



Cartmel CE Primary School

PE Policy

2016/2018

The Governing Body adopted this policy on: February 2016

Approved by: Jean Bell

Review date: May 2018

Mission Statement

'Mighty Oaks from Little Acorns Grow'

We will do our best, be happy and honest, show respect and be friendly.

At Cartmel we create a happy caring environment based on Christian Values, where we value every child and encourage them to strive for their highest standards of achievement. We ensure that our young people go into the world as confident, independent, responsible citizens with a love for learning.

Our Mission Statement pays homage to our conviction that there is something potentially wonderful in every individual.

Physical Education Policy Introduction

- a) We believe in giving all pupils, irrespective of their academic or physical ability, the opportunity to discover and develop their physical potential through a balanced and developmental programme of activities. We do so in the belief that physical education in a safe, supportive and challenging environment is a vital component in the development of children's physical and emotional health and well-being. This, we believe, includes qualities such as enjoyment, tolerance, co-operation and the development of expertise.
- b) In this context, we are committed to achieving maximum participation for all children whilst recognising the need for equal opportunities on the grounds of gender and children's specific individual needs. Within a caring and supportive environment, we believe in encouraging positive relationships between groups and individuals while providing challenges and stimulation through physical activity.
- c) We believe in allowing children to apply skills, knowledge and concepts, to experiment, to be creative and imaginative and to recognise and celebrate progression and achievement within the physical medium.
- d) We are further committed to recognising the importance of physical activity of children outside the curriculum. We believe that links with sporting bodies, clubs etc., and the provision of extracurricular activities organised by the school is a positive experience and that the recognition and celebration of children's achievements outside school promote an awareness of the value of physical activity for all children.

Aims

General

- To ensure all staff, children, parents/carers and Governors are aware of the aims for learning and teaching Physical Education at Cartmel CofE Primary School and that these are consistently applied.

School Staff

- To promote a confident, positive attitude towards the learning and use of PE making it an enjoyable experience;
- To promote confidence and competence across all areas of the PE curriculum.
- To implement the curriculum effectively.
- To ensure all pupils are included and involved.
- To safely and effectively use the space and equipment.
- To assess, monitor and evaluate pupils' progress and the quality of the outcomes they achieve.
- To reward and celebrate your pupils' achievements.

Children

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To improve observation skills and the ability to make simple judgements on their own and others work, and to use their observations and judgement to improve performance.
- To develop an understanding of the effects of exercise on the body and an appreciation of the value of safe exercising.
- To develop the ability to work independently and communicate with and respond positively towards others.
- To promote an understanding of safe practice and develop a sense of responsibility towards their own and others' safety and well-being.

Parents and Carers

- To be understanding and supportive of our aims in learning and teaching physical education.
- To promote healthy living.
- To encourage physical activity.
- To support their children at competitive and friendly sporting events and to take an active role in encouraging them to achieve their optimum performance and full potential.

Governors

1. To on occasions appoint a designated link governor who will:
 - Meet with the curriculum Subject Leader at least once a year to find out about;
 - a) the school's systems for planning work, supporting staff and monitoring progress;
 - b) the allocation, use and adequacy of resources;
 - c) how the standards of achievement are changing over time.
 - Visit School and talk to pupils about their experiences of the curriculum area;
 - Promote and support the positive involvement of parents in the curriculum area;
 - Attend training and other events relating to the particular curriculum area;
 - Report jointly with the subject leader
 - a) for the school website;
 - b) to the governing body with recommendations, if appropriate, once a year.
2. To be understanding and supportive of our aims in learning and teaching Physical Education and review the Physical Education Policy.

