



## **WESTGATE PRIMARY SCHOOL PE POLICY**

### **School Vision for PE**

At Westgate we see PE as a key area of the curriculum as part of our commitment to develop the whole child. We aim to offer children a broad range of sporting opportunities so that all children can find a physical activity that they enjoy, pursue and excel at both in school and in the local community.

### **Sport Premium Funding**

Sport Premium Funding at Westgate is used in a range of ways at different times, including: to enable school to be part of the Leeds Active Schools SLA; to fund specialist teaching within the family of schools linked to PHGS' for resourcing; for transport to enable participation in competitions and festivals; to provide enrichment and extra-curricular activities.

Information is published on our school website, [www.westgateprimary.co.uk](http://www.westgateprimary.co.uk)

### **Rationale and Ethos**

This policy was first created in January 2015 in consultation with staff, parents and governors. 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, behavior and pupil attainment.

The 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, endeavour 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.

### **Aims of PE**

- 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
- Enable pupils to understand the importance of Physical Education in respect of a healthy lifestyle. (Knowledge and understanding of fitness and health).
- 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 others 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 programme 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
Language terminology	Recreation in society	Communication skills
Sense of achievement/ well being		

## Entitlement and Progression

In **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

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 an 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
- 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

## **Swimming and Water Safety**

All children must have access to swimming instruction in either key stage 1 or 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

At Westgate, children in Year 4 attend weekly swimming sessions at Chippindale pool in Otley. From 2017/18, any child who is not able to swim 25m competently at the end of Year 4, will continue to attend swimming lessons in Year 5 until they have met this standard.

## **Provision**

At Westgate, all children from Y1 upwards have 2, 1 hour lessons of PE each week. From Y2 upwards, one of these lessons is taught by our specialist sports tutor as part of our PPA provision.

As part of our provision, each class from Y1 to Y6 receives half a term of specialist teaching from a PHGS visiting Sports teacher. Following this unit, the class then participates in an inter-school festival, applying the skills they have learned.

Lessons take place both indoors and outdoors depending on the topic requirements and the weather at the time. Each topic lasts for half a term and is mapped across our curriculum long term plans. Links are made with the learning theme wherever possible. The PE curriculum is overseen by the PE subject leader to ensure all statutory requirements are met.

Class teachers are responsible for passing on information about PE as part of class handover.

## **Out of school hours learning (OSHL)**

OSHL activities are planned to enhance curriculum PE, allowing pupils the opportunity to broaden their experience and to take part in competitive sport. Pupils are provided with information about local clubs and exit routes through coaches and leaflets disseminated to children and families.

Extra-curricular activities available after school vary from year to year on a rolling programme and include:

- Football Club
- Rugby Club
- Gymnastics club
- Athletics Team
- Multi-Skills Change 4 Life Club
- Fencing club

We also have regular visits to school from a local martial arts club and benefit from taster sessions from the local squash club.

We actively promote children's participation in holiday sports activities put on through the Extended Service Cluster and target children eligible for pupil premium for these activities, providing funding where appropriate to enable participation.

### **Safe Practice**

In all areas of P.E. 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 Association for Physical Education, a copy of which is kept by the PE Subject Leader.

### **Health & Safety as part of children's learning**

Pupils are taught to recognise and take some level of responsibility for their own safety and are taught to recognise and be aware of hazards that are present from an early age.

### **Changing policy**

KS1 and lower KS2 pupils will change together for PE in their classrooms. Upper KS2 pupils will change in separate areas

### **P.E. Kit**

In the interest of health and safety appropriate kit should be worn for P.E. activities. Acceptable kit is that which presents no risk of injury to the wearer or other children.

#### **Indoor Clothing**

- K.S.1 white T-shirt and black shorts; bare feet, unless on medical grounds.
- K.S.2 white T-shirt and black shorts or leggings; bare feet, unless on medical grounds.

#### **Outdoor Clothing.**

- Sufficient, suitable clothing to be warm and comfortable in a games lesson: grey jogging bottoms and sweatshirt.
- Footwear suitable for the task and season.
- Jewellery should be removed before the lesson.
- Long hair should be tied back.

#### **Failure to produce appropriate kit**

The reluctance of some children to produce appropriate kit should be avoided if the child understands the necessity of changing for P.E. lessons and is familiar with the timetable.

Staff will encourage and support all children to meet the requirements and spare kit is available in school to enable children to take part in PE lessons.

For swimming, if kit is forgotten, every effort is made to have the kit brought to school before the class leave for the pool. If this is not possible, there are sometimes spare costumes/trunks available at the pool which children can use.

Pupils not actively taking part in the lessons are noted by the class teacher and in repeated instances parents and the PE subject leader will be informed.

