

PINNER WOOD SCHOOL



PE POLICY

Approval Authority

Effective From: November 2021

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Signed by Chair of GB:

Pinner Wood School

PE Policy

1 Aims and objectives

1.1 At Pinner Wood School we believe that P.E. and school sport contribute to the holistic development of our children. Through participation, we aim to empower the children with the knowledge, values (respect, responsibility and encouragement) and skills needed to be confident and keen to take part in sport and physical activities. We believe this can be achieved through a progressive program of study that will develop positive attitudes, teach safe practice and consider gender, ethnicity, religious beliefs and ability when participating in sport or physical activity. This will enable them to enjoy the social and competitive nature of sport, taking these skills into adulthood for a continued active and healthy lifestyle. This will be achieved through the following curriculum areas: fundamental movement skills, games, gymnastics, dance and in KS2 athletics, outdoor and adventurous activities, invasion games and swimming.

1.2 The aims of PE are:

- To enable children to develop and explore physical skills with increasing control and co-ordination;
- To encourage children to be physically active and teach the benefits of physical activity;
- To encourage children to work and play with others in a range of group situations;
- To develop the way children perform skills and apply them to different activities;
- To develop an understanding of the need for rules in sport;
- To observe the conventions of fair play, honest competition and good sporting behaviour as team members, individual participants and spectators
- To develop children's understanding and application of the fundamental movement skills;
- To increase children's ability to use what they have learnt to improve the quality and control of their performance;
- To teach children to recognise and describe how their bodies feel during exercise and the effect on personal hygiene;
- To develop an understanding of the importance of preparations for activity (warmup) and recovery afterwards (cool down);
- To develop the children's enjoyment of physical activity through creativity and imagination;
- To develop an understanding in children of how to succeed in a range of physical activities and how to evaluate and celebrate their own success;
- To participate and play a part in a lesson, whether engaging in full physical activity, watching and evaluating, timekeeping, scoring or supporting;
- To access a variety of extra-curricular opportunities;
- To make links to outside agencies, clubs and governing bodies to foster a continuing passion for sport;
- To develop children's understanding of keeping themselves healthy.

2 Staffing

2.1 The PE Coordinators role is:

- to organise the annual sports day;
- to organise and attend sports fixtures, events and festivals;
- to take responsibility for the purchase and organisation of PE resources;
- to supervise playground leaders;
- to supporting colleagues in the teaching of PE;
- to keep up to date with development in PE through attending relevant CPD;
- to providing a strategic lead and direction for the subject in the school;
- to oversee the allocation of the Sports Premium funding.
- to line manage the Sports Leader

2.2 The Sports Leaders role is:

- to work closely with the PE Coordinator to ensure provision of PE and Sport is at the highest level;
- to support the teaching of PE lessons that will develop the fundamental movement skills in KS1 and the core skills for games (whole school);
- to organise and run a range of extra-curricular clubs;
- to organise games at lunch to encourage higher participation in physical activity;
- to supervise playground leaders;
- to organise and attend sports fixtures, events and festivals;

2.3 Each class teacher will take his or her class for PE. Learning support staff will be involved in supporting of PE lessons.

NB: a full range of extra-curricular activities can only take place with the support of other staff. Any such activities which do take place must be organised and run in consultation with the PE co-ordinator.

3 The Learning Environment

The school must have an appropriate environment for PE lessons to take place. This consists of:

- For indoor PE there are two halls. KS1 uses the downstairs hall and KS2 uses the upstairs hall. Each Key Stage has their own playground to use for outdoor PE and UKS2 has the field, weather appropriate.
- The hall contains a PA system through which music and programmes for dance may be transmitted.
- There are a good quantity of resources in separate outdoor stores for the two departments as well as indoor resources to use in the hall for warm-ups and indoor games.
- The school uses a local pool (Highgrove) for intensive two week sessions where children get 10 hours of swimming practice to meet national curriculum requirements. There are also extra sessions in Year 6 for catch up.
- The PE display board is changed from time to time with words, posters, events and achievements which reflect the PE curriculum.
- The hall is appropriately cleaned and suitable for barefoot work in dance or gym.