Implementation of the PE policy

The PE lesson: Good Practice

- a) The Learning and Teaching Policy identifies the aims, principles and strategies for promoting effective learning and teaching at Cartmel CofE Primary school. These apply to learning and teaching in PE as well as every other curriculum area.
- b) Good lessons should contain the following elements:
- **Purpose:** Lessons should have clear objectives and defined learning outcomes which should be explained to the pupils at the beginning of the lesson.
 - **Progression:** Pupils capabilities should be developed with increasing demand made on physical and mental processes. Building on previous learning is essential and so too is working to achieve successful outcomes through repetition, application and refinement of skills.
 - **Pace:** High levels of activity, avoiding dead spots (pupils sat down doing nothing) with clear expectations for high work rates to be maintained are important. The physiological benefits of exercise should be explained and understood and their association with health emphasised.
 - **Coherence:** All teachers should reinforce previous understanding and establish links between curricular experiences.
 - **Challenge:** High expectations will be set for individual and group achievements. Pupils extended both physically and intellectually through interesting tasks.
 - **Differentiation:** Will be achieved through using tasks and equipment that enable pupils to be challenged appropriately and which ensures good progress for all ability groups.
- c) Pupil's responsibility: in lessons pupils will be encouraged to make decisions. They will be given responsibility for equipment, group organisation and at times their own learning as they practice and repeat movements in order to improve efficiency and the quality of their performances.
- In PE the overall structure of the lesson will generally be the same and consist of:
 - i. Learning Objective and Success Criteria (Verbal or Visual);
 - ii. A warm up and stretch activity;
 - iii. A main teaching activity, which would be either an introduction or revision of a skill; (the main teaching focus may be delivered in the classroom if appropriate e.g. using IWB, before the children warm up and stretch)
 - iv. Followed by a game or activity where the skill learnt is then applied;
 - v. The lesson is then concluded with a cool down exercise with dynamic or static stretching.
 - vi. Plenaries and mini plenaries take the form of constant evaluation of performance, consistently throughout the lesson.

1. FS, KS1 and KS2 organisation and teaching strategies:

- Differentiation is managed through pace, task, dialogue, input, support, resource, content, responsibility and independence as well as through outcome.
- Teaching styles are varied and reflect the specific abilities of the pupil.
- The learning style that best suits the pupil is investigated and teaching is adapted to suit this.
- Lessons provide opportunities for students to find creative solutions to challenges take risks and cope with failure.
- Teaching staff encourage independent work.
- Pupils to encourage refining their work by reviewing and evaluating.
- Open questioning is used to stimulate an increased depth of understanding.
- Teaching staff discusses with pupils what they are learning and encourage them to identify their own learning needs.
- Opportunities are provided for pupils to work together in a range of learning situations.
- Extension work is developed and used to provide exciting and challenging activities.

2. Swimming

- Children are taken to Kendal Leisure Centre during years 3-6 for one term each year for swimming lessons. Instruction is given by trained swimming teachers at the pool. School staffs assist the teaching of swimming to the children, following lesson plans provided by the trained swimming coaches.
- Swimming assessment is based if the child can swim 25 metres with confidence and independently based on the National Curriculum. Other skills and techniques will be assessed through observations and through the swimming instructors.

3. Forest schools

4. Cross curricular

- Opportunities are utilised within the Primary Curriculum's topic based work, to draw upon physical education experiences to maximise children's skills and learning.
- Opportunities are used to draw physical educational experiences out of a range of activities in other subjects to enable children to apply and use PE in real life and academic contexts.

5. Extra-curricular Activities

- There is a healthy tradition in our school for after school activities supervised by teachers in their own time. Specialist coaches also run afterschool sessions. These activities provide opportunities for more advanced coaching and competition with children from other schools and larger scale team games.
- Pupils with sporting ability are encouraged to take part in such extra-curricular activities, although these are voluntary and no child would be forced into participating.
- The extra-curricular programme of the school provides extended opportunities for pupils to develop their abilities through coaching and competitive situations.
- Pupils are informed of all opportunities through the school newsletter.
- In appropriate situations pupils are encouraged to participate in activities with pupils who are older than themselves.
- A range of competitive fixtures take place outside of school hours.
- Festivals and tournaments for talented students are hosted at the school through the school sports partnership.
- Information is provided for students regarding all local sporting organisations and exit routes for their chosen activity.

