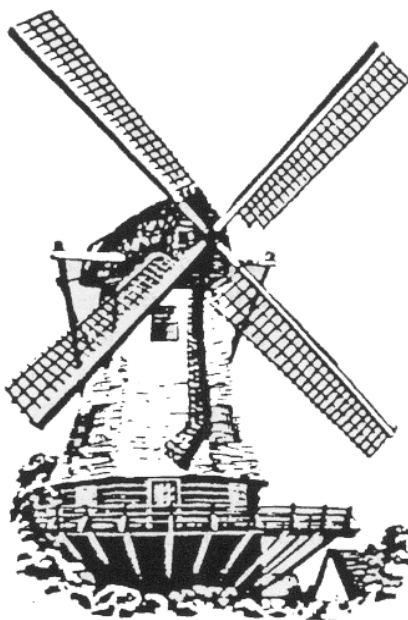


***LONGFORD PARK PRIMARY SCHOOL
PHYSICAL EDUCATION
AND
SCHOOL SPORT
POLICY***

November 2015



Content

- 1. Introduction**
- 2. Aims**
- 3. Objectives**
- 4. Equal Opportunities**
- 5. Management and Organisation**
- 6. Teaching and Learning Strategies**
- 7. Resources**
- 8. Assessment, Recording and Reporting**
- 9. Monitoring**

Longford Park Primary School

Policy Document

Curriculum Overview



The Curriculum

At Longford Park Primary School we provide a creative curriculum based around the Cornerstones Curriculum.

In 2014-15, with the new National Curriculum being introduced by the Government, we have been working hard to refresh our school approach and provision for pupils. As part of this work we have decided to implement the new Cornerstones Curriculum, a nationally recognised approach for delivering outstanding learning opportunities for children.

What is the Cornerstones Curriculum?

The Cornerstones Curriculum is a creative and thematic approach to learning that is mapped to the new 2014 Primary National Curriculum to ensure comprehensive coverage of national expectations. Our new curriculum will be delivered through Imaginative Learning Projects (ILPs) which will provide a rich menu of exciting and motivating learning activities that make creative links between all aspects of our children's learning.

We believe children learn better when they are encouraged to use their imagination and apply their learning to engaging contexts. Our new curriculum will provide lots of learning challenges throughout the academic year that will require children to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum.

Cornerstones also provide a rigorous essential skills framework that outlines the end of year expectations in all subjects. These essential skills are tied to activities and are age related so that staff can track children's progress and identify their individual learning needs.

How it Works?

Children will progress through four stages of learning in each ILP - Engage, Develop, Innovate and Express. To find out more about these stages please click on the link through to Cornerstones website:

<http://www.cornerstoneseducation.co.uk/Learning-Philosophy.aspx>

1. INTRODUCTION

1.1 This is a policy statement for Physical Education and School Sport (PESS). It outlines the schools aims and objectives and states how it is managed throughout the school. The policy will also support the schools approach to encourage school staff and pupils to participate in a range of physical activities as part of a healthy lifestyle.

1.2 Physical Education and School Sport contributes to the overall education of pupils by helping them to lead full and valuable lives through engaging in purposeful physical activity. It develops physical competence and helps to promote physical development. It also helps to teach pupils through experience, to know about, and value, the benefits of participation in regular physical activity.

Through Physical Education and School Sport we aim to:

- deliver broad, balanced and inclusive high quality PESS provision (within and beyond the curriculum) to raise pupils' attainment;
- increase the understanding of how high quality PESS can be used as a tool for whole school improvement – particularly in terms of behaviour management, attendance and attainment;
- improve the understanding of how high quality PESS can be used to support healthy lifestyles and physical activity;
- encourage more innovative interpretation of the Physical Education National Curriculum purpose of study to meet the needs of all pupils and to enhance achievement;
- develop cross-phase continuity to improve pupils' progress and enable young people to live a full and healthy lifestyle.

