

# Physical Education Policy



Tannery Drift

— First School —

ROYSTON • HERTFORDSHIRE

Enjoyment – Achievement – Respect

# Physical Education Policy

## 1 Introduction

The ultimate aim of Physical Education is an active and healthy lifestyle. Through the PE programme at Tannery Drift we aim to provide all children, irrespective of social background, race, gender, differences in ability and disabilities with high quality PE.

Our aim is to offer whole person development with a greater understanding of a healthy lifestyle.

Our objectives are:

- To enable children to develop and explore physical skills with increasing control and coordination,
- To increase children's ability to use what they have learnt to improve the quality and control of their performance,
- To develop a positive attitude to and knowledge of the importance of health, hygiene and safety principles,
- To develop an enjoyment of physical activity that will continue out of school and into adult life,
- To provide opportunities for children to plan and work on their own and with others, fostering independence, cooperation and competition
- To develop children's enjoyment of physical activity through creativity and imagination

## 2 Pupil entitlement

Each year group is timetabled for a minimum 2 x 1hour PE sessions each week with the children in the Foundation Stage receiving additional physical development opportunities through child initiated play as an integral part of their curriculum.

## 3 Curriculum Planning

In the Foundation Stage physical development is embedded in Early Learning Goals.

As a foundation subject in the National Curriculum Key Stage 1 children are taught a variety of aspects of dance, gymnastics and games. Key Stage 2 children are taught dance, gymnastics, games, athletics and outdoor and adventurous activities. The school uses the Creative Learning Journey as the basis for its PE curriculum, supported by an increasing variety of resources to aid planning and lesson content.

The curriculum planning in PE is carried out in three phases:

- Whole school curriculum map
- Long term plan setting out activities covered each term through each key stage
- Medium term plans detailing each unit of work including core assessments.

The medium term plans detail each week's activities ensuring an appropriate balance and distribution of work across each term. They list specific learning objectives and opportunities for assessment under the four strands of learning:

- Acquiring and developing skills
- Selecting and applying skills
- Evaluating and improving performance
- Knowledge and understanding of fitness and health)

We plan the PE activities so that they 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 through the school.

#### **4 Cross Curricular Links**

PE contributes towards many areas of the curriculum in particular PSHE, supporting social development and allowing children to make informed choices on healthy lifestyles.

Where cross-curricular links occur they will be explored and annotated on Key Stage medium and long term plans.

#### **5 Out of School Hours Learning (OSHL)**

Our school is committed to offering a wide range of out of school hours activities through clubs led by both staff and outside agencies.

#### **6 Equal opportunities and inclusion**

All children at Tannery Drift School are included in PE activities. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties, and work in PE takes into account the targets set for individual children in their Individual Education Plan (IEP) and Health Care Plan (HCP). Additional support staff aid children that have been targeted.

#### **7 Assessment and Recording**

Teachers assess pupil's physical performance by making observations of children working during lessons, these may take the form of photographs or video evidence. Such assessments will inform future planning and enable the teacher to make an annual report of progress for each child.

#### **8 Staffing and Staff Development**

Each class is taught by their class teacher for at least one of their PE session. Some classes may be taught by another member of staff for 1 session covering PPA time. It is the role of the PE subject leader to support colleagues in the teaching of PE, informing them of current developments and relevant courses and provide a strategic lead and direction for the subject in the school.

#### **9 Monitoring and Evaluation**

The monitoring of the standards of children's work and the quality of teaching in PE is the responsibility of the PE subject leader with assistance from the Head teacher and Partnership School Sports Coordinators.

#### **10 Adults Other Than Teachers (AOTT)**

The rationale behind the use of external coaches is one of expertise. It is the role of the Head Teacher together with PE coordinator to ensure that any coaches have suitable qualifications and are CRB checked.

Parents are encouraged to support tournaments and assist with transport when required.

Learning Support Assistants and Midday Supervisors are encouraged to attend relevant courses to support staff and encourage physical activity during lunch and break times.

#### **11 Equipment and Resources**

Regular annual inspections are carried out on large indoor equipment and the adventure playground and reports kept in the school's Health and Safety files.

Equipment is stored centrally in the PE store cupboard in the hall. All staff, teaching and non-teaching have access to the store and should be aware of its contents. The automatic doors on the PE store are to be operated by adults only with the key stored in the main office. On no occasion should children be allowed to operate the doors.

Children will only enter the PE store to remove or replace equipment under supervision of an adult.

Equipment for break and lunch time activities are stored in the playground shed. Only adults and Young Leaders are to remove or replace equipment from the playground shed.

Each teacher is responsible for checking the day-to-day safety of equipment and noting any hazards verbally to the PE coordinator. Equipment that is seen as unfit for use is isolated, documented and removed immediately when possible.

Children are taught to handle and use the equipment safely and effectively.

Resources including books, music tapes & CDs, visual aids etc. are stored centrally in the PE cupboard.

The budget for the replacement of equipment is included in the School Development Plan.

The PE coordinator is responsible for purchasing PE equipment after discussion with staff.

#### **12 Safe Practice (also see Health and Safety Policy, Accident Procedure, Risk Assessments)**

Health and safety awareness is an integral part of children's learning in PE. They are taught to consider their own safety and the safety of others at all times.

Risk assessments are in place and regularly updated for each area of activity. One copy of which is kept within the Health and Safety container in the PE store while the 2<sup>nd</sup> copy is available in the school office H & S files

All staff work to the accepted code of practise set out in BAALPE (The British Association of Advisors and Lecturers in Physical Education) "Safety in Schools" publication.

