming year can be found on our school website along with the impact it has had so far on our children.

## **AIMS OF PE**

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.

At Beecroft our aims are to:

- Provide learning situations in which all pupils will be able to develop their physical ability to the full
- Acquire and develop skills, performing with increasing physical competence and confidence in a range of physical activities and contexts
- Provide stimulating and challenging opportunities that help to promote physical development such as cardio-vascular health, flexibility, muscular strength and endurance
- Introduce a wide range of sports to all of our pupils.
- Enable pupils to understand the importance of Physical Education in respect of a healthy

lifestyle and that it sports require commitment from the individual e.g. children must attend clubs and work hard in class to be picked for the football team.

- Develop positive attitudes towards participation in physical activity
- Provide a safe learning environment for physical activity and an understanding of the need for safety
- Provide pupils with opportunities to become aware and conform to the principles of fair play, demonstrating a good sporting behaviour
- Enable pupils to actively participate in a wide range of activities with confidence, developing self-esteem through achievement
- Promote equal opportunities for all and value the contribution of other irrespective of gender, ability, social/cultural background
- To develop links between Physical Education and other aspects of the curriculum
- Solve problems and find alternative solutions to physical challenges on their own and with others
- Learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking
- Develop their ideas in a creative way
- Set targets for themselves and compete against others, individually and as members of a team
- Understand how (and be able) to persevere, succeed and acknowledge others' success
- Take initiative, lead activity and focus on improving aspects of their own performance
- Discover their own aptitudes and preferences for different activities
- Make informed decisions about the importance (and value) of exercise in their lives
- Be given a firm foundation for life-long participation in sporting activity

## **OUTCOMES**

Intended outcomes that we deem to be desirable from the PE include:

- Skill acquisition Skill application Movement appreciation
- Movement observation memory Knowledge Understanding
- Health/fitness principle Awareness of safety
- Competition Rules how to officiate Leadership
- Challenges Enjoyment Creativity
- Problem solving Self-control Tolerance
- Respect Honesty Self- esteem
- Responsibility Sense of achievement/well being
- Communication skills Language terminology
- Recreation in society

## **ENTITLEMENT AND PROGRESSION**

In the **Foundation Stage** the prime areas of learning are:

- communication and language
- physical development
- personal, social and emotional development
- The specific areas of learning are:
  - literacy
  - mathematics
  - understanding the world
  - expressive arts and design

Reception Class has a structured PE lesson every week which focuses on the fundamental movement skills along with many opportunities for **physical development** using the outdoor learning area where children have free flow access all day. Teaching is often done through play, where the child learns about subjects and other people through games.

In **Key Stage 1** pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements such as running, jumping, throwing, 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 dances using simple movement patterns

In **Key Stage 2** pupils should continue to implement 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 movement. They should enjoy communicating, collaborating and competing with each other. They should develop and understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, catching and throwing in isolation and in combination
- Play competitive games, modified, where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders, tennis and apply basic principles suitable for attacking and defending

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- Develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best

Teachers have a PE curriculum map that has been written by the PE co-ordinator and it shows how the teaching units are distributed across the key stages to ensure coverage of the National Curriculum. It references schemes of work and school resources to ensure that high quality PE is taking place in school and that there is spiralling progression across the fundamental movement skills.

Each class has a PE folder with all of this information, risk assessments and resources in.

## **SWIMMING AND WATER SAFETY**

All children must have access to swimming instruction in either key stage 2. In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively such as front crawl, backstroke and breast stroke
- Perform safe self-rescue in different water based situations

Swimming takes place for all Year 3 pupils and now for all of Year 4 pupils. Children who are unable to swim at least 25 metres at the end of Year 4 will continue to go swimming in Year 6 until they are able to meet the NC requirements.

## **SAFE PRACTICE**

In all areas of PE safety guidelines should be strictly adhered to in order to promote safe practice and fulfil the safety requirements of the National Curriculum. We follow the safety guidelines 'Safe Practice in PE and School Sport' guidance provided by the Association for Physical Education. A copy of the document is kept by the PE Subject Leader and can be found with the PE resources in the staff workroom. Health and safety is an integral part of pupils' learning in PE and they are taught to recognise and take some level of responsibility for their own safety. They are taught to recognize and be aware of hazards that are present from an early age. Please see our 'apparatus handling policy'.

When changing for PE, KS1 and lower KS2 pupils will change together in their classrooms where as upper KS2 pupils will change in separate areas. Staff are present during changing times to ensure children are safe at all times. In the interest of health and safety appropriate kit should be worn for PE activities.