6. Playground

- a) The playground is a great tool for learning motor skills which is a process of control and discovery. This process depends on the environment and the chosen tasks and exercises. The playground (both the equipment and the environment) provides opportunities for different kinds of tasks and exercises. The playground can be used as a confined space, making it a safe environment that stands out clearly from its surroundings. In devising settings for learning experiences it is important to make the experience clearly defined and carefully constructed. This helps to create a structure for the children's games, which makes taking part easier.
- b) Playgrounds are often seen only as places for practising motor skills. However, children also learn important social and cognitive skills while playing. Moreover, it is possible to turn the playground into a set of cognitive tasks that can be integrated into other new skills (mathematics, biology, language teaching, etc). Playgrounds make excellent learning environments.
- c) There are several trained first aiders on the lunch-time team. The lunch-time supervisor ensures that a first aider is present on the playground throughout lunch-time.
- d) Outdoor play equipment is kept in the outdoor cupboard. The Sport Leaders and lunchtime supervisors have the responsibility for keeping the playground equipment tidy.

7. Resources

- Physical education resources are used by children and staff in a number of ways including:
 - To enable them to create and perform dances.
 - To enable them to play and make up a range of games and to develop their skills in various games.
 - To enable them to create and perform gymnastic sequences and to assist in providing progression in Gymnastics.
 - To provide opportunities to take part in and improve their athletic skills.
- The majority of PE resources are stored in the PE shed, located at the back of the playground.
- Resources for Gymnastics are located in the hall storage cupboards.

- Resources should not be collected from the PE cupboards by unaccompanied children, but only by teachers, teaching assistants or by supervised children.
- All staff are encouraged and expected to: treat the resources with respect; keep them in the appropriate areas; ensure all resource storage areas are kept tidy and report any faulty or unsafe equipment to the subject leader, who is then responsible for having it repaired or disposed of.

8. Health and Safety

- Safety should be paramount when planning PE activities. The following guidelines should be referred to by all teachers when planning their PE curriculum:
 - Safety Practice in Swimming (LEA)
 - Safe Practice in Physical Education (2012 BAALPE)
 - Safety in Outdoor Education (LEA)
- Risk assessments should be included in lesson plans and safety aspects should be considered with the children prior to the task. Children should develop their own abilities to assess risks.
- First aid equipment should be available and staff should know what to do and who to call for assistance in the event of an accident (designated first aider - list displayed in staff room and school office). Inhalers for children suffering from asthma must be readily accessible and brought to lessons.
- Regular checks should be made on all equipment. The subject leader should make frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the subject leader when any items need replacing or repairing. Any items constituted a danger should be taken out of use immediately.
- In order to minimize these risks all staff and children in PE lessons are required to take note of the following:
 1. All lessons are planned following a clear progression of developing skills and take into account the age, abilities and special needs of the class;
 2. Children should be made aware, understand and follow all safety requirements related to the use of specific equipment, appropriate clothing and the following of instructions when in a lesson.
 3. Children should be taught how to move and use apparatus safely under supervision of a teacher or responsible adult.
 4. All large items of PE equipment are inspected annually by an independent safety officer under a contractual agreement.
 5. Children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery.
 6. Children should be made aware of safe practice when undertaking any PE activity (e.g. not running or jumping in front of others and stopping when asked)
 7. Teaching staff should ensure and expect high standards of behaviour, performance and participation in all lessons.
 8. Teaching staff should follow the school's behaviour plan at all times.
 9. Teaching staff should ensure equipment is safe and in a good condition and suitable to the needs and abilities of the children.
 10. Any faulty equipment should be reported to the Subject Leader who will then repair or replace the faulty equipment.
 11. Children should be made aware of the importance of stretching in physical activity and how to use the correct technique.
 12. Teachers should conduct a visual risk assessment of the learning environment and PE equipment as well as the children's clothing; particularly footwear, before proceeding with any PE lesson.

9. Clothing

- All children must change for PE using the classroom or other supervised rooms where appropriate.
- All teachers should at least change into appropriate footwear for the teaching of PE. It is preferable that teachers change into a PE kit.
- Suitable clothing for all children within the school is a white t-shirt; navy shorts or jogging bottoms; suitable trainers or plimsolls.
- This PE kit should be a completely separate kit and clothing to what the child is wearing to school that day.
- No jewellery is to be worn in PE.

- All long hair should be tied back.
- All pupils should be barefoot for gymnastics and dance. However if one child needs to wear footwear, then the whole class must also do the same. This is to be decided at the teacher's discretion.

10. Accident Procedure

- In the event of an accident the class will be settled and then help will be sent for as soon as possible. There are trained first aiders in school; they will then follow set procedures for specific injuries.

