



Physical Education (PE) Policy

Amendments made since last review Summer 2018 Broad guidelines - Baalpe guidance 2016 updated Summer 2020 Val Sabin PE added / external provider updated / 2020 guidance Summer 2022 - Skill development section added to the lesson planning format / Storage of PE equipment amended to include the use of PE cupboard in KS2 hall Autumn 2023 - Policy amended to include 3 i statements – Intent, Implementation and Impact.	
Policy agreed / reviewed 28/11/2023	Next review due Spring 2025 (new building)
Signed on behalf of the Governing Body	Signed by headteacher

Intent

We recognise the value of Physical Education (PE) for children to understand a healthy lifestyle and to develop both physically and emotionally, as physical exercise promotes mental well-being. We ensure that all pupils 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 and lead healthy, active lives.

PE is about pupils learning about themselves, their capability, their potential and their limitations. It goes beyond the individual and understanding themselves - its learning how to work with and to respect others.

Aims:

- To build enthusiasm and self esteem through physical confidence
- 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 describe and make simple judgements on their own and others work and to use such judgements 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 provide equal opportunities for participation, enjoyment and success whilst working safely and responsibly with others.
- To promote fair play and sportsmanship
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.

Implementation

Longton Lane has a clear strategic overview for curriculum implementation, we follow a PE scheme of work which ensures progression is made throughout the lesson and across each key stage, ensuring prior knowledge and skills are built upon. Agreed key questions, non-negotiables and a vocabulary list are in place for each year group.

PE is taught by teachers and PE specialists who provide CPD to teachers to ensure they have good subject knowledge and understand how to deliver a lesson which caters for all needs. We ensure all abilities are catered for by providing differentiated activities throughout the PE lessons, ensuring the lower ability children are supported and higher ability children are challenged to achieve their full potential. Children are encouraged to do their own risk assessments at the beginning of each lesson to make them become more independent learners. Monitoring of PE planning, teaching and assessment is completed by our subject leader to ensure age related expectations are achieved and planning promotes progression.

We have sports councillors in each year group and hold regular meetings to ensure children feel included and have some ownership of their PE clubs and competitions, which we regularly attend. We promote active learning both in and out of school and regularly provide after school clubs, including those with specialist coaches, which engage children and help inspire a longer term healthy lifestyle.

Broad Guidelines

1. Our long term planning for PE, across KSI and KS2, is based upon the subject content from the new curriculum 2014, this is then supported by Val Sabin PE.
2. An external provider delivers dance and gymnastic sessions to each year group, offering CPD opportunities for class teachers to enhance their knowledge and delivery of these areas, this is replicated by a further provider with marital arts skills.
3. Throughout PE, the children will have the opportunity to participate in a range of activities that incorporate games, gymnastics and dance across KSI. Whilst KS2 also includes swimming, outdoor challenges and athletics.
4. The fundamentals of the subjects will be delivered on a weekly basis and lessons are timetabled for a minimum of two hours per week.
5. Weekly/ Termly planning and assessment of PE are the responsibility of the class teacher.
6. A mixture of whole class teaching and individual or group activities are used in PE lessons
7. Pupils must change for PE, teachers will ensure there is spare kit available as appropriate. Hair must be tied up and no jewellery worn. Teachers will ensure that all children have the same footwear, as appropriate.
8. Staff teaching PE will be appropriately dressed for such lessons, especially footwear.
9. PE equipment should be put away correctly at the end of each session, there is a specific PE cupboard in the KS2 hall and an area in the KSI hall. Any damaged equipment should be removed and reported to the PE lead so that it can be replaced.

Impact

Evidence of the impact the Longton Lane curriculum is having on the children as learners is rigorously evaluated and closely monitored by the subject leader. Our online assessments are used to ensure progression is made by all children throughout the academic year. We aim to have our competition participation increase so that we continue to achieve the sports award to demonstrate our commitment to PE. We aim to have children adapt a healthy lifestyle and increase their physical exercise, and adapt a positive attitude to an active healthy lifestyle to continue into their adulthood.

Broad Guidelines for PE

Based on BAALPE document "Safe Practice in PE" 2020

1. Pupils should be physically active for a considerable majority of all their PE lessons
2. Teachers at all stages will need to plan tasks using a variety of teaching styles in order to provide a broad curriculum. It is vital therefore that there is a balance between grouped, paired and individual working opportunities, competitive and non-contact activities, contact and non-contact sport and the development of skills and tactical understanding
3. Planning for differentiation should incorporate – pupil groupings, resources, pupil activity and other opportunities
4. Each lesson will comprise of a warm-up, skill development, individual /paired or small group work and a cool down activity. The pupils are made aware of the importance of these elements of the lesson and the reasons why they must be carried out.
5. Pupils will be encouraged to evaluate their own performance and make suggestions for improvement
6. Teachers in all stages are responsible for the safety of PE in their own lessons and teaching of particular activities
7. All pupils must change for PE. Teachers should wear appropriate clothing and safe suitable outdoor footwear
8. For indoor PE lessons pupils should wear red shorts, white T-shirt and black pumps. For Outdoor lessons a sweatshirt, tracksuit or jumper can be worn – spare kit will be available in school.
9. Pupils must not wear tracksuit trousers, tights or socks on apparatus. Long hair must be tied back at all times.
10. All jewellery must be removed
11. Pupils will be excused for medical reasons, when a note is produced from parents.
12. If kit is persistently forgotten a letter will be sent to parents
13. Children excused will accompany the class to the lesson and be given a PE observation sheet to complete
14. Teachers should ensure position themselves carefully in lessons so that all pupils are on view at all times
15. If an injury occurs during a lesson, stop all activities and follow the accident procedures of the school
16. Pupil's progress in PE will be assessed using our PE non-negotiable list. Assessment will be an ongoing part of the PE activities and will be used to identify pupil's strengths and areas for development, to ensure that they are making appropriate progress and to set targets for the future development.
17. In evaluating learning in PE we should look at the pace at which children make progress, at their interest, concentration, perseverance and their capacity to: Ask questions and show curiosity – Communicate what they have learnt – Evaluate

