



Tannery Drift First School

Enjoyment – Achievement – Respect

PE Policy

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October 2021

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October 2024



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www.tannerydrift.herts.sch.uk

Physical Education Policy

1. Introduction

At Tannery Drift we want children to be physically active and have a positive view of PE and school sport so that they become confident learners, enjoy lessons and feel the benefits of an active lifestyle. Sport and physical activity is embedded into school life and through our high quality, broad and inclusive PE programme, we want all children to take part in a variety of school sport through lessons, clubs, competitions and events, irrespective of social background, race, gender, differences in ability and disabilities.

2. Aims

- To develop children's enjoyment of physical activity through creativity and imagination.
- To develop physical competence and to promote physical development.
- To develop the skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, coordination and fluency.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To recognise through experience, the benefits of participation in physical activities in an enjoyable, safe and challenging way.
- To develop observation skills and show an appreciation of skilful and creative physical performances across the areas of activity.
- To use their observations to make judgements about their own and others work to improve their performance.
- To understand the effects of exercise on the body and know how to exercise safely.
- To contribute towards the development of problem solving skills, e.g. making up and refining their own games.
- To develop the ability to work independently, to develop inter-personal and leadership skills through working with others in group or team exercise (working alone and with others).
- To develop their understanding of safe practice and a responsibility towards their own and others' safety.
- To develop the personal qualities of commitment, fairness and enthusiasm through making decisions and selecting, refining, judging and adapting movements.
- To develop a positive attitude towards hard work, fair play, honest competition and good sporting behaviour.
- To understand and cope with a variety of outcomes, including success and failure.

- To establish self-esteem through the development of physical confidence.
- To develop a positive attitude to and knowledge of the importance of health, hygiene and safety principles.

3. Pupil Entitlement

3.1 PE Lessons

Early Years

Pupils in Early Years have the opportunity to experience a broad range of physical activity through directed sessions as well as physical development opportunities through child initiated play as an integral part of their curriculum.

- Games, gymnastics and dance are taught on a half-termly rotation
- Time allocation – 1 x 1 hour directed session

Key Stage 1

Pupils in Key Stage 1 are taught the knowledge, skills and understanding of PE through athletics, games, gymnastics and dance, and are provided with two sessions of physical activity each week which are timetabled in order to achieve a balanced programme.

- Time allocation – 2 x 1 hour session a week (1 indoor & 1 outdoor)

Key Stage 2

Pupils in Key Stage 2 are taught the knowledge, skills and understanding of PE through 6 key elements: Athletics, games, orienteering, gymnastic, dance and swimming and focus is placed on pupils planning, performing and evaluating their work. Pupils are provided with two sessions of physical activity each week which are timetabled to provide a balanced programme.

- Time allocation – 2 x 1 hour session a week (1 indoor & 1 outdoor)

3.2 Wider Opportunities for Physical Activity

Daily physical activity is embedded into each class's daily routine to ensure children are getting 30 minutes of physical activity a day. This is delivered through the Daily Mile, Active Maths/English lessons, Just Dance, Supermovers and structured games provided at lunch and playtimes.

In addition, the school provides a range of PE related activities for children, through clubs which take place at the end of the school day and at play and lunch times. These encourage children to develop further their skills in a range of activity areas. Parents are informed of the current activities available with the aim of encouraging and supporting their children in developing skills.

Participation tracking supports the school in identifying vulnerable groups and those less active and these children are signposted to opportunities such as the 'change 4 life club' or specific events.

To promote structured playtimes a selection of equipment is available for the children to use at break times to encourage physical activity. A number of staff and Midday Supervisors have received training in delivering these activities. The playground area is zoned and the children have the opportunity to engage in a range of activities on a rota basis. Through the School Sport Partnership children in Key Stages 1 & 2 regularly participate in interschool competition and festivals. Intra house sporting competition is encouraged.

4. Minutes and Meetings

In the Foundation Stage, physical development is embedded in Early Learning Goals. In Key Stage 1 and 2 it is taught as part of the National Curriculum, curriculum planning in PE is carried out in three phases:

- Whole school curriculum map
- Long term plan setting out activities covered each half term through each key stage
- Medium term plans, detailing each unit of work including core assessments undertaken with the assessment matrix

The medium term plans detail each week's activities ensuring an appropriate balance and distribution of work across each term. They list specific learning objectives and opportunities for assessment under the four strands of learning:

- Acquiring and developing skills
- Selecting and applying skills
- Evaluating and improving performance
- Knowledge and understanding of fitness and health

We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move through the school.

5. Cross curricular Links

PE contributes towards many areas of the curriculum in particular PSHE, supporting social development and allowing children to make informed choices on healthy lifestyles.

Where cross-curricular links occur they will be explored and annotated on Key Stage medium and long term plans.

6. Out of School Hours Learning (OSHL)

Our school is committed to offering a wide range of out of school hours activities through clubs led by both staff and outside agencies. Participation is monitored and those less active or vulnerable groups are encouraged to participate and offered places.

7. Equal Opportunities and Inclusion

All children at Tannery Drift School are included in PE activities. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties, and work in PE takes into account the targets set for individual children, including those with an Educational Health Care Plan (EHCP). Additional support staff aid children that have been targeted.

8. Assessment and Recording

Teachers assess pupil's physical performance against the school assessment matrix documents by making observations of children working during lessons, these may take the form of photographs or video evidence. Such assessments will inform future planning, provide key transition information and enable the teacher to report on progress.

9. Staffing and Staff Development

The teaching of curriculum PE is the responsibility of the class teacher. Over the course of a year, for certain sports a class teacher may utilise the expertise of a coach for PE lessons but the class teacher will be present for these lessons, supporting individuals, assisting with behaviour management or completing assessments. On occasion, some classes may be taught by another member of qualified teaching staff for 1 session of PE, covering PPA time.

