

St. Mark's Catholic Primary School



Physical Education Policy

Written by: St. Mark's School	Approved level: Headteacher
Approved by:	Review Date:

Introduction

All at St Mark's Primary School are committed to the health and well-being of our pupils. As staff we understand how a broad and inclusive provision benefits individuals and the school in general; our approach to Physical Education focuses very much on the holistic child. We strive for excellence in performance whilst recognising every child's achievements will be different. We also celebrate the creativity, commitment, leadership and analytical skills of our children, skills we look to develop through our curriculum and extra-curricular offer.

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.

Aims

- 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

Intent

- That all children can achieve the aims of the national curriculum through a broad, balanced and progressive curriculum
- A willingness of staff to adapt The PE Passport plans to meet the needs of individuals and groups- this might mean going back to plans programmed for younger groups to secure knowledge and skills
- A commitment from staff to develop children across different domains- physically, cognitively and socially and emotionally
- To be able to apply newly learned skills and knowledge
- Delivery through the Principles of Assessment for Learning.
- For children to experience 'new' and traditional sports
- Careful monitoring of the progress of individuals, groups, classes and year groups

Inclusion

We use a scheme of work called The Primary PE Passport and the subject leader inputs a long term plan at the beginning of each calendar year. It is expected that staff deliver a full national curriculum to the children and that they prepare for lessons thoroughly by reading the planning in The PE Passport; getting resources ready beforehand and adapting plans where necessary and for children with specific needs.

In planning and teaching P.E teachers will have due regard for the following principles:

- EYFS will follow plans on The PE Passport as well as giving children opportunities to be physically active through Development Matters.

- All children in KS1 and KS2 will have full access to the P.E national curriculum
- Lessons will be differentiated using the STEP principles Space, Task, Equipment, and People.

Our commitment in KS2 to intra school events is because we want all of our children to experience competitive sport.

CPD

- We are fully committed to keeping our staff fully aware of new developments in the National Curriculum and ensuring that lessons are safe and active and that the standards of teaching and learning is always good or better.
- Every two years, the staff will complete an audit detailing their competency and confidence in delivering the PE curriculum. The PE leader will formulate a plan which is costed out and keep evaluative records to ensure value for money.
- As part of our SSP, the school is able to access CPD including NQTs. These opportunities will be highlighted to all staff and records kept of those attending and any impact as a consequence.

Physical Activity

School is fully committed to ensuring that children grow up with a positive attitude to exercise and therefore tries to ensure that each child in EYFS receives 3 hours of physical activity in school each day and each child aged 5-11 receives a minimum of 30 minutes of physical activity per day. This is on top of their regular PE lessons. At St Mark's we achieve this by break times, lunch times, active learning, use of the adventure playground and the Daily Mile.

Implementation

Curriculum

All pupils will be taught:

Reception, Key Stage 1 and 2

- Fundamental movement skills
- Gymnastic activities
- Games related skills including target games and attacking and defending
- Dance
- Athletics

Key Stage 2

- Net/wall games
- Athletics
- Dance
- Gymnastics
- Invasion games
- Outdoor adventure activities
- Striking and Fielding
- Swimming

We aim to provide a well-balanced curriculum which covers the statutory requirements for the Early Years Foundation Stage (EYFS) and the PE National Curriculum.

In the Reception Class (EYFS), opportunities are provided for children to be active and to develop their co-ordination, control and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences. Structured lessons and opportunities for outdoor physical activity amount to at least two hours each week which includes continuous provision in EYFS.

Pupils in both KS1 and KS2 engage in two hours of high-quality PE during the course of each week. In KS1 the curriculum builds on the fundamental movement skills of agility, balance and co-ordination taught in EYFS. Curriculum content includes ball skills and team games, gymnastic and dance activities. At KS2 pupils continue to apply and develop a range of skills and units of work include a range of invasion, net / wall, and fielding and striking games, gymnastics, dance, athletics, swimming and outdoor and adventurous activities.

Planning

Our curriculum map shows the long-term plan: medium term planning is done on the PE Passport for each unit of work using a range of resources to support progression across the curriculum.

Curriculum Map

The curriculum is organised around the facilities and resources we have available, to ensure progression across the curriculum and also to prepare children to participate in competitive festivals and events.

