



Crudgington Primary School PE Policy 2020

ICT Policy - Document Status				
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PE Intent Statement

At Crudgington Primary school, the teaching and learning of PE focuses on the development and exploration of physical skills. Children are entitled to learn about the benefits of exercise and healthy eating and how to make informed choices about these as they grow. At Crudgington we strive to create an engaging, purposeful, relevant and challenging PE curriculum for all children.

Implementation & Organisation of PE

We provide a wide range of exciting activities including:

Hockey	Tennis	Gymnastics	Tag-rugby
Netball	Cricket	Cross-country	OAA
Swimming	Dodgeball	Athletics	Multi-skills
Football	Dance	Rounders	

All children are taught by the School sports coach once a week, and by their class teacher once a week. Children from Years 1 to Year 6 have at least two, one hour, lessons of PE a week during curriculum time. Reception and nursery have an hour slot each week. In addition to this, Year 3 and 4's receive swimming lessons once a week during the Summer term.

The curriculum at Crudgington Primary School covers the National Curriculum Programmes of Study in PE as stipulated in the PE National Curriculum 2014 document. The teachers plan for each PE topic to ensure progression of skills is evident from Reception to Year 6. Pupils develop physical skills, knowledge and understanding as well as learn about fitness, cooperation and fair play. Pupils' are assessed against half-termly skills progression objectives to ensure progress is made and end of key stage expectations are met by all children.

EYFS

We encourage the physical development of our children in the foundation stage, as an integral part of their work towards the objectives of the National Curriculum. We relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. Physical development within the Early Years Foundation Stage framework is one of three prime areas for learning. The two related Early Learning

Goals are: Expected Moving and handling – Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Health and self-care – Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. In EYFS, the children access a range of daily activities to develop their fine 5 and gross motor skills and have access to a dedicated outside area. In addition to this, they also have a weekly PE lesson with the sports coach.

Key Stages 1 & 2

Key stage 1:

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 cooperative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, 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.

Key stage 2:

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. Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and 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

Resources

On-site facilities include:

- Hall – gymnastics mats, balance benches.
- Playgrounds/field (KS1 and KS2 separate playgrounds) – to be used during the day for play times, lunch times and PE, both in and out of school hours – with rock-climbing walls and wooden climbing frames.
- Shortwood Swimming pool facilities used for swimming lessons.

Crudgington Primary has a School Sports coach who delivers a PE lesson to every class once a week. Class teachers deliver the other PE lesson once a week.

Assessment – Measuring Impact

Teachers regularly observe children during lessons and have a running record of progress made by children against specific targets within that unit of focus currently for PE. The teachers and the external sports coach confer after PE lessons and exchange assessment data that can impact on future planning for both teachers and the coach, and inform for athletics in relation to events on sports day.

Teachers assess children throughout their journey at Crudgington through using the EYFS framework and the progression of skills document. Teachers have the opportunity to offer feedback via staff meetings with regards to timetabling of lessons. The PE subject leader monitors standards of the children's skills and quality of teaching and keeps samples of teacher's planning, children's skill progression and details of pupil interviews. The PE subject leader supports teachers and gives the Headteacher an annual action plan in which he/she evaluates improvement plans and indicates areas for further improvements.

Health and Safety

As a school we follow the Safe Practice in Physical Education (2008) guidelines. First aid equipment must be readily available and staff should know what to do and who to call in the event of an accident. Any medication, such as inhalers, must be readily accessible to the pupil. Any accidents that occur during PE lessons must be reported to a designated first aider and the PE coordinator should also be informed. All accidents should be treated appropriately and recorded in the Accident book (Located in the school office) as soon as possible, an accident note should also be sent home to inform parents/carers. Regular checks are made on all the equipment and any deemed not suitable for use are removed out of use. All large items are inspected by an independent safety officer annually. The school's behaviour policy is adhered to at all times. We expect pupils to change for PE into the agreed clothing for each activity areas. School policy expects teachers to set a good example by wearing appropriate clothing when teaching PE (See Staff uniform policy for more information.). Also, School Policy is that no jewellery is to be worn for any physical activity and mid-long hair needs to be tied up.

Inclusion and Equal Opportunity

A range of PE activities are offered to both boys and girls; experiences and expectations are the same regardless of gender. Selection for school sports teams is based on ability and is decided by the P.E Coordinator and the sports coach. PE lessons and after-school sports clubs offer all children, the opportunity to improve their knowledge and techniques, giving everyone a chance to improve in confidence and skill.

For children who have physical or learning disabilities, some modification may have to be made to the way in which an activity or sport is taught, learnt and played. Any such modifications will be made in the consultation with the relevant staff and specialists, and noted in teachers plans.

Children should only refrain from physical activity during a PE lesson on health grounds, if this is requested by their parents/carers, either by direct contact with the school or in a note to their teacher. If a pupil does not have the correct uniform for PE, they will not be allowed to participate unless spare PE kit can be provided. Non-participating pupils should take the role of an evaluator, scorer, coach etc.

PE Kit

All children should have a clearly labelled PE kit at school every day, which should be suitable for the time of year. These should be taken home at the weekend and the holidays for washing. Tracksuits should be worn outdoors in cold weather. Blue t-shirt and shorts are necessary for indoor events such as gymnastics. Suitable footwear should be provided for outdoor activities such as correctly fitting trainers or football boots, whilst bare feet are necessary for indoor activities such as dance and gymnastics. Swimming kit should be brought to school on the day of swimming and take home that night. In the summer, hats and sun cream are needed, but teachers cannot take the responsibility of applying the sun cream onto the pupil.

Subject Leader Role/ Monitoring and Review

The PE Coordinator is responsible for the overall monitoring of the quality of PE and physical activity provision.

We monitor PE in the curriculum through subject reviews and self-evaluation in order to provide an accurate perspective on how it is being delivered and how it can be further improved.

Physical Education is monitored and evaluated through:

- Lesson observations
- Monitoring of equipment
- Pupils Assessment data
- Feedback from staff
- Children questionnaires
- Pupil records of participation, focusing on different groups
- Feedback from pupils/school council about PE and general physical activity
- Pupil attendance and achievement in sporting competitions

- Attendance at after school sports clubs

When external providers are used to deliver physical activity, the PE Coordinator will observe to ensure that high quality lessons are delivered and assessed consistently.

Policy Review

Review April 2020

Review every 2 years

Date for Review: April 2022