



**C**aring **A**chieving **R**espectful **E**xciting

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# Physical Education Policy

**School Leader: M Rogers**

**Link Governor: N Nisa**

**Policy Approved**

**Signed: S Priestland**

**Date: 16.06.16**

Policy Reviewed

Signed: N Nisa

Date: 07.06.18

Policy Reviewed

Signed: N Nisa

Date: 16.07.20

Policy Reviewed

Signed: N Nisa

Date: 10.06.21

Policy Reviewed

Signed:

Date:

### Introduction

Physical Education is a foundation subject in the national curriculum.

This policy document was drawn up by Mr. L Albrighton, disseminated and discussed by staff, and subsequently completed for presentation to Governors

The implementation of this policy is the responsibility of the Headteacher and all staff working with children in our school.

### Aims

P.E. offers children opportunities to:

- Acquire and develop skills in a range of physical activities and contexts.
- Become skilful and intelligent performers.
- Learn how to select and apply skills, tactics, and compositional ideas to suit activities that need different approaches.
- Set targets for themselves and compete against each other individually and as teams.
- Understand what it takes to persevere, succeed, and acknowledge other's success whilst focusing on improving aspects of their own performance.
- Realise and understand the physical effects of exercise on the body.

### Implementation

Lessons are taught in mixed gender classes.

Games lessons are taught weekly during PPA, by Sports Coaches, qualified Teaching assistants plus one additional sports coach. The lessons last for approximately one hour. These lessons provide children with fundamental skills to apply to any sporting situation.

Gymnastics, dance, and athletics are taught weekly by the class teacher in the hall. Allocation of indoor hall time for PE can be found on the server. These lessons are taught in the hall, Studio 2 and outdoors.

The average time allocation for physical education per week per year group is 1 and a half hours. Currently in Key Stage 2, this amount of physical activity is enhanced by a further 40 minutes as children participate in daily physical activity sessions, led by sports council at lunchtime.

In year 5 and 6, pupils go swimming to learn and develop swimming skills. The boys and girls are taught separately due to religious reasons. Year 6 pupils will be assessed on their swimming against national curriculum objectives in the summer term.

Pupils in years 5 and 6 visit the tennis centre, where they are taught by a qualified coach for 1 term to learn and develop tennis skills. Year 6 during Spring term and Year 5 during Summer and autumn term.

The school uses the schemes of work developed by Derby City School Sports Partnership which are updated periodically and held centrally by the sports coaches for all staff to access.

Key objectives /expectations for the different strands of PE are used to assess the children, with children assessed at achieving expectations, exceeding expectations, and not achieving expectations. The sports coaches, with the support of Teaching Assistants, complete assessments on the children during lessons to monitor the progress of all children. This information is then shared with the class teacher.

### **Entitlement**

We try to offer our pupils 2 hours of physical education a week. Pupils have the opportunity to attend after school sports clubs, which take place most nights with either sports coaches or members of staff. With some clubs, pupils have the opportunity to showcase their skills either in performances or in league competitions. We also select pupils to attend a variety of sporting tournaments and festivals, hosted by Derby City School Sports Partnership, developing our Inter School participation. Additionally, we are developing our links within the cluster group and hosting and attending sports events between schools.

### **Homework**

There is no homework given for physical education.

### **Assessment**

Assessment for learning is used throughout the planning, teaching, and learning cycle. In all lessons the learning objectives and success criteria are made explicit so that specific feedback, oral and written, can be given to the children both within and following on from the lesson. Children are more formally assessed at the beginning and at the end of a block of work using a variety of methods including:

1. Observing children at work, individually, in pairs or as a group.
2. Questioning, talking, and listening to children.
3. Photographic and video evidence are used to support and identify the children's learning process.
4. Initial/'have a go' tasks for different units of work, followed by 'show us what you know' tasks at the end, to identify progression of skills throughout the unit.
5. Checking learning against specific objectives for specific programmes of study.
6. Tell me, Show me, and convince me

These summative assessments are then recorded on an assessment sheet and kept by the class teacher. Lessons are developed and created based on curriculum objectives that class teachers and coaching staff can use to inform assessment. Assessment's data is then put onto FFT by both the teaching staff and coaching staff.

Children's progress is continually monitored and tracked throughout their time at Hardwick Primary School. The teachers are then able to use this information to assess the progress of each child so as to inform future learning and provision, their annual report to parents and to pass information on to the next teacher.

### **Reporting to Parents**

PE is part of a written report given to parents every July. Verbal reports are made at the three parents' evenings each year. Parents may ask for further details and clarification throughout the year.

### **Special Education Needs and Disabilities**

Our school aims to provide a broad and balanced education for all children. Through our teaching of PE, we provide learning opportunities that are matched to the needs of all children, that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. This will enable children with learning and/or physical difficulties to take an active part in PE learning and practical activities and investigations and to achieve the goals they have been set. Some children will require closer supervision and more adult support to allow them to progress whilst more able children will be extended through differentiated activities. By being given enhancing and enriching activities, more able children will be able to progress to a higher level of knowledge and understanding appropriate to their abilities. Through our involvement with Derby City School Sports Partnership, all pupils have the opportunity to represent Hardwick Primary School at different sporting events.