11. Non-participation

- PE is a compulsory subject as outlined in the National Curriculum and requires all children to participate fully in Physical Education lessons.
- Children can only be excused from the physical aspects of PE if they bring a signed note from their parent/carer stating either physical illness or injury that prevents their participation. (If teachers doubt the validity of the note then they should contact the parent/carer and not insist that the child participates until this has been done).
- If children have a valid reason for not participating actively in the PE lesson, then they are to complete technique observation sheets or quiet reading.

12. Parents/carers

- The school aims to involve parents/carers in their children's learning as much as possible and to inform them when appropriate, of their child's progress in PE.
- Parents/carers have the opportunity to meet with the child's class teacher at least twice a year at parents' evenings and receive an annual report at the end of the summer term.
- Information about their child's attitudes and achievements in PE is shared with parents/carers at these times.
- Parents are openly invited to attend sporting events and fixtures and encouraged to do so; in order to support their child in friendly and competitive situations.
- Parents/carers are also invited to watch performances and attend celebration of achievement assemblies within the school and the local community.

13. Subject Leader

- The role of the Subject Leader is to provide professional leadership and management for a subject in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.
- They will achieve this by affecting the following areas:
 - Strategic direction and development.
 - Learning and teaching.
 - Leading and managing staff.
 - Efficient and effective deployment of staff and resources.
- The role of the Subject Leader is detailed further in the Subject Leader Job Profile.
- The Subject Leader has regular discussions with the Head teacher and other senior leaders about learning and teaching in PE and provides an annual summary report about their work as Subject Leader and an evaluation of the strengths and areas for development for the subject.
- During the academic year the Subject Leader has specific allocated time for subject self-evaluation activities.

Assessment, Record Keeping and Reporting

- Children's standards and achievements in PE are assessed. Assessment in PE for years 1-6 includes:
 1. On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress.
 2. Feedback of children's work; against the shared learning objective and success criteria is given in the form of verbal feedback.

3. Assessment takes place at the end of each activity and used to inform future planning and student target setting.
4. Self and peer assessment by pupils is encouraged and feeds into judgements made by staff.

Inclusion (please refer also to the School's Inclusion Policy)

- Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.
- Successful inclusive provision at Cartmel is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils. It is in this way that we will turn the rhetoric into reality.
- Inclusive practice in PE should enable all children (including those that are gifted and talented within PE or those that have Special Educational Needs) to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Gifted and Talented

A. Overview

In order to aid with the identification of 'Gifted and Talented' pupils it is important that we have a clear vision of the characteristics we are likely to observe:

1. Perform exceptionally well at one sport or to a good standard in many.
2. Good spatial awareness.
3. Good understanding of movement quality such as weight and time.
4. Skilful body management showing a high degree of control and coordination.
5. Able to combine movements fluently, precisely and accurately.
6. Learn, understand and adopt technical aspects of a sport very quickly.
7. Able to make correct decisions in pressure situations and adapt their technique accordingly.
8. Creative, original and adaptable; able to respond quickly to new challenges and situations, often finding new and innovative solutions.
9. Able to reflect on processes and outcomes in order to improve performance, taking into account the relationship between skill, fitness and tactics or composition.
10. Able to work independently and with initiative. Show a high degree of motivation to practice and performance.

B. Identification

- With a clear vision of the definition of a 'Gifted and Talented' performer we must now ensure that all possible opportunities for successful identification take place. A 'Talented Register' is collated by all interested parties and is shared with the school's Gifted and Talented Subject Leader who includes it in all whole school documentation. Identification of this group will take place using a combination of the following sources of information:
 1. Data stored on the school system.
 2. Documentation and notes recorded on lesson plans and the Gifted and Talented school registers.
 3. Notification from District, County, Regional and National sporting organisations of children playing at that sporting level.
 4. Notification from the community sports network, professional clubs and National Governing Bodies.

C. Implementation

- In Consultation with the Teacher and PE subject leader the pupil will be added to the Gifted and talented list.
- Pupils are encouraged to use their experience of this process and mentor younger pupils who may or may not be on the 'Gifted and Talented' Register.

Monitoring and Review

- The Head teacher and PE Subject Leader will monitor the effectiveness of this policy on a regular basis. The Head teacher and PE Subject Leader will report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.