

Chuter Ede Primary School

~ PE Policy ~

Autumn 2022

SMILE

A Chuter Ede SMILE reflects our ethos and is central to the planning, delivery and assessment of our whole curriculum. Through each and every subject, pupils learn the importance of **speaking, moving, imagining, learning and exploring**. By understanding the pupils within their classes, teachers plan, deliver and assess lessons that harness the strengths and preferences of their pupils and support their further development. In this way potential is realised.

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Date for Review	Autumn 2023

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This policy for Physical Activity outlines how staff and governors of Chuter Ede Primary School see this subject being developed and taught throughout the Foundation Stage and Key Stages 1 and 2 in relation to the National Curriculum.

AIMS

The **National Curriculum** (2013) states:

“A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.”

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 Chuter Ede Primary School, Physical Education is one of the key areas of learning. It offers unique opportunities for physical development and social interaction. Physical Education has a major role to play in equipping our pupils for society where sport is influential and it is essential to provide pupils with awareness of the benefits of a healthy and active lifestyle in an age where sedentary pastimes are so dominant.

Our aim in Physical Education is to provide an atmosphere which:

- promotes the learning and enjoyment of Physical Education;
- promotes physical skills and development, through knowledge of the body in action;
- promotes positive attitudes to engagement in physical activity through a process involving planning, performing and evaluating;
- allows the development of skills within all areas of this subject, and the ability to select and apply these skills accordingly;
- allows pupils to develop relationships through working together, as a class, in a group and in pairs;
- allows pupils to feel confident to make judgements about their own and others' work;
- promotes the positive idea of exercise relating to health and fitness.

These aims are not in any set order and should not be read as a list defining importance. All aims have equal value.

TEACHING AND LEARNING

The **National Curriculum** for PE states that pupils should:

- develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others;
- be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations;
- develop an understanding of how to succeed in different activities and sports and learn how to evaluate and recognise their own success.

All pupils in our school have two sessions of high quality physical activity each week, as well as having many sporting after school clubs which they attend and being active at playtimes/lunchtimes via our sports coaches and play leaders setting up activities. Physical Education is taught continuously throughout the year by both teachers and subject specialists (coaches), and they adapt their planning according to specific needs. Pupils develop their range of movement and skills through games, swimming, dance and gymnastics; year group specific objectives are identified in the 'PE Skills Progression at Chuter Ede' document. 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 study. All pupils are continually assessed by the teacher/coach and some of the assessments are kept in photographic, video or written form. Assessment notes may also be added to planning notes. Assessments are made annually of the pupil's general sporting skills in accordance with the whole school formative assessment process. Pupils in year 3 and 4 swim for 3 half terms each, with each session lasting for 45 minutes. When courses arise, or spaces in the swimming pool are available, year 5 and 6 pupils who have not gained their 25 metre qualification are considered for additional top up lessons.

All pupils at Chuter Ede Primary School are entitled to have equal access to the learning objectives for Physical Education as laid out in the National Curriculum. Appropriate provision shall be made for pupils who need physical activities to be adapted to allow inclusion when at all possible. Appropriate provision will be made for pupils with specific religious and cultural beliefs and practices. We will:

- provide appropriate activity at times of fasting;
- enable participation in physical activity in clothing appropriate to their beliefs and customs, that promotes safety;
- enable lessons to take place in appropriate settings and groupings.

In conjunction with statutory guidelines on inclusion, we at Chuter Ede aim to provide effective learning opportunities for all pupils. We will modify, as necessary, the National Curriculum Programmes of Study/Early Learning Goals to provide all pupils with relevant and appropriately challenging work at each key stage. We, as a school, believe in three key principles that are essential to developing a more inclusive curriculum:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Applying these principles should keep to a minimum the need for aspects of the National Curriculum to be disapplied for a pupil.

The SEN Policy denotes how the school intends to assess and address individual needs.

CHUTER EDE PRIMARY SCHOOL – PE POLICY

PE lessons will be accessible to all in line with our Equal Opportunities Policy and differentiation for activities will be the responsibility of the classroom teacher/sports coach. In this way, with additional help from outside agencies, all pupils will be encouraged and extended – for example, with festivals and competitions which are specifically aimed at pupils with a disability. Furthermore, Chuter Ede Primary School meets the specific duties of the Race Relations Amendment Act (2000) by considering the implications for race equality and cultural diversity in planning and developing all policies.

RESOURCES

Physical Education resources are held in a central resourcing area on both of our school sites (both indoor and outdoor). There are various resources required for the effective teaching of Physical Education and the appropriate equipment is in place. Further resourcing is carried out when needed and met by an annual budget. Pupils in year 6, particularly our current Young Leaders, are encouraged to take responsibility for the management and organisation of small PE equipment and playground leader equipment.