4 Non participation/Wet weather provision

- 4.1 Children are expected to participate in all PE lessons unless unable to due to physical injury. Where this is the case, they will be provided with resources to carry out observations, keep time, plan layouts, devise games activities and develop refereeing skills.
- 4.2 During wet weather PE, the year group unable to go outside will have access to a class set of Speed Stacks. The children are then still able to participate in coordination style activity.

5 Allocation of time for PE

Each year group has an allocated session time for indoor and outdoor PE each week. Year 4 will attend swimming lessons at Highgrove swimming pool throughout the school year in place of their indoor PE session. Each class swims for a team each.

6 PE Kit

- 6.1 On the day staff are teaching PE they are able to wear their PE kit for day. All staff are expected to teach PE lessons in appropriate kit as an example to the children.
- 6.2 All children should come into school dressed in their PE kit. Children can wear PE kit on days that they have PE or if they are involved in any morning, lunch or after school clubs. Their PE kit should contain:
- house PE shirt
 - black shorts
 - plimsolls (KS1)
 - trainers that tie up securely (KS2)
 - dark or neutral coloured tracksuit bottoms and jumper (no hoods) for colder months
- 6.3 Long hair must be tied back for PE lessons. All jewellery must be removed for PE lessons, including watches. Children can give their jewellery to their teacher for safekeeping. **Children will not be allowed to participate in PE if they are wearing earrings.** Where appropriate, during gymnastics and dance lessons, children will be barefoot.

7 Health and safety (refer to the Health and Safety Policy)

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. In accordance with the Harrow PE Policy all jewellery must be removed before any physical activity and long hair should be tied back prior to the PE lesson.

8 Teaching and learning

- 8.1** We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of others. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.
- 8.2** In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:
- Setting common tasks that are open-ended and can have a variety of results, e.g. timed events;
 - Grouping children by ability and setting different tasks for each group, e.g. different games;
 - Providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment;
 - Mixed ability grouping allowing the children to learn from each other.
- 8.3** An approximate time of 120 minutes per week is spent on physical activity across the school.

9 Contribution of PE to teaching in other curriculum areas

9.1 Literacy

Literacy is an integral part of PE through speaking, listening and evaluating.

9.2 PSHE and Citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. Children learn to respect and work with each other, and develop a better understanding of themselves and their peers.

9.3 ICT

ICT is used in PE through the use of stopwatches, photographs, videos and computer software.

9.4 Science

PE contributes to the learning about our body, how are muscles work and as with PSHE the importance of exercise and healthy eating.

10 Equal Opportunities and Inclusion

- 10.1** We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all. Teachers provide learning opportunities that are matched to the needs of children with learning and physical difficulties. Work in PE takes into account the targets set for individual children in their Individual Support Plans if appropriate. Similarly, class teachers have a responsibility to identify any children who appear to be more able in any area of the PE curriculum.
- 10.2** The PE curriculum must be made available to all children, taking into account their educational, personal, cultural and social needs. Care is taken to ensure that boys and girls have equal access to all activities. All children learn to swim in Year 4.
- 10.3** Pupil Premium and sports funding is used to provide opportunities for some children and to help ensure they have the relevant clothing.

11 Assessment and recording

Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. They record this information and use it to plan future work. These records also enable the teacher to make an annual assessment of progress for each child using target tracker, as part of the child's annual report to parents. Children are also encouraged to evaluate their own and other pupils' work and to comment in a supportive manner.

12 Equipment and Resources

There is a wide range of resources to support the teaching of PE across the school. Lower school indoor equipment is kept in the KS1 outdoor store. The hall also contains a range of large apparatus, which is inspected on a regular basis. Upper school sports equipment is kept in the KS2 outdoor PE store. The children use the school field and playground for games and athletics activities. We expect the children to help set up and put away equipment as part of their work. By doing so, the children learn to handle equipment safely.

13 Monitoring and review

- 13.1** The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the Senior Leadership Team and PE coordinator.
- 13.2** The PE coordinator reviews evidence of the children's work and undertakes lesson observations of PE teaching across the school.

14 Extra-curricular activities

The school provides a range of physical activities for children after school. Letters about club activities are sent to parents at the beginning of each term. The school teams play regular tournaments/competitions against other local schools. These opportunities foster a sense of team spirit and co-operation amongst our children.