



Wood End Park Academy
PE Policy

Introduction

This policy reflects the school's values and philosophy in relation to the teaching and learning of Physical Education (PE).

PE is a foundation subject within the National Curriculum. The aims of teaching PE are consistent with the academy's commitment that all pupils are entitled to an excellent full curriculum.

Wood End Park Academy will provide a high-quality PE education which 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.

Subject Intent

In P.E, pupils develop and explore a range of skills in order to promote an enjoyment of sport and exercise. Through learning about a range of sports, pupils develop respect, teamwork and the social skills associated with competitive sport. Pupils will learn that their physical health is linked to their mental and emotional wellbeing. By understanding the rules and boundaries of competitive sports, children can learn to self-regulate their emotions, control and decision making skills. We allow opportunities for children to showcase their skills in a competitive environment, teaching them the value of participating in sport and exercise.

PE in Our Curriculum

The aims of PE in our school are:

- to promote positive attitudes and enthusiasm for PE
- to ensure the progressive development of PE concepts, knowledge, skills and attitudes

We follow the National Curriculum (2014); The national curriculum for PE 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.

Implementing PE

The minimum amount of PE undertaken should be two units per half term (usually 1 indoor and 1 outdoor).

PE lessons will follow the Teaching and Learning Policy, though planning will include some additional features (e.g. warm ups, final lesson of the sport to assess and practise the skills). Links will be made between prior learning and new learning i.e. last year you developed your catching skills and this year we will put them into practise in cricket.

Indoor PE: Each year group to have 1 session of indoor PE a week. This will consist of gymnastics, dance and indoor sports (see PE overview)

Outdoor PE: Each year group to have 1 session of outdoor PE a week. This will consist of contact, non-contact sports and athletics (see PE overview)

Planning for PE

PE is currently planned and developed by our specialist PE teachers. Co-working with a senior leader supports a set of lesson plans being improved from the previous year to achieve even higher outcomes.

Units of work are mapped across the year groups to ensure balance and progression- see our overview at the back of this policy.

Learning questions are planned and delivered to engage the children, drive the learning in the lesson and the work in the lesson builds towards an answer.

Relevant links with other curriculum areas (such as Science) should be made in unit plans.

In planning a unit consideration should be made of the following;

- A variety of warm ups: why they are important.
- Modelling of key skills: use of video, teacher modelling, peer modelling.
- Context: explaining why this skill is important to learn for a particular sport and how it can be transferred to others.
- References to famous Sporting heroes: including those of different genders, cultures, races and those with disabilities.
- Opportunities for children to apply the skills learnt in a competitive game or performance

Curriculum Coverage

During the Foundation Stage children will work towards the areas of learning set out in the Early Years Foundation Stage that underpin the curriculum planning for children from birth to five.

PE will be practised under the area of learning for 'Physical Development'. **Foundation Stage children** will be encouraged to:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

(Statutory framework for the early year's foundation stage, 2020)

Key Stage One will build on and further develop these skills. Children will take part in various multi skills units to ensure that they build a solid foundation of skills for when they begin to take part in sport. *Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.* (National Curriculum, 2014)

During **Key Stage Two**, pupils will develop their skills through specific sports units and playing more competitive games. There are more opportunities to take part in competitions with other schools. *Pupils should continue to apply 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.

(National Curriculum, 2014)

Progression will be ensured by reference to the schemes of work and by each teacher knowing the content that they are required to teach. Continuity will be ensured by all staff conforming to the agreed mode of working as outlined in this policy.

Learning Outcomes

All pupils' will be assessed in PE every lesson. This will be done through the use of a tracking sheet where comments can be made in addition to LO*, LO/, LO? Photos and videos will be taken as evidence of pupils using skills.

At the end of each term, a pupil from each class is awarded the 'Perfect at PE' Curriculum Award.

Inclusion

In line with the school's Inclusion Policy, each child will have an equal entitlement to all aspects of the PE curriculum. We believe that it is important for all children to experience the range of PE skills and activities. We will use opportunities within PE to challenge stereotypes.

