



**MANOR BEACH PRIMARY SCHOOL
PHYSICAL EDUCATION POLICY**

**REVIEW DATE: APRIL 2021
REVIEW DUE: APRIL 2022**

Manor Beach Physical Education and Physical Activity Policy 2020 - 2021

Introduction

Manor Beach Primary School recognises the vital contribution of Physical Education (PE) to a child's physical, cognitive, social and emotional development, as well as the role it can play in relation to a child's moral and cultural development. PE is an integral part of the curriculum to be enjoyed by all children. It is a real opportunity for both teachers and children to consolidate and work on the values that underpin every aspect of school life. Furthermore, we believe that PE is an important medium through which our children are able to develop a growth mind-set, become more resilient and can lead to better health and well-being.

Inspiring Minds and Shaping Futures

Our aim at Manor Beach, is to inspire children through a range of physical activities including: competitions, festivals, a range of after school clubs which give children a taster of some different sports, buddy systems (where children get to practise leadership of physical activity), inter-house competitions and sports days which provide a wide range of physical activities. We aim to inspire children through challenging lessons, which promote leadership and progression. We aim to inspire our less talented children through inclusions festivals and provide the element of competition through B tournaments and other festivals, such as the Aqua Splash festival for non- swimmers.

Achievements and successes will be celebrated by the whole school through assemblies and by the wider community through our school website, School Games website, Facebook, Twitter and newsletters. Certificates and photographs will be displayed on our school, physical activity notice board.

To shape our children's futures, we aim to signpost any talented pupil's to gifted and talented days or to local clubs who can take their learning and progress further. We also promote the values of the Olympics and Paralympics here at Manor Beach.

Document Purpose

This policy reflects the school values and philosophy in relation to the teaching and learning of physical education. It sets out a framework in which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

Audience

This document is intended for:

- All teaching staff/teaching assistants
- School Governors
- Parents
- Inspection Teams
- LEA adviser / inspector

Rationale

It is the intention of the school to provide a broad and balanced PE curriculum to aid and increase children's self-confidence in relation to their ability to manage themselves and their bodies within a variety of movement situations. The aim is to cater for the different strengths, needs and preferences of each child by using differentiated activities (where appropriate) consisting of individual paired and group activities. Through the variety of opportunities that PE offers children can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries. A range of activities will therefore be provided with a broad base of movement knowledge, skills and understanding, which children can refine and expand throughout their primary school years.

Children of all abilities will be encouraged to join clubs and organisations with the aim of extending their interest and involvement in sport. We will also encourage children to develop their creative and expressive abilities, through improvisation and problem-solving.

Children who are taught to appreciate the importance of a healthy and fit body begin to understand those factors which affect health and fitness. Our aim to raise children's awareness in this regard is therefore closely aligned with the school's policy on Personal, Social and Health Education (PSHE). We are adopting the national Daily Mile strategy, starting with one day a week and progressively building up to all five days.

Through the Government Funding for Sport the School will, where possible, provide opportunities for both pupils and teachers to work with and alongside PE specialists and sports coaches. The aim is to enhance specialist and coaching facilities and to develop the skills and expertise of staff to provide better coaching, mentoring and advice to pupils across the whole PE and sport spectrum. Spending will be reviewed and published on the school website.

Different experiences for different age groups will ensure all pupils will be exposed to a range of appropriate challenges as they move through the school so that they:

- Develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
- Become aware of the different shapes and movements that can be made with the body.
- Develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.
- Become aware of the benefits of a fit and healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and refine actions with increasing control and accuracy.
- Become aware of the benefits of a fit and healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility.
- Appreciate of the value of safe exercising.

Specific Aims in Relation to Social, Emotional and Cognitive Development

Participation in PE and sport have other additional benefits which should help to:

- Develop a love of physical exercise.
- Develop the ability to work independently and communicate with, and respond appropriately towards, others using verbal and non-verbal communication.
- Develop confidence in skills and abilities.
- Promote an understanding of safe practice and develop a sense of responsibility for the safety of others.
- Realise that the right exercise can be fun and energise other things in life.
- Create and plan games for mutual benefit.
- Develop a sense of fair play.
- Develop decision making and problem-solving skills.
- Develop reasoning skills and the ability to make judgements.
- Develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- Develop the ability to communicate non-verbally with the body.
- Improve observational skills, the ability to describe and make simple judgements, and to use this knowledge and understanding to improve performance.
- Understand that using correct techniques will improve accuracy and performance.
- Enable performance evaluation and the ability to act upon constructive criticism.

Moral and Cultural Development

Developing a positive attitude generally is not simply about celebrating sporting success and learning to lose well; but also encouraging children always to do their very best regardless of their ability; praising progress and achievement in a way that does not cause fear or upset for lack of performance or failure; and treating teammates, opponents and referees with respect. Essentially, using every opportunity to maintain and raise self-esteem all round.

The PE Curriculum

All children are timetabled two PE slots per week. The units of activity and their time allocation are evidenced on class timetables, year group curriculum maps, the hall timetable, within planning and on the KS1 and KS2 overviews.

In the Early Years Foundation Stage (EYFS), opportunities will be provided for children to be active and to develop their co-ordination, control and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences. This will be implemented through structured lessons and opportunities for outdoor physical activities.

Pupils in both KS1 and KS2 will engage in lessons of high-quality PE each week. In KS1 the curriculum focuses on fundamental movement skills to develop agility, balance and coordination. Curriculum content includes ball skills and team games, gymnastic and dance activities. In KS2, pupils will continue to apply and develop a range of skills and units of work which include a range of invasion, net/wall, and fielding and striking games, gymnastics, dance, athletics and swimming. Children's experiences will also be enriched through opportunities for outdoor and adventurous

activities. A range of resources will be used to support progression across the curriculum.