EQUAL OPPORTUNITIES

All pupils will have equal opportunities to participate in all activities. Positive attempts will be made to develop and use a wide range of resources and activities which reflect the interests and cultural background of all. Here are some examples:

Equal Opportunities	Differentiation	Gifted and Talented
-We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background -We use materials for teaching which avoid stereo-typing, and bias, towards race, gender, role or disability -We deal with such issues clearly and sensitively when they arise and follow related policies accordingly	-The use of appropriate vocabulary at varying levels of difficulty during lessons -Providing resources and support in the way that enables all pupils to access the learning e.g. buff paper, pre-teaching, focus groups -Different levels of written or oral questions for pupils investigating photographic or other visual material -Careful use of support for pupils with English as an additional language	-Teachers to provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different approaches. Pupils should be encouraged to set their own questions, offer ideas, and suggest solutions or explanations. -Greater independence in working, e.g. a pupil to be able to carry out their own enquiry

ROLES AND RESPONSIBILITIES

The Physical Activity Coordinator is Amy Fell, who is supported by Holly Brewer.

As part of the role of PE Coordinator, Amy has links with the NDPSSA (Newark District Primary School Sports Association) and in the past has been the Secretary and Netball co-ordinator. This organisation organises sporting fixtures for football, netball, hockey and boccia, as well as athletics and cricket between the primary schools and monitors sporting provision within the schools in our local area. Amy also liaises closely with the School Games Organiser for sporting competitions at inter school level, local, district and county level, which support the Sainsbury's School Games sports mark. Since 2014, Chuter Ede has been awarded with the Sainsbury's School Games sports mark annually and for 2012-22 were the first school in the area to achieve the platinum award. Chuter Ede was also awarded the Virtual School Games mark for 2019-20.



The **Co-ordinator** is responsible for:

- Being an ambassador, enthusiast and promoter of their subject
- Developing and reviewing the curriculum overview
- Developing and reviewing the subject specific skills and vocabulary lists for each year group
- Acting as the subject specialist within the school to provide consultation on curriculum development, classroom teaching and updating staff on subject developments
- Working with the SLT to monitor the subject: informal monitoring to ensure consistent application of the subject policy and curriculum overview; collecting pupil voice; and addressing teacher's needs.
- Managing the provision and deployment of resources
- Creating and reviewing a subject action-plan
- Reviewing and updating the policy periodically and ensuring that it is successfully implemented throughout the school

The **class teacher** is responsible for:

- Planning lessons which enable the pupils to SMILE and follow the curriculum overview
- Feedback and assessment
- Following the relevant policies

The **Head teacher** is responsible for:

- Ensuring equality of access for all staff and pupils
- Meeting the statutory requirements for the subject
- Ensuring relevant policies are in place, followed and reviewed
- Providing opportunities for the subject co-ordinator to fulfil their responsibilities

HEALTH AND SAFETY

This policy needs to be read alongside our *Health and Safety Policy*. Consideration needs to be given to appropriate risk assessments.

There are appropriate environments at school to undertake PE lessons: indoor physical activity sessions are usually held in the school hall and outside activities may take place on the school field, on the infant or junior playgrounds or in our multi use games area (MUGA). Indoor gym equipment and outdoor trim trails are checked annually by an outside agency to check they comply with standards.

All jewelry must be removed prior to any physical activity. Children should avoid new ear piercings before swimming, as these have to be removed. Long hair must be tied back for all physical activity. Children requiring medication (e.g. inhalers) are responsible for ensuring that these are with them during any physical activity session.

CHUTER EDE PRIMARY SCHOOL – PE POLICY

For indoor PE lessons, children are expected to wear: • a plain white t-shirt • black shorts • black plimsolls	For outdoor games lessons, children are expected to wear: • a plain white t-shirt • plain black jogging bottoms and tracksuit top • trainers • spare socks	For swimming, children are expected to wear and bring: • swimming trunks for boys (tight-fitting without pockets) • a one-piece swimming costume for girls • a towel in a waterproof bag
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Staff are also encouraged to dress appropriately for any PE lessons.

The school, as part of the Nottinghamshire LEA, adopts BAALPE “Safe Practice in Physical Education 1995” as its policy on health and safety. Equipment undergoes annual safety checks. For full details of Health and Safety issues at Chuter Ede Primary School, please refer to the School’s Health and Safety Policy and the LEA Health and Safety Management in Schools.

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- about hazards, risks and risk control;
- to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others;
- to manage their environment to ensure the health and safety of themselves and others;
- to explain the steps they take to control risks.

MONITORING AND EVALUATION

Marking and Feedback: Teachers will follow the *Marking and Feedback Policy*. Feedback will focus on the skills and knowledge of the lesson and when appropriate will make links to the English curriculum.

Formative Assessment: Teachers will assess their pupils annually using reflective assessment grids linked to progression steps. They will provide the subject co-ordinator with a understanding of the number of children who have met or not met the skills and knowledge expected for that subject. This will be used to inform parents and be available for the next teacher.

Informal monitoring: During Department Meetings, teachers will have the opportunity to share practise and evidence will be collected by the subject co-ordinator. ‘Learning walks’ and pupil voice will also allow the subject co-ordinator to assess the quality of provision.

Evaluation: The subject co-ordinator will discuss any finding or developments to SLT and staff to progress the subject and ensure pupils are receiving the highest quality of education. They will update the action plan to reflect any findings.