### **Equal Opportunities**

At Hardwick Primary School we are committed to providing all children with an equal entitlement to PE activities and opportunities regardless of race, gender, culture, or class.

### **Health and Safety**

All staff should make themselves conversant with all relevant risk assessments and the Health and Safety policy for Hardwick Primary School. Where appropriate reminders will be given to children about potential hazards and risks involved during activities they are undertaking. It is the responsibility of teachers to teach the safe use of the equipment and insist on good practice and follow proper procedures for wearing the appropriate clothing and ensuring jewellery is removed where possible or safely secured during PE.

***See Appendix A for further details on Jewellery.***

Teachers must refer to 'Safe Practice' from the afPE and the Risk Assessments for onsite PE and games located on the server. An up-to-date handbook is also held by the sports coaches.

Before attending any visits or inviting visitors into school to support the learning in PE, all necessary risk assessments and safeguarding procedures must be completed.

### **Staff Development**

Identified training needs of individuals or whole staff, through an audit at the beginning of the year and then revisited at the end of the year, will be supported by the provision of in-service courses and training, within school, with sport leader or by other providers, including Derby City School Sports Partnership. Staff also have the opportunity to access their own CPD through the Derby City SSP website, in accordance with their needs.

### **Key Resources**

We have a wide range of resources to support the teaching and learning of PE. We keep these in the PE cupboard in the hall clearly labelled, and it is the responsibility of the curriculum team to renew and replenish these resources. The equipment for gymnastics is stored around the hall, in accordance with the differentiated plans for differentiated station organisation, allowing progression between year groups.

### **PE and Sport Premium**

We receive the PE and Sports Premium funding from the Government, which is calculated according to the number of pupils in school. This must be used to make additional and sustainable improvements to the quality of PE and sport that we offer. Details of our yearly action plan for this funding can be found on the website.

### **Role of the Subject Leader**

1. To provide a strategic lead and direction for PE in the school;
2. To take the lead in policy development and the production, review, and revision of schemes of work to ensure progression and continuity;
3. To keep up to date with developments in PE and disseminate information to colleagues as appropriate;
4. To support colleagues, answering queries, giving assistance with any additional planning as required;
5. To take responsibility for the purchase and organisation of central resources;
6. To monitor progress in PE and advise the Head teacher on action needed;
7. To monitor and evaluate the standards of children's work and the quality of teaching in PE
8. To report to the Governing body on the progress and achievement within PE
9. To have strong subject knowledge.

### Monitoring Arrangements

The Headteacher is responsible for the implementation of the subject and monitors this through the subject leader's evaluation reports, visits and observations in classrooms, work scrutiny and through planning files to see that evaluation informs future learning.

The subject leader monitors the subject through, direct observation of lessons, interviews with pupils, having access to planning for the subject and discussions with staff delivering PE individually and collectively.

The Governors are part of the formation of the initial policy and the Headteacher/subject leader reports to them annually through the school's self-evaluation procedures and end of year monitoring reports, to inform them of how and to what standard the requirements of the PE curriculum are being delivered.

### **Appendix A (section taken from Hardwick Primary School Behaviour Policy)**

#### ***Jewellery***

*Watches, stud earrings and items of religious significance are the only items of jewellery which may be worn at school, and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewellery. If children cannot remove jewellery themselves it should be taken out at home on the days, the child does PE. Any articles removed in school should be stored safely by the teacher for the duration of the lesson.*

*Reasons: Rings, necklaces, bracelets etc can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair. Even stud earrings have the potential to cause severe tears to the wearer's ears or injury to others.*

#### ***Indoor PE lessons***

*No jewellery, bare feet (other than indoor games), plain blue/black shorts/leggings, plain white short/long sleeved t-shirt.*

#### ***Outdoor PE lessons***

*No jewellery, plimsols or trainers, plain blue/black shorts/leggings, plain white short/long sleeved t-shirt, (plain tracksuit/jogging bottoms in cold weather conditions).*

The current aftercare guidelines for earlobe piercing are as follows and have been clarified by Claire's Accessories.

**EAR LOBE PIERCINGS:** Leave ear piercing earrings in your ear for at least 6 weeks. After 6 weeks, the ear-piercing earrings can be removed, and other post type earrings can be worn. Post earrings must be worn at all times for the first 6 months to ensure that your ear piercing will remain the proper size.

**We take this to mean that children would not be able to take part in PE for 6 weeks after having their ears pierced and therefore our recommendation would be that children have their ears pierced at the beginning of the school summer holidays.**

After this 6-week period, children would be able to remove their earrings for the short period of time that they are doing PE.

### **Headscarves/hijabs in PE**

Staff should ensure the following:

- Encourage adoption of latest, safest hijabs. Modern sports hijabs are being designed in flexible, breathable fabrics. They do not require tying and do not slip or move around. Some schools are encouraging girls to adopt this type of hijab because it is much safer and more comfortable for physical activity than the tied version.
- Be flexible. If girls are unable to adopt the modern sports versions, the wearing of headscarves should be permitted, where requested, provided they are safely secured (tied not pinned), tight-fitting, with ends tucked in and are not a hazard or a distraction. A properly secured hijab should be as safe as properly secured long hair.