- their progress and be critical - Evaluate the performance of others and offer suggestions for improvement - Apply what has been learned to unfamiliar situations.
18. The class teacher always physically supervises students on teaching practice or coaching experience, even when the student is assuming responsibility for the class for the majority of the time.
 19. AOTTS may only supervise clubs, lessons and off-site activities if they have presented a copy of the relevant qualifications to the Headteacher and have been fully checked by the school.
AOTTS, i.e. football and gymnastic coaches, swimming instructors and parents, are involved in the teaching of curriculum lessons only under the overall supervision of a qualified teacher from the school.
 20. Pupils are taught to take responsibility for their own safety and the safety of others. This is achieved through the teachers understanding of;
 - The need for pupils to develop respect for themselves and those of others around them
 - Careful planning of activities, anticipation and elimination of any risks through effective management, this will include safety, safeguarding and protected characteristics.
 - Being aware of pupil's previous experience and skill level through previous ongoing assessments
 - Knowing and applying the accepted techniques for learning an activity
 - Involving the pupils in decision making to assess the level of risk and appropriate action as a result
 - Differentiation of task through support, resources, activity, group size or outcome
 - An awareness that maturity and physical development is relevant when assessing the appropriateness of an activity
 - Flexibility – if an activity cannot be made safe, or upon commencement does not seem safe despite risk assessment, then do not proceed. This also applies to flexibility in lessons, where pupils may have been incorrectly taught previously, or may not be as able as expected
 - Positioning of staff where they can see pupils at all times
 - Quiet / silent work in gymnastics to eliminate possible dangers through lack of concentration by pupils
 - The recognition for the need of a consistent approach to safety education by all members of staff throughout the school e.g. how equipment is moved
 - The recognition of the role of the teacher as exemplary - teachers should not only be safe, but be seen to value the safety and safeguarding of pupils as paramount.
 21. Teachers' lesson plans show progression in the level of independence / responsibility, pupils are expected to have for warm-ups and cool downs.
 22. Teachers are aware that if pupils have missed large aspects of the physical education curriculum through factors such as illness, continuity will be an issue. In a situation such as this the PE curriculum is adapted to fulfil the needs of the individual through appropriate differentiation and targeted teaching.
 23. Across all PE elements the skills are taught in progressive steps. The rate of progress is different for each individual and this is acknowledged through appropriate differentiation at each stage, before moving on.
 24. Differentiation is achieved through the adoption of an activity to meet a common objective through either a) support from the teacher b) access to appropriate resources c) a realistic level of outcome or d) the number of people involved in a task or game.
 25. Staff will not use equipment that they are not confident in the use of. It is their responsibility to communicate with PE Co-ordinator about their training needs.
 26. Pupils will be supervised by a qualified teacher or coach at all times when participating in an activity. It is the responsibility of the teacher to ensure that;
 - All pupils know what is expected of them
 - The teacher to ensure the correct pupil adult ratio is maintained for the type of activity, age and ability of the pupils. Swimming with the swim scheme 1:24 class teacher 1:6 beginners, or 1:12 with improvers
 - They are aware of any SEN needs or medical conditions including asthma, potential behavioural and disabilities and protected characteristics
 - They are aware of any medication that a pupil is taking, which may affect sensory perceptions, motor control or co-ordination.
 - Special safety precautions are taken if there is an issue of inexperience or of maturity of a pupil
 - Where possible, the pupils participating in inter-school and off-site events, should be supervised by a qualified teacher or instructor
 27. The handling of apparatus involves the lifting, carrying and lowering of equipment in gymnastics. It is important that young children should be taught to correctly handle equipment appropriate to their size and strength.

28. In school we have

- Arranged storage of equipment near to the position of use so as to eliminate unnecessary transportation of apparatus
- We have helped pupils to lift, carry and lower equipment in the early stages of their learning and strengthen development
- We teach the pupils to lift and carry mats with 2 pupils per mat – one along each side, following the nose
- We teach pupils to lift and carry benches with at least 4 pupils – two on each long side, following the nose
- We teach the pupils to lift and carry tables and benches with at least 4 pupils – two on each long side following the nose
- We teach pupils to bend their knees in order to lower equipment to the floor or lift it up
- We do not allow pupils onto equipment prior to the safe erection being checked by the teacher
- We teach pupils to take out the climbing frame and ropes
- We teach pupils the importance of sensible behaviour in order to eliminate as much risk as possible

29. In order to achieve a safe working area we ensure that;

- The floor of the hall is kept clean and dry especially after lunch
- The level of lighting is appropriate
- The walls in the hall are kept smooth and resources for PE equipment are stored safely around the edges or in the PE cupboard.
- The heating is kept at an appropriate level
- The playground surface is checked for hazards before each activity
- The playing field is checked for hazards regularly and before each activity
- The school playground is litter free and children are taught to check for hazards
- Vehicles are prevented from using the playground or fields, unless this is unavoidable or due to an educational or building purpose, in which case they are cordoned off with cones
- The perimeter fence is kept in good condition and checked regularly