1.3 The basis of physical education and school sport is the Physical Education National Curriculum (2014) which supports a range of activities including:

- ❖ Athletics
- ❖ Dance
- ❖ Games
- ❖ Gymnastics
- ❖ Outdoor and Adventurous
- ❖ Swimming and Water Safety Activities

1.4 These activities take place within the context of teaching and learning. General and specific skills are acquired, knowledge and understanding developed, and positive personal and social attitudes encouraged.

1.5 The schools scheme of work for Physical Education supports the policy and is a written statement of the knowledge, skills, understanding and activities to be covered by each year group. Schemes are combined and coordinated as part of a Curriculum Plan that forms the overview of the subject.

2. AIMS

School staff and coaches aim to provide a physical education curriculum which will support the overall school aims and which will develop the knowledge, skills, attitudes and beliefs that enable pupils to respond to the physical challenges of every day.

Physical Education and School Sport aims to:

- 2.1 Develop competence to excel in a broad range of physical activities and encourage pupils to be physically active for sustained periods of time
- 2.2 Develop self-confidence through understanding the capabilities and limitations of oneself and others.
- 2.3 Give pupils a sense of enjoyment and pride in their own and others physical abilities.
- 2.4 Encourage respect for the ways in which people of different cultural backgrounds, both at present and in the past, have used their skills in physical activities.
- 2.5 Develop pupils' understanding of the way in which resources and equipment might be used and their capacity to maintain interest and perseverance to achieve success in any chosen activity.
- 2.6 Show pupils the similarities and differences of the work of "professional" sportspeople and elite athletes. Encourage the appreciation of their abilities and aesthetic qualities.
- 2.7 Develop pupils' capacity to express aesthetic ideas through activities such as dance and gymnastics.
- 2.8 Encourage pupils to use their previous learning and experience to assist them to attempt new challenges.
- 2.9 Develop the appreciation of the concepts of fair play, honest competition, good sporting behaviour and good sporting attitudes.
- 2.10 Develop an understanding of the importance of exercise in maintaining a healthy lifestyle.
- 2.11 Pupils should develop self-esteem through a range of physical and mental skills.

3. OBJECTIVES

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 co-operative physical activities, in a range of increasingly challenging situations.

3.2 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.

4. EQUAL OPPORTUNITIES

- 4.1 All areas of Physical Education and School Sport aim to promote equal opportunities in accordance with the school Equal Opportunities Policy, which recognises that each pupil should have access to the curriculum regardless of gender, race, disability or learning difficulty.
- 4.2 Pupils are taught in mixed class groups. Girls and boys have access to all activities both within and outside the curriculum.
- 4.3 Activities and programmes are provided which enable all pupils to develop qualities and skills relating to co-operation and sensitivity, fair play and respect, the acceptance of decisions and rules, and handling success and failure with dignity.
- 4.4 Pupils will have the experience of the responsibility for leading a partner and of being led, and of being a group leader as well as a group member.
- 4.5 Pupils will be required to act as judges, umpires and referees, and reflect on the skills, qualities and approaches that are essential to be effective manager and organiser.
- 4.6 Pupils will have the opportunity to study health related fitness, including a reference to a range of different cultures and lifestyles.
- 4.7 A pupil may have special needs in physical education due to sensory, visual, auditory, mental or movement difficulties. They may also have learning difficulties and medical conditions. All pupils overall emotional and behavioural wellbeing should also be taken in to account when planning and delivering activities. These

difficulties may be temporary or permanent, mild or more severe and tasks will be adapted accordingly.

- 4.8 Pupils will be given, wherever possible, the opportunity for privacy when changing for both curriculum and extra-curricular activities. Younger pupils will change in their classroom with older pupils given access to separate changing areas.

5. MANAGEMENT

- 5.1 The Headteacher has the responsibility for ensuring that the Physical Education and School Sport Policy is implemented in line with the Physical Education National Curriculum and report regularly to the school Governors and parents.