Acceptable kit is that which presents no risk of injury to the wearer or other children and details of our policy are outlined below:

### **INDOOR CLOTHING**

It is important that pupils are dressed in the appropriate attire at all times during their PE lessons.

For Reception, KS1 + KS2 the indoor kit is very simple and worn without exception from reception, all the way through to Y6.

Girls and boys: plain white T-shirt, black shorts and black pumps. If children are wearing any jewellery it must be removed prior to the lesson and long hair should be tied back. Pumps are to worn for indoor PE lessons but are removed once in the hall during dance and gymnastics lessons.

### **OUTDOOR CLOTHING**

It is necessary for children from Year 3 upwards to bring outdoor kit for PE lessons. Sufficient, suitable clothing must be brought into school that is warm and comfortable in a games lesson. e.g.tracksuit, training shoes which are appropriate for the season. Jewellery should be removed before the lesson and long hair should be tied back.

As PE is one of the compulsory subjects of the National Curriculum, children may only be excused from these lessons in case of illness or injury. Parents should contact school to let us know, when this is the case. Children missing PE must be given work to do and cover arranged in another class with a staff member to supervise.

If pupils forget their PE kit, they should be encouraged to borrow spare PE kit in the first instance. The school invests money each year on new spare PE kit for both key stages which are stored in the PE cupboard. It may be washed on site if given to Mrs Jackson.

Further instances may involve teachers contacting parents but this should be done at the teacher's discretion.

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### **STAFF DRESS**

Staff should also wear appropriate clothing when teaching PE. Staff should act as a role model for children in PE lessons. It is therefore expected that teachers change for P.E, or come to school dressed appropriately, for the safe delivery of a PE lesson. This should include suitable footwear, hair tied back and if possible jewellery should be removed to set a good example.

### **ACCIDENT PROCEDURE**

For school based activities staff should follow the guidelines in the Health and Safety Policy.

For offsite activities, staff must familiarise themselves with the individual facility procedures. Risk assessments must be in place for any off site visits and be put through the website Evolve. For swimming sessions, all staff should familiarise themselves with pool procedures, e.g. the fire and drown alarm. They must know the location of rescue and survival equipment and have the ability to use emergency drill. There should be frequent practices involving the children.

As a school we ensure the safety of all pupils and staff through the following codes of practice:

- O Safe storage of all equipment – all equipment to be stored safely and tidily in the PE stock cupboard in its appropriate place after use, so easy access and availability are ready for the next group. For safety reasons children must not have access to the PE stock cupboard and staff ONLY are to have access to the equipment.

- O Annual safety equipment check by a recognised maintenance contractor which at present is carried out by Sport Safe UK and who inspect all PE equipment.

- O Equipment is to be checked at the beginning and end of use. All unsafe, damaged or lost equipment to be reported to the PE Subject Leader/ Head Teacher.

- O John Liversedge is our named person who is responsible for Health and Safety.

- O Bev Hoyle, Nadia Dad, Lyn Hargreave and Emma Stuart are our named First Aiders within school.

- O A knowledge of the environment in which learning is taking place - check areas for hazards before any activity takes place.

- O Risk assessments are carried out by the PE Subject Leader for each area of PE. All class teachers have copies of these in their red PE folders.

- O Pupils should be taught to manage and use apparatus safely and effectively whenever opportunities arise.

## **EQUAL OPPORTUNITIES AND INCLUSION**

Working towards equal opportunities requires that teachers should treat all children as individuals with their own abilities, difficulties and attitudes, as stated in the school inclusion policy. Children will have their own individual gifts to contribute, which can be used to enrich the experience of others. The overriding aim should always be to create an environment in which, from the earliest age, children and their teachers learn to respect each other. The PE curriculum should enable all children to benefit. There will be no barriers to access or opportunity based on race, sex, religion, ethnic group, culture or ability. Consideration will be given to those with special educational needs, whether they have disabilities or a particular talent. The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials evident on teacher's planning.

## **FACILITIES, EQUIPMENT AND RESOURCES**

The school has a hall for use in PE lessons however the hall is used at lunchtime for dinners. There are two playgrounds - a lower and upper. There is also a shared field with Sacred Heart. Children swim at the Kirkstall Leisure Centre until they are able to meet the National Curriculum swimming requirements.

The PE-coordinator is responsible for purchasing and maintaining equipment in school and they are stored in the PE cupboard situated in the hall. Further resources can be found in the staff workroom and class teachers have a PE folder including class based resources.

