

## **Physical Education Policy**

### **Vision for PE and School Sport**

Within both schools of the Holy Cross Federation, we strive to provide our children with High Quality, wide ranging, inclusive, yet challenging, PE and School Sport opportunities that will inspire them to continue their learning beyond the classroom and their time spent here with us. Whether this be through taking part in school based and local community clubs, supporting them to lead healthy, active lifestyles or through participation at local competitions. We encourage every child to fulfil their full potential and 'Be the Best that they can be.'

### **Curricular Aims:**

**The purpose of study and the aims of the national curriculum for physical education (2014) state:**

#### **National curriculum in England**

##### **Purpose of study**

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**

The national curriculum for physical education aims to 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
- lead healthy, active lives.

### **School's aims for PE:**

The School's aims for Physical Education are:

- To improve overall fitness, promoting a healthy, active lifestyle
- To work with others, applying skills and tactics within competitive and non-competitive situations.
- To encourage understanding of game related activities
- To promote an understanding of safe practice, and develop a sense of fair play, responsibility towards their own and others' safety, respect and well-being, including taking risks

- To develop skilful use of the body and to become physically competent and confident in a broad range of physical activities
- To improve observation skills and the ability to describe and make simple judgements on their own and others work, using this to improve their performance

### **Entitlement:**

The school endeavours to provide all pupils with the full entitlement of two hours high quality Physical Education a week, delivered across two sessions.

Each class across the Federation is timetabled so that they can access the hall at Runcton Holme for the duration of the unit

Key Stage 2 children are given the opportunity to attend OAA Residential on two occasions.

### **Curriculum Planning:**

The school has progressive curriculum map in place influenced by a variety of different resources. Individual lessons should be evaluated to inform planning and ensure differentiation. Teachers must ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas and fitness and health.

PE is taught solely by the HLTA across all classes within the Federation.

Swimming is taught by the Swimming Instructor with support from a member of school staff who is trained sufficiently. Information on progress, assessment of attainment is provided by this person in consultation with the PE lead.

### **Teaching and Learning:**

The organisation of PE in the school promotes teaching and learning. The structure of the scheme of work will promote teaching and learning as it provides both continuity and progression. Lessons are blocked in units of work to promote greater depth of understanding, developing of skills, contextual application of these skills and the ability to perform reflectively. Children will be presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams. They will learn how to think in different ways to suit the different challenges. They will be given the opportunity of demonstrating their learning, using a range of communication styles, allowing for effective assessment. This assessment will be used to inform planning and promote greater learning.

The STEP framework approach is used when planning all lessons to ensure differentiation and high quality teaching.

### **Assessment, Recording and Reporting:**

Assessment is normally carried out in the course of the normal class activity. Formative assessment methods will be used. Individuals will be set challenges

appropriate to their attainment and will be involved in making judgements on their own progress – suggesting how they need to improve.

Pupils will be given the opportunities to provide evidence of their knowledge, skills and understanding by contextual tasks, performances and questioning. Knowledge and understanding must underpin the skill demonstrated, this is best achieved through contextual tasks and not in isolation. Lessons are not the only place that pupils demonstrate their knowledge, skills and understanding, wherever practicable staff will consider pupil's outside interests eg. after school clubs, local teams etc. Pupils will also use ICT to record their achievements and to enhance learning, including digital photography/ video.

In accordance with the school's policy parents will receive a written report twice across an academic year. It will indicate to parents whether the individual is working in line with, above or below national expectations.

### **Monitoring of Standards of Teaching and Learning:**

The Head will conduct sampling of lessons across the year. Using the subject specific exemplification material from Ofsted, they will look at what they observe and compare that with the exemplification material to ensure standards of teaching and learning and pupil achievement are high.

### **Equipment and Resources:**

Resourcing is regularly reviewed in order to ensure that resources are appropriate to the range of ages, abilities and needs of the children in order to enhance learning. Resources are kept in the PE sheds at each school, or in the school hall at Runcton Holme.

he pupils should be encouraged to:

- Look after resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place (staff should oversee)
- Carry and use equipment in a safe manner

Any damage, breakage or loss of resources should be reported to the HLTA as soon as possible. Any damage to a piece of apparatus which could cause subsequent injury must be isolated from use, and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.

### **Effective use of PE Premium:**

The school is committed to using the PE Premium to the benefit of the pupils and will use it to develop the three main areas of:

- Curriculum PE – providing High Quality Teaching, CPD, Enhancement Activity
- School Sport Provision – Club provision, Specialist Coaching, Transport for competitive activity
- Healthy and Active Lifestyles – Club provision, High Quality Teaching, CPD

## **Safe Practice:**

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. This school follows the “Safe Practice in Physical Education and Sport” (2016) guidance provided by the Association for Physical Education (afPE) and referred to by Norfolk County Council. Risk assessments are carried out yearly by the Head and HLTA.

All pupils must be taught how to handle and carry apparatus, resources appropriately. They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.

All pupils and staff participating in PE should be dressed appropriately, PE kit is listed within the Prospectus. All gymnastics and dance activities are carried out in bare feet. All staff members are expected to model to the children the expectations regarding appropriate clothing.

## **SEND:**

Physical education in the school will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils’ diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils

The action necessary to respond to an individual’s requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. Some pupils may need specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists, or in exceptional circumstances, with a statement of special educational needs.

Any classroom support provided must extend into physical education lessons as appropriate. Teachers and Adults Other Than Teachers (AOTTs) working with the children will be made aware of any pupils who have special educational needs or medical conditions. The SENCO will liaise with all staff to ensure all pupils needs are met in relation to teaching and learning in PE.

All children are offered opportunities to participate in Cluster competitions and festivals where possible, including provision for them to attend an adapted sports events if necessary.

## **Equal Opportunities and Inclusion:**

Every pupil has equal access to national curriculum physical education. Learning experiences are differentiated in such a way as to meet the needs of all pupils.

All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

## **Staff Continued Professional Development (CPD):**

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader or the PE Adviser through INSET.

All staff who attend any external CPD course must provide feedback/ disseminate the information.

## **Out of School Hours Learning (OSHL)/ School Games and Competition:**

The school offers after school activities. These are open to any pupil in the relevant year group. Staff will notify pupils of any cancellation, rearrangements of clubs as soon as possible.

Children from across the schools are offered opportunities to attend different cluster competitions and festivals, this can on occasions result in progression to partnership and school games finals, where provision is made for them to attend.

## **Foul Weather:**

In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made. These may include class based activities around the activity, or rescheduling the activity for another day. If the indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning intentions to be achieved.

Whenever it is impossible to teach the planned PE lesson, this should be recorded and teachers should endeavour to revisit the learning as soon as is practical. The school has a policy of spreading activities throughout the curriculum, this ensures greater parity of access to all areas of the curriculum.

## **Children without kit:**

If a child arrives for a PE session without kit, the expectation is that the children take part in the lesson in an appropriate, safe manner. Reminders are given out

## **Policy agreed by Head and HLTA: August 2019**

## **Review: August 2022**