Throughout all PE work, care will be taken to differentiate tasks and teaching styles in order to take into account the whole spectrum of individual needs.

Health and Safety

Children should bring a note if they are unable to participate through illness or injury. Staff should be vigilant if a pattern of non-participation is established for a variety of reasons (including child protection issues). Children not going swimming through illness or injury should stay at school with another class.

Accidents For minor injuries (bruises and bumps)

Children should be encouraged to continue where possible but sit and watch if necessary. The PE teacher will decide if the child should be accompanied to welfare.

For serious accidents (head injuries, serious cuts or suspected fractures)

The teacher should stay with the child and send the teaching assistant or two responsible children to inform welfare. After the incident the teacher must complete an accident report form which is available in welfare.

Medical Conditions

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible.

ASTHMA BOXES MUST BE TAKEN TO ALL PE LESSONS

Risk assessments

Swimming sessions have been risk assessed and all staff to have access to this. The premises have been risk assessed by the site manager. All playgrounds and halls (including apparatus) will be safety checked annually.

Equipment and Resources Safety

Small equipment is checked by the subject leader on an ongoing basis. If any defect is found in any of the PE equipment this must be reported immediately to the PE coordinator and taken out of use.

Children should be made aware of safe handling of the PE equipment and should be taught as part of the lesson in the Gymnastics units.

Locating equipment

Gymnastics equipment for all classes is kept in the halls. Core Games equipment is kept in the PE garage located between the Pavillion and the MUGA pitch.

Ordering Equipment

Any new equipment required can be ordered through the PE coordinator.

PE KIT

In the interests of safety and hygiene teachers must insist on children changing into the following kit for PE lessons. This will ensure consistency and avoid confusion for the children:

Games and Athletics: Shorts and T-shirt for indoors lessons in the halls (track-suit bottoms and sweatshirts should only be necessary in the playground on a cold day). Properly fitting trainers or plimsolls

Dance and Gymnastics: As for Games but bare feet or soft plimssoles.

Swimming: Swimming costume, children are NOT allowed to swim in underwear.

Some pools insist on trunks rather than shorts.

Outdoor Activities: Generally as Games, but otherwise clothing appropriate to the activity.

Children without Kit- At the beginning of each year parents will be informed by letter of PE kit requirements and they will have the opportunity to discuss any serious reservations with their child's VP. A child who has forgotten their kit should first be reminded by the teacher in the school diary. If it is an ongoing problem a conversation with the parents would be appropriate. Spare kit will be available for children whose circumstances prevent them from securing the correct kit.

Staff: Teachers should also wear appropriate clothing. Jewellery must be removed. Teachers will not take responsibility for looking after jewellery.

Resources

At present, basic resources are stored in central PE areas. It is the responsibility of the class teacher and PE teachers to manage the resources required during their unit and advise the subject co-ordinator if additional resources are required.

In relation to everyday general resources, our aim is to organise classrooms in such a way to promote the development of independent learning. Resources and equipment should be clearly marked and labelled in order to allow visual access to the children.

Safe and tidy working practices are encouraged at all times.

Budget

Managing the funding for PE is the responsibility of the principal.

Each year financial consideration will be given to:

- New equipment investment
- Equipment renewal
- Any new units/ topics that may be taught
- Staff training needs

Review

This policy will be reviewed by the subject leader every four years. Amendments will be made where necessary after consultation with teaching staff and the governing body.

In reviewing teaching and learning that has taken place, we must look for progression in art and design skills, and ensure knowledge about processes and techniques is taught effectively.

A critical aspect of teaching is to review work by asking:

- What worked well in the unit?
- What was the children's reaction to the unit?
- Did it extend the most able?
- How did we help access for those with special needs?
- Did we have any resource problems with the unit?
- What would you change if doing it again?
- What advice would you give other teachers regarding this unit?