### **12.1 Clothing**

At Tannery Drift we encourage respect and care for personal items by reminding children to always have appropriate PE kit in school for every occasion. They are expected to change for PE in the agreed clothing of PE shorts and t shirt with bare feet for indoor lessons, although for high impact running and games, clean suitable indoor trainers should be worn.

An outdoor tracksuit and trainers are required as appropriate to the weather for lessons taken outdoors. A child may borrow clothing, from a limited number of spare kit held in class or the PE store, in exceptional circumstances should they not have their own in school and only if it is convenient to do so.

Unfortunately if no kit is available then for safety reasons the child will not participate in their lesson but may observe the session or be given suitable work at the class teacher's discretion. Parents should receive a letter informing them of missing items of kit at the earliest opportunity.

All children must tie back long hair for PE, and any verruca should be covered by a plaster or specialist sports sock.

Teachers are required to set a good example by wearing appropriate clothing when teaching PE.

### **12.2 Jewellery**

No jewellery of any kind is to be worn by children participating in PE lessons.

Teachers need to be aware of and remove any hair adornments worn by children that include beads or large clips that can be assessed as causing a risk.

Adults leading PE sessions should remove jewellery that can be assessed as causing a risk.

### **12.3 Glasses**

Glasses should be removed during PE lessons unless essential.

Parental consent form is needed by those children required to wear glasses during activity.

## **13 Wider Opportunities for Physical Activity**

The school provides a range of PE related activities for children at the end of the school day and at play and lunch times. These encourage children to develop further their skills in a range of activity areas. Parents are informed of the current activities available with the aim of encouraging and supporting their children in developing skills.

To promote structured playtimes a selection of equipment is available for the children to use at break times to encourage physical activity. A number of staff and Midday Supervisors have received training in delivering these activities. The playground area is zoned and the children have the opportunity to engage in a range of activities on a rota basis. Through the School Sport Partnership children in Key Stages 1 & 2 regularly participate in interschool competition and festivals. Intra house sporting competition is encouraged.

School staff are encouraged to deliver an additional short burst of physical activity and fine motor skills during the day through the "Take 10" initiatives and stacking cups.

# Appendix 1: Safe Practice in Physical Education and School Sport

## 1 Safe Policy and Guidelines

The school's Health and Safety Policy and guidelines and Physical Education Policy (held in main office and Head's office) are available to all members of staff and coaches including outside agencies. The policy and guidelines document is reviewed at regular intervals.

## 2 Safety Regulations

The following safety regulations are available for reference in school:

- National "Safety in Schools" publication from BAALPE, DfEE, HSE
- LEA safety documents covering all aspects of physical education.
- School specific safety policies concerning store rooms, grounds, entry facilities.
- Transporting pupils.

Each member of staff who teaches physical education has access to:

- The school's safe practice policy guidelines in physical education.
- A copy of each document that is essential to that person according to their job specification e.g. risk assessment.
- All other relevant safety documents

Pupils are acquainted with safety regulations and practices through:

- Discussion of all relevant information.
- Prompt cards on display in the hall.
- Safe practice is written into curriculum planning, for example lifting and carrying apparatus.
- Risk assessment and management shared with pupils and linked to planning

All policy documents are regularly reviewed and essential regulations are discussed at staff meetings. Recommendations can also be made to the Head Teacher or PE co-ordinator on all matters appertaining to physical education and safety.

## 3 Staff

There are no current members of staff that suffer from an injury or impairment which would prevent them from teaching aspects of PE.

There are a number of staff members with a first aid certificate including training in expired air resuscitation and cardiac compression. Staff training is updated on a cyclical basis.

#### **4 Voluntary Helpers**

These are police checked as required. They are made aware of school policy and risk assessment as appropriate.

#### **5 Partnerships**

All external agents have satisfactory insurance arrangements in place. The Head Teacher reviews qualifications before entering a partnership with teachers/coaches not employed by the LEA.

#### **6 Equipment**

Regular annual inspections are carried out on large indoor equipment and the adventure playground and reports kept in the school's Health and Safety files. Checks are made annually to assess general premises health and safety issues.

Each teacher is responsible for checking the day-to-day safety of equipment and noting any hazards verbally to the PE coordinator. Equipment that is seen as unfit for use is isolated and removed immediately when possible.

Unofficial repair and/modification to PE equipment is not permitted.

#### **7 Risk Assessments**

Risk assessment for PE activities and facilities are in place. Individual children may have a Health Care Plan and/or IEP with additional information and risk assessments. The PE coordinator is responsible for carrying out reviews of risk assessments and follow up assessments and for reporting findings to the Head Teacher. The SENCO and class teacher are responsible for Health Care plans and IEPs, although they may consult the PE co-ordinator.

Risk assessments of off-site premises or environments are undertaken as required by the adult leading the off site visit.

All fire exits are clearly marked and regular fire drills are practised.

#### **8 Accident Procedure/Reporting Accidents**

See specific document relating to this, discussed and agreed by all staff April 2007. All new members of staff will be informed of this procedure by the PE co-ordinator.

#### **9 Travelling**

Members of staff are aware of regulations regarding insurance and the use of their own vehicle.

Children are required to use a seat belt when travelling by car or coach at all times.

Parents are asked to provide their child with a booster seat if necessary in accordance with government guidelines.

Children are made aware of road safety as it applies to them if walking to a sporting activity.