- 5.2 The subject leader/coordinator is responsible for the following areas:

With pupils

- a) as a class teacher
- b) as a point of reference
- c) as special needs support via class teacher
- d) as co-ordinator of extra - curricular activities and links with local clubs

With school staff and coaches

- a) to advise/ work alongside/ and consult with individual staff
- b) to provide special work for individuals or groups
- c) to provide resources and equipment
- d) to arrange school-based professional development opportunities
- e) to encourage and monitor colleagues own professional development
- f) to liaise with other subject leaders/coordinators within their own and other schools.
- g) in the deployment and monitoring of coaches and all adults supporting the delivery of Physical Education and School Sport

As part of the curriculum

- a) to give the benefits to others of their knowledge and experience
- b) to increase their own and others knowledge/ experience in the teaching of Physical Education
- c) to support planning for others
- d) to evaluate the programme for Physical Education and monitor its quality

As part of planning

- a) to prepare and promote - guidelines, policy, schemes of work and a curriculum plan
- b) in developing and implementing assessment, recording and reporting systems
- d) to lead in preparing and implementing a subject development plan

In developing networks

- a) that engage in curriculum consultation and discussion
- b) that aim to promote curriculum consensus
- c) that share resources
- d) that develop links with secondary schools and other partner schools
- e) that establish community links
- f) that liaise with key strategic partners

- e) that identify and promote external agencies

Monitoring and development of equipment and resources

- a) to organise and have an overview of what is available
- b) to promote use and ensure maintenance.
- c) to monitor health and safety

6. ORGANISATION

6.1 Physical Education planning is derived from National Physical Education Curriculum aims and purpose of study. This provides a structure for planning and states which areas of physical education can be taught throughout the school. An overall Curriculum Plan provides an overview of the activities taught.

Time in Minutes per year group for Physical Education

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
120 minutes	120 minutes	120 minutes	120 minutes	120 minutes	120 minutes

Note: it is recommended that a minimum of 2 hours each week be allocated to the teaching of physical education. Provision should also be available for the majority of pupils to participate in at least 1 hour of extra-curricular activities per week

6.2 Not all aspects of Physical Education require the same amount of time or the same degree of continuity for progress to be made. Emphasis is placed on fundamental movement skills, dance activities, games activities and gymnastic activities, to provide a foundation of basic movement skills and understanding. The scheme makes provision for pupils to experience a wide a range of activities by the end of Key Stage 2.

6.3 Pupils are expected to wear appropriate clothing for each activity. T-shirt or vest, shorts, gym/dance leotard, pumps or training shoes a tracksuit for outside use (when necessary), and suitable swimwear. Bare feet is recommended for Gymnastic and Dance Activities, appropriate footwear is recommended for all other indoor activities. Outdoor footwear needs to be appropriate to the surface and weather conditions. All clothing and footwear should be suitable for the activity and teachers should check this regularly. All staff teaching lessons will carry out a risk assessment of both the playing surface and outdoor weather conditions before deciding as to what suitable clothing and footwear is recommended. Pupils should also be taught to identify their own and others safety.

All staff delivering a practical session should dress appropriately in line with the practical nature of the subject.

6.4 All classes use the school hall for indoor activities, and the playground/field for outdoor activities. Swimming will take place at the Bedworth Leisure Centre.

6.5 Activities in physical education will follow the Curriculum Plan and ensure:

6.5.1 Breadth and balance.

This will be provided through individual, pair and group activities, contact and non-contact activities, competitive and non-competitive activities, and the use of different teaching styles.

6.5.2 Differentiation.

This may involve organising different groupings, e.g. ability groups, individual activities, using different equipment for different levels of ability, e.g. small or large ball for catching, and giving different group/individual tasks and different allocations of time.

6.5.3 Progression.

Pupils may perform a greater variety of movements, find different ways to perform a task, demonstrate better balance, show greater strength, complete a task in less time and aim at a smaller target.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant purpose of study.

6.6 Pupils who are unable to physically participate in their physical education lesson need to provide a letter from home stating the reason for their non-participation, this needs to be recorded by the teacher and an alternative method of involving the pupil in the lesson should be used. Long term physical non-participation needs to be confirmed by a parent or guardian which may also be supported by a copy of a medical certificate. Regular physical non-participation needs to be monitored and recorded.