In the event of a member of staff being unable to teach PE, the sessions will be taught by another teaching from their year group.

It is the role of the PE subject leader to support colleagues in the teaching of PE, informing them of current developments and relevant courses and provide a strategic lead and direction for the subject in the school.

10. Monitoring and Evaluation

The monitoring of the standards of children's work and the quality of teaching in PE is the responsibility of the PE subject leader with assistance from the Headteacher and Partnership School Sports Coordinators.

11. Adults Other Than Teachers (AOTT)

The rationale behind the use of external coaches is one of expertise. It is the role of the Headteacher together with PE Leader to ensure that any coaches have suitable qualifications and are DBS checked.

Parents are encouraged to support tournaments and assist with transport when required.

Learning Support Assistants and Midday Supervisors are encouraged to attend relevant courses to support staff and encourage physical activity during lunch and break times.

12. Equipment and Resources

Regular inspections are carried out on large indoor equipment and the adventure playgrounds and reports kept in the school's Health and Safety files.

Equipment is stored centrally in the PE store cupboard in the hall. All staff, teaching and non-teaching, have access to the store and should be aware of its contents.

The automatic doors on the PE store are to be operated by adults only with the key stored in the main office. On no occasion should children be allowed to operate the doors. Children will only enter the PE store to remove or replace equipment under supervision of an adult.

Equipment for break and lunchtime activities are stored in the playground shed and equipment tubs. Only adults and Young Leaders are to remove or replace equipment from the playground shed.

Each teacher is responsible for checking the day-to-day safety of equipment and noting any hazards verbally to the PE Leader. Equipment that is seen as unfit for use is isolated, documented and removed immediately when possible.

Children are taught to handle and use the equipment safely and effectively.

Resources including books, music CDs, visual aids etc. are stored centrally in the PE cupboard.

The PE Leader is responsible for purchasing PE equipment after discussion with staff.

13. Safe Practice (also see Health and Safety Policy, Accident Procedure, Risk Assessments)

Health and safety awareness is an integral part of children's learning in PE. They are taught to consider their own safety and the safety of others at all times.

Risk assessments are in place and regularly updated for each area of activity. One copy of which is kept within the Health and Safety container in the PE store while the 2nd copy is available in the school office H&S files.

All staff work to the accepted code of practice set out in BAALPE (The British Association of Advisors and Lecturers in Physical Education) "Safety in Schools" publication.

13.1 Clothing

Children come to school in PE kit, including appropriate trainers on their PE day(s) and all children are encouraged to take pride in their school kit. Teachers set an example by also wearing appropriate PE kit, including a school hoodie, when teaching PE.

If children, on occasion, forget to come to school in appropriate kit, they may borrow clothing from the class supply. If this is not possible, for safety reasons, the child may not be able to partake in the physical elements of the PE lessons and may be given a suitable task relating to the lesson such as umpiring, filming, or providing feedback.

All children must tie back long hair for PE, and any verruca should be covered by a plaster or specialist sports sock.

13.2 Jewellery

No jewellery of any kind is to be worn by children participating in PE lessons.

Teachers need to be aware of and ask children to remove any hair accessories, such as headbands or clips that can be assessed as causing a risk.

Adults leading PE sessions should also remove jewellery that can be assessed as causing a risk.

Appendix 1: Safe Practice in Physical Education and School Sport

1. Safe Policy and Guidelines

The school's Health and Safety Policy and guidelines and PE Policy (held in main office) are available to all members of staff and coaches including outside agencies. The policy and guidelines document is reviewed at regular intervals.

2. Regulations

The following safety regulations are available for reference in school:

- National "Safety in Schools" publication from BAALPE, DfE, HSE
- LEA safety documents covering all aspects of physical education
- School specific safety policies concerning store rooms, grounds, entry facilities
- Transporting pupils

Each member of staff who teaches physical education has access to:

- The school's safe practice policy guidelines in physical education
- A copy of each document that is essential to that person according to their job specification e.g. risk assessment
- All other relevant safety documents

Pupils are acquainted with safety regulations and practices through:

- Discussion of all relevant information
- Prompt cards on display in the hall

All policy documents are regularly reviewed and essential regulations are discussed at staff meetings. Recommendations can also be made to the Head Teacher or PE Leader on all matters appertaining to physical education and safety.

3. Equipment

Regular annual inspections are carried out on large indoor equipment and the adventure playground and reports kept in the school's Health and Safety files. Checks are made annually to assess general premises health and safety issues.

Each teacher is responsible for checking the day-to-day safety of equipment and noting any hazards to the PE Leader. Equipment that is seen as unfit for use is isolated and removed immediately when possible. Unofficial repair and/modification to PE equipment is not permitted.

4. Risk Assessments

Risk assessment for PE activities and facilities are in place. Individual children may have a Health Care Plan and/or IEP with additional information and risk assessments.

The PE Leader is responsible for carrying out reviews of risk assessments and follow up assessments and for reporting findings to the Head Teacher. The INCo and class teacher are responsible for Health Care plans and IEPs, although they may consult the PE Leader.

Risk assessments of off-site premises or environments are undertaken as required by the adult leading the off site visit.

All fire exits are clearly marked and regular fire drills are practised.

5. Accident Procedure/Reporting Accidents

All new members of staff will be informed of this procedure by the PE Leader.

6. Travelling

Members of staff are aware of regulations regarding insurance and the use of their own vehicle.

Children are required to use a seat belt when travelling by car or coach at all times. Parents are asked to provide their child with a booster seat if necessary in accordance with government guidelines.

Children are made aware of road safety as it applies to them if walking to a sporting activity.



Tannery Drift First School

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