## **THE LEARNING ENVIRONMENT**

The school has a PE noticeboard which is used to display the after school club rota and any individual, team or school PE achievements. The hall is used for breakfast club and lunchtimes and so the floor is appropriately cleaned before school begins and after lunch to ensure it is safe for PE lessons to take place.

### **STAFFING/STAFF DEVELOPMENT**

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support by either informing the PE co-ordinator or through the PE staff questionnaire so that appropriate support can be given by either the subject leader, the PE Adviser or through INSET.

Any staff who attend a CPD course must provide feedback/ disseminate the information during staff meetings.

### **CROSS CURRICULAR**

Where relevant, links will be made to cross curricular themes and used as a means to develop cross curricular skills. For example:

**Numeracy** In athletics it is hoped that pupils will reinforce skills in measuring and timing. In other activities, basic numeracy skills will be developed by the understanding of scoring systems.

In the dance scheme teachers have access to numeracy based concepts which can be taught through dance.

**Problem Solving** Through an open-ended approach in OAA and team games, pupils will develop their ability to find ways of answering questions.

**Literacy and Communication Skills** will be developed by discussion in lessons and in problem solving, and by communicating ideas through movement. There are links to literacy in the dance scheme of work.

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**Personal and Social** Pupils interacting with each other and in a group situation will promote personal and social skills. They will also be promoted by cooperation, tolerance, respect of the individual and group, self-respect and self-discipline.

**Preparation for Citizenship** By giving information on and introduction to clubs and associations, pupils are made aware of agencies and groups outside the school and home environments.

**ICT** Use of smart board technology, CD ROMs, videos, cross curricular science – physical changes in the body, to enhance learning.

### **LEADERSHIP AND MANAGEMENT ROLES**

The Governors will know about current and projected expenditure of the Sport Premium funding on school website and will regularly scrutinise current and projected expenditure with the Head Teacher and understand the impact the grant is expected to make.

The Head teacher will actively support and encourage staff by praising good practice and supporting staff development and resources, including extra- curricular activities. She will:

- Regularly share current and projected expenditure with Governors and discuss the impact the Grant is expected to make
- Aim for high teaching competency across the school
- Designate a member of staff to lead the subject

The PE Subject Leader will:

- Monitor the teaching and learning of PE within the school

- Keep up to date with new developments and inform staff
- Produce a flexible scheme of work, with lesson ideas to support colleagues in all aspects of the curriculum
- Audit staff to determine appropriate and targeted training
- Aim for high teaching competency across the school
- Ensure that PE resources are available and appropriate to the needs of the staff
- Audit resources regularly and take overall responsibility for equipment and resources
- Ensure that all pupils have the opportunity to become involved in extra –curricular clubs to further develop skills and talents and will monitor attendance at OSHL to ensure there is an inclusive offer which is accessible to all pupils
- Ensure that PE keeps a high profile within the school
- Assist with recording keeping and assessment of the subject
- Have information detailing the current and projected expenditure and impact of the Sport Premium monies published on the school website
- Have a formal, long term strategy for PE, sport and physical activity. This should be aligned with the SDP and have been informed with pupil and staff feedback
- Ensure all coaching staff delivering PE and OSHL on the school site are quality assured
- Informally observe PE lessons to compile a picture of teaching competency across the school
- Contact local sports clubs to establish new community links with the school

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Teachers should:

- Communicate high expectations, enthusiasm and passion about PE to pupils and challenge their thinking and act as a good role model.
- Have a high level of confidence and expertise both in terms of their up to date specialist knowledge and their understanding of effective learning in PE. As a result, they should employ a very wide range of resources and teaching strategies to stimulate pupils' active participation in their learning. This enables pupils to explain their ideas and concepts clearly and apply them with confidence.
- Plan for opportunities for pupils to develop and demonstrate their initiative and independence and take responsibility for their learning. Lessons should be thoughtfully planned and secure outstanding progress across all aspects of PE.

The Class Teacher will be responsible for the planning and teaching of PE as set out in this Policy The Teaching Assistant (TA), when available during PE lessons, will:

- Support the class teacher in delivering PE and, in particular, support those children with Special Educational Needs where timetabled to do so and collect resources if requested to do so by the class teacher

### **ASSESSMENT AND RECORDING**

By the end of each Key Stage pupils' are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of studies. Pupils are therefore assessed according to these attainment targets.