6.7 Pupils are able to access a range of extra-curricular activities within school. These activities are organised after school or at lunchtimes and are supervised by school staff, or qualified coaches. Matches/races/festivals and competitive events are arranged against other schools on a regular basis and a timetable of these events is available on request. Pupils will be encouraged to participate in these activities to support an active lifestyle

Note: Provision should be available for the majority of pupils to participate in at least sixty minutes of extra-curricular activities per week

6.8 An overview of all sporting extra-curricular activities will be produced on a term by term basis

6.9 The school organises and encourages pupils to participate in residential trips

6.10 Pupils will be encouraged to take part in local and national community sporting activities provided by a range of sporting organisations and to use local sports facilities and providers. Information from approved local clubs and providers that publicise activities organised outside of school hours, during holidays and activities will be made available for relevant age groups.

6.11 The use of external, suitably qualified coaches and other adults is encouraged. These additional sessions are aimed to enhance pupil and school staff overall experiences both in curriculum and extra-curricular time. The necessary child safety checks will be observed when using any external providers and be monitored by the curriculum coordinator and school business manager.

7. TEACHING AND LEARNING STRATEGIES **(taken from National Curriculum Physical Education 2014)**

7.1 Key Stage 1

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.

7.2 Key Stage 2

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.

7.3 Swimming and Water Safety

Pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

8. RESOURCES AND PLANNING

- 8.1 There are a range of resources, of various types, in sufficient quantities, to support pupils learning at different levels. The school will audit on an annual basis and provide the relevant sums to purchase and replace equipment where necessary. Resources are used in line with school staff and coaches planning and is part of the overall provision for Physical Education and Sport. Pupils and staff are encouraged to develop their IT skills through Physical Education
- 8.2 Year groups 1-6 will use the Rising Stars Champions P.E Planning appropriate to them
- 8.3 All physical education equipment is stored in the hall. It must be checked out and in by the member of staff leading the lesson at the beginning and end of each lesson. There is a variety of equipment that is suitable for each age group and will enable staff to plan sessions that are differentiated and challenging. Any equipment that is damaged or lost should be reported to the subject leader/coordinator. It is important that each member of staff considers the choice of equipment for the age and experience of their group.
- 8.4 All large apparatus and equipment is checked and maintained on an annual basis by an external provider. Current health and safety guidance will be observed when purchasing or replacing equipment and resources. In addition staff will check equipment and apparatus each time it is used.
- 8.5 A review of the range of resources that are available is carried out at regular intervals to ensure they are appropriate and relevant to the lessons and activities that have been planned and delivered. Continued professional development of staff skills and knowledge will be monitored in line with current use of appropriate, relevant equipment and resources. An annual audit of resources and equipment will take place with the decision to purchase new resources arising from discussions between the subject leader/co-coordinator and the Headteacher.
- 8.6 Following our PE and Sport review we intend to use the PE and Sports Premium to fund the following resources
- hire qualified sports coaches to work with teachers
 - provide existing staff with teaching resources and professional development to help them teach PE and sport
 - run sport competitions or increase pupils' participation in the School Games
 - run sports activities with other schools

9. ASSESSMENT, RECORDING AND REPORTING

- 9.1 Pupils' physical education attainment should be recorded at intervals throughout their time in school. This can be in a variety of forms including the direct observation of individual pupils work on a given task, listening to, and discussing with individual pupils. Observing work between groups of pupils and recognising the skills developed in one activity and assessing the ability to transfer those skills to another activity.
- 9.2 Assessment in pupils' attainment is a continuous process and is integral to all teaching and learning.
- 9.3 By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study
- 9.4 Each pupil has an individual record of the physical education activities they have participated in each year. Teachers will record a comment to summarise the pupils' progress and attainment. In addition extra -curricular participation and additional sporting achievements are also recorded.
- 9.5 Pupils that have been identified as more able or Gifted and Talented should also be recorded, this should be done in line with both their attainment in their lessons and their achievement in their extra-curricular activities. Pupils should also have their sporting achievements outside of school recognised and celebrated.

10. MONITORING

- 10.1 The Policy for Physical Education and School Sport will be reviewed periodically. This process will be led by the physical education subject leader/co-coordinator. All staff will be asked for feedback through discussions at staff, and physical education co-ordinator meetings.

B.Paul
November 2015