Swimming

It is the school policy that all children should be able to swim 25m by the time they leave school as well as meet the other two requirements of the national curriculum. Therefore, swimming lessons are compulsory for all children. Children learn swimming in Years 1 to 6 with qualified swimming teachers. Guidelines recommend appropriate swimwear i.e. a one-piece costume for girls and trunks (not shorts) for boys. All children in KS1 and KS2 are provided with 8 half an hour swimming lessons a year. Swimming lessons are provided by qualified teachers from Halewood Leisure Centre (Volair).

Safeguarding

All adults working with children in school are to be checked for appropriate DBS clearance. This includes coaches working for a term at a time as well as staff working on a one-off basis or with clubs. Induction procedures are carried out before any activities by the school's Business Manager. A member of staff will always sit in on any sessions delivered by an external coach/teacher.

Extra-Curricular programme (OSHL)

Our extra-curricular programme complements and supplements the range of activities covered in curriculum time. The planned programme reflects a breadth and balance across the NC areas of activity. We participate in a range of inter-school fixtures, tournaments and festivals within the Knowsley School Games Partnership and Liverpool and District Catholic Schools Association. At the beginning of each term, we publish a documented timetable of clubs on the school newsletter. The extra-curricular content aims to be varied – including competitive and non-competitive and team- and individual based clubs appropriate for all pupils.

Health and Safety

All staff are aware of the current Association for Physical Education (AfPE) PE guidance 2012 when preparing and delivering PE lessons:

- Pupils are taught how to improve their own abilities to assess risks.
- First aid equipment is available, and all the staff are trained in what action to take, including calling for assistance in the event of an accident.
- Inhalers for pupils suffering from asthma are made readily accessible.
- Children with diabetes are monitored closely before, throughout and after PE lessons by staff.
- Regular checks are made on all equipment.
- All the staff are responsible for reporting to the subject leader if any items show wear and tear.
- Any items constituting a danger are taken out of use immediately.
- Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- Pupils are made aware of safe practice and understand the need for safety when undertaking any activity. (e.g. not lifting Hockey stick above the waist, not jumping or running in front of others etc).
- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings.
- Teachers ensure that no jewellery is worn in lessons and long hair should be tied back.
- Pupils wear suitable footwear when travelling to and from the hall.
- If a child has no trainers / pumps for outdoor PE they use their shoes if the activities are on the playground.
- Staff carry out ongoing risk assessments during all PE lessons.

Resources

PE Resources

- It is the responsibility of all members of staff to keep the PE cupboard tidy, putting back equipment where the labels are.
- Equipment must be put back into the cupboard at the first available opportunity.
- Gymnastics equipment must be returned to the areas indicated in the hall.
- The subject leader will audit PE resources each summer term.
- Teachers should let the PE subject leader know of any equipment or resources needed to teach PE that is not already available.

Impact

Assessment

- Our assessment outcomes focus on the child's holistic development in PE and not merely on performance. It is completed through The Primary PE Passport using a combination of formative and summative assessment.
- Teacher's assessment through observation forms the basis of assessment for PE.
- Staff will use AFL to teach at the point of learning, in order to ensure that all children are making progress whilst using across a unit of work.
- The assessment outcomes are NOT incremental and are all equally weighted.
- The PE Passport recommends one assessment focus from the Performing, PHSE and Competition categories. That means schools can hone in on particular outcomes and carry out the process thoroughly.
- We assess across a range of units to ensure across the different strands of PE e.g. dance, gymnastics, OAA etc.
- The end of unit assessments clearly identify those children who are exceeding or not meeting the lesson objectives and outcomes identified in the units of work.
- The outcomes of these assessments will be passed onto the next teacher in order to inform and adapt planning accordingly. It will be monitored by the PE leader in order to monitor standards and formulate any future actions.
- It is the expectation that each teacher uploads a video or picture from each unit of work on the PE Passport to show attainment and achievement in order to moderate standards across the school.

Monitoring and Evaluation

The PE leader has a formal monitoring and evaluation schedule which is available to all staff. Regular monitoring and observations of PE lessons and plans are undertaken by the PE leader throughout each academic year and used to inform CPD needs. Observations will also take place of any extra-curricular providers.