### **Staff Dress**

It is expected that teachers change for P.E, or come to school dressed appropriately, for the safe delivery of a PE lesson and to be a good example for the children: staff P.E. hoodies have been provided for this purpose. Staff should also wear suitable footwear and remove jewellery where appropriate.

### **Accident Procedure**

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

For offsite activities, staff must familiarise themselves with the individual facility procedures. Risk assessments must be in place for any off site visits.

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:

- Safe storage of all equipment – all equipment to be stored safely and tidily in its appropriate place after use, so easy access and availability are ready for the next group. Most equipment is stored in the PE store in clearly-labelled boxes on shelves. Some outdoor equipment is stored in the shed in the playground.
- Annual safety equipment check by a recognised maintenance contractor which at present is carried out by **Sportsafe UK**.
- Equipment to be checked at the beginning and end of use. All unsafe, damaged or lost equipment to be reported to the PE Subject Leader.
- A named person responsible for Health and Safety – the head teacher, Helen Carpenter
- Named First Aiders within the School – Steve Eley, Sharon Cardwell, Caroline Eley, Jayne Chilton; most staff hold a first aid certificate
- A knowledge of the environment in which learning is taking place - check areas for hazards before any activity takes place.
- Risk Assessments are carried out by the PE Subject Leader for each area of PE and hard copies are available in the PE store for reference. Children are shown how to use equipment safely as part of their PE lessons.

### **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 P.E. 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.

### **Facilities, Equipment and Resources**

Westgate has limited physical space, with no playing field and one school hall which is used for PE, assemblies and lunch-times. The playground includes a marked out netball court, Samba football goals and basketball posts. However we make use of the playing field at Grove Hill Park, which is a short walk away, and link with local clubs to use a wider range of facilities, eg squash courts. We also work in partnership with PHGS and regularly use their facilities for inter-school sports festivals.

The PE subject leader and head teacher are responsible for purchasing equipment and an annual check of all equipment is carried out by Sportsafe UK.

We have a wide range of sports equipment which is stored either in the PE store or the shed; all staff are aware of the resources available.

## **The Learning Environment**

The playground and hall are kept clean and safely maintained as part of school's general maintenance programme.

## **Sports Day**

Sports Day is a mixture of: co-operative team activities on a carousel basis, requiring children to use throwing, catching, balancing, jumping and dribbling skills; and competitive races. All children participate in all activities and there is an opportunity for parents and carers to participate in races too. Teams and individuals in Reception upwards accumulate house points as part of each activity and at the end the house with the most points is awarded a trophy.

## **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 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.

Where specialist staff are used as part of our PE Sports Premium Spend, (eg. PHGS specialist teacher, Premier League Primary Stars) staff must attend and participate actively in each lesson in order to maximise the benefit and impact of this aspect of CPD.

## **Adults Supporting Learning**

Our PPA arrangements include a PE specialist tutor which enables specialist teaching for Y2 upwards to add value to our PE curriculum. In addition, a visiting teacher from PHGS teaches all class from Y1 to Y6 to provide additional specialist teaching and CPD for class teachers, who may or may not be PE specialists. Parents are encouraged to support their own children, e.g. by helping with transport. This is arranged event by event on a voluntary basis.

## **Cross Curricular**

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

**Mathematics** In athletics it is hoped that pupils will reinforce skills in measuring and timing. In other activities, basic maths skills will be developed by the understanding of scoring systems. In the dance scheme teachers have access to number-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.

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

**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.

**Computing** 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 HT 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, through communication channels.
- Keep a portfolio for PE that will include photographs of pupils at work, examples of planning and examples of pupils' work
- 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
- Regularly share current and projected priorities and outcomes with pupils, parents, staff and senior leaders including governors
- 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
- Perform annual planning scrutinies
- Contact local sports clubs to establish new community links with the school

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

### **Monitoring and Evaluation of the Subject:**

All subjects may be observed as part of ongoing teaching and learning. Feedback from these observations are shared with the subject leader and all staff and feeds in to the school improvement planning process. PE is part of this in line with identified school priorities.

### **Assessment and Recording**

Assessment is based on a whole school skills progression and is used to inform reporting to parents. Ongoing assessment informs planning, for example identifying children needing additional support or who can act as role models and provide peer support. Children are assessed based on relevant key milestones from Chris Quigley documents, chosen by the PE subject leader. Each half term, every class will be assessed in their PE unit, where the teacher will identify children working towards, at, or at greater depth in the identified key milestone. This information will be passed on to the next class teacher and subject leader at the end of the year. All relevant documents (PE LTP, Milestones) are to be found on the VLE.

### **Review**

This policy is to be reviewed every three years in line with other curriculum policies.

**Signed :**

**Designation: Head Teacher**

**Signed:**

**(Chair of Governors/ sub-committee)**

**Date: 25/06/2018**