### **REVIEW**

This policy is to be reviewed every two years and modified as necessary.  
Date of Next Review ~ September 2019 (or in line with any Government recommendations/programmes)

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## **GIFTED AND TALENTED POLICY IN PHYSICAL EDUCATION**

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At Beecroft Primary School, we aim to improve the attainment and motivation of the Gifted and Talented children and work to ensure that we challenge and extend the children through the work that we set them. All pupils are encouraged to think and work independently.

We also ensure that Gifted and Talented children are identified early in school life and that they achieve their full potential through support, encouragement and praise.

The school provides an environment in which pupils experience success; which in turn is recognised

and celebrated.

### **DEFINITION OF TALENTED IN PE AND SPORT**

The term 'Talented' refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

### **IDENTIFICATION CRITERIA**

Pupils are recognised as talented in PE and sport when they demonstrate high levels of ability within the full range of PE and sport contexts or have the potential to do so. Specifically, gifted and talented pupils in PE and sport are likely to excel in one or a combination of the five identified abilities or they may give clues that offer sufficient support that they could excel. This theory is based on the work of David Morley and Richard Bailey.

The five areas are:

**Physical ability** (a pupil's competence and fitness to perform a range of physical activities)

**Social Ability** (pupil's exhibit social skills which form the basis of leadership, teamwork and similar concepts)

**Personal Ability** (a pupil's capacity for self- regulation, self- belief and commitment to mastery)

**Cognitive Ability** (pupils show this in planning and compositional settings, as well as demonstrating knowledge and understanding of central physical education concepts)

**Creative Ability** (pupils evidence this when they respond to challenges and tasks with fluency and originality and are sensitive to problems)

**The characteristics which are likely to be observed if an identification process is followed based**

**on the above five abilities will include:**

- Exceptional performance in more than one area of activity
- Good spatial awareness
- A good understanding of movement quality
- Skilful body management showing a high degree of control and coordination
- Learning, understanding and the adoption of technical aspects of a sport very quickly
- Decision making under pressure and the adaption of a technique accordingly
- Creativity, originality and adaptability - the ability to respond very quickly to new challenges and situations, often finding new and innovative solutions
- The ability to work independently and with initiative showing a high degree of motivation to practice and perform

## **PE CURRICULUM**

Our physical education curriculum offers work that extends our students with activities that enrich and promote high achievement and good progress. Pupils are encouraged to take responsibility for their education, becoming confident and independent learners who develop quality and excellence using appropriately set targets that help to raise potential. Units of work allow pupils to access accelerated opportunities e.g. pupils in Year 1 may access units of work for Year 2. All lesson planning should include challenging extension activities. Additional learning resources are used to engage and develop the pupil. We aim to stimulate a desire for learning by providing a rich and stimulating curriculum in which Gifted and Talented children can work at their own level and pace.

## **OUT OF SCHOOL HOURS LEARNING**

The school provides appropriate enrichment activities that can develop pupils' experience of the sporting world as well as working with external providers to provide exit routes for talented pupils. The programme is linked to the curriculum map so that pupils have an opportunity to extend themselves outside of curriculum time. Pupils are informed of all opportunities.

The school provides competitive fixtures / competitions and festivals in a wide range of sports and which can be found on the school newsletter as well as the school website.

The school will work cooperatively with external partners to cater for those pupils who have a high level of demand made on their time as a result of their involvement in high level sporting activities outside school.

## **IDENTIFICATION OPPORTUNITIES**

### **Possible opportunities for successful identification to take place:**

- Foundation Stage profiling
- Transition information
- Partner work with secondary school (Carr Manor Community School), identification of pupils and planned events through the SGO/Active Schools
- External links such as such as local sports club, county, regional and NGB's
- Ongoing AFL through lesson records and registers
- Progress through personal target setting and tracking
- Teacher assessment and judgements through observations and checklists
- Discussion between colleagues at staff meetings, transition meetings or other focussed times
- Observations by subject specialists, including relevant agencies e.g. sports coaches.

Evidence collated form reports and consultation with parents

## **MANAGEMENT STRATEGIES IN PE AND SPORT**

The Teaching and Learning Managers for PE will coordinate the provision and practice within the school for gifted and talented children. This includes:

- Running a register of gifted and talented pupils and keeping it up to date. The G+T register is reviewed annually or as appropriate by the class teacher/PE co-ordinator or G+T co-ordinator.
- Monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas by the higher achievers.
- Regularly reviewing the teaching arrangements for these particular children.
- Monitoring their progress through termly discussions with teachers.
- Supporting staff in the identification of these children.
- Providing resources and advice and support to staff on teaching and learning strategies.

Liaising with parents, governors and LEA officers on related issues.