Using the Lancashire Scheme of Work and the Merton Primary Physical Education Scheme of Work as our framework for teaching curricular PE, it is our aim to offer opportunities for children to:

- become skillful and intelligent performers.
- acquire and develop skills, performing with increasing physical competence and confidence.
- learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking.
- develop their ideas in a creative way.
- set targets for themselves and compete against others.
- understand what it takes to persevere, succeed and acknowledge others' success.
- respond to a variety of challenges in a range of contexts and environments.
- take the initiative, lead activity.
- make informed decisions about the importance of exercise.
- discover own aptitudes and preferences for different activities.
- develop positive attitudes to participation in physical activity.

Staff have electronic access to the electronic copies of the Lancashire schemes through the PE app and have their own personal access links to the Merton scheme on Merton's website. Hard copies of both schemes are held by the PE subject leader.

Curriculum Differentiation

The school uses the principle of STEP for adjusting lesson activities for differentiation. Some children with particular needs may require different activities, for example, with a particular focus on fine motor skills if hand to eye coordination is a challenge.

S = change the space available

T = change the time allowed

E = change the equipment, e.g. softer or larger balls, different sized bats

P = change the people, e.g. size of the groups, support from teacher/TA

Inclusion of children with Special Educational Needs and Disability

Children with SEND are encouraged to take part whenever possible through differentiated activity, which effectively, safely and sensitively targets their needs. Physical Education lessons are differentiated to provide interesting and challenging experiences for children of all levels of ability.

Our approaches to including children with SEND include:

MODIFIED ACTIVITIES-rules, area of play, timing of the activity and /or equipment is adapted to meet individual needs.

PARALLEL ACTIVITIES-individuals or groups can take part in the same activity but in a different way such as in ability groupings, using modifications (as outlined

above) or according to the way they play.

INCLUDED ACTIVITIES-all children in the class participate in activities specially designed for children with SEND.

SEPARATE ACTIVITIES-where particular activities are inaccessible to an individual with SEND an alternative activity is provided, where possible with 1:1 support.

Links with Other Subjects

PE links to other subjects, e.g. Literacy, (recount/report/instructions), Science (body parts/pulse rates), DT (food technology – making healthy meals) and Maths (shape/position/directions/counting/measuring and graphical representation of data). ICT is also recognised as a potential tool for recording movements and actions to develop children's ideas as well as the appropriate use of audio visual and data logging equipment.

Swimming

In line with the National Curriculum, children will be given the opportunity to attend swimming lessons, in years 4 & 5, provided by Local Authority employed swimming coaches at Fleetwood YMCA Leisure Centre. Additional swimming will be provided to those in years 5 & 6 who have not yet met the following criteria:

- To swim competently, confidently and proficiently over a distance of at least 25m
- To use a range of strokes effectively over a distance of at least 10m
- To perform safe self-rescue in different water-based situations

Percentages of year 6 meeting these criteria will be published on the school website.

Safety

Manor Beach Primary School considers the safety and welfare of its pupils to be its top priority. Activities should not be undertaken without an assessment of the risks involved and the procedures required for each child to participate in the activity in a safe manner. Any doubts or queries should be discussed with the P.E. coordinator. Every member of staff has access to Safe Practice in physical Education produced by the British Association of Advisers and Lecturers in Physical Education. Risk assessments through Evolve must be submitted before any offsite competitions.

Safe participation is ensured by:

- Each teacher implementing safe procedures for each area of activity at the start of each unit e.g. each individual aware of their responsibilities when putting out/storing gym equipment.
- Regular checks are carried out on all equipment and on all areas where physical activity is to take place. Potential hazards are removed and warnings are in place where required.
- Jewellery is not to be worn during P.E./extra-curricular activity, including swimming.
- Children must wear specified school P.E. kit.
- Children understand that poor behavior is not tolerated under the context that they are not participating in safe activity when they are behaving badly or not listening to instructions.

- All staff are suitably trained and hold appropriate qualifications to teach and /or supervise the relevant activity.
- There are sufficient qualified first aiders in the school who are well known to all those leading physical activity sessions. A first aider is always available in school during extra-curricular activities.
- All activity sessions are preceded and concluded with warm and cool down activities.
- Records are kept of all children with medical conditions. These records are passed between current and future teachers.

Teaching Safety

- Children are asked to scan areas where physical activity will take place.
- Children are encouraged to be sensible and safe in PE lessons.
- Children are offered cycling proficiency programs in year 6 to ensure they are safe when cycling to school or out of school.

Safeguarding

All adults working with children in school with children will be DBS checked. A coaching file has been established and maintained for all external coaches, with records of coaching, first aid and DBS qualifications.

Staffing/Staff Development

Each class teacher will take responsibility for planning, teaching and assessing the PE curriculum for their class. It is intended that all staff will take part in professional development to ensure secure subject knowledge and awareness of health and safety procedures. It is further intended that staff should be comfortable and competent in the area of activity being taught. Where additional support is required, this will be provided by either the subject leader, specialist sports coaches or outside providers through INSET. All staff who attends CPD courses will provide feedback and disseminate information/learning.

P.E. Subject Leader:

- To be available to provide help and guidance for all colleagues in planning schemes of work for the children.
- To lead staff meetings and discuss the area of responsibility in order to facilitate a good learning understanding and utilisation of school policy through guidelines.
- To co-ordinate displays in the school which promote and enhance the curriculum activity for which responsibility has been given.
- To keep the school informed of developments which may affect its performance.
- To recommend to the head teacher an allocation of finance necessary to provide and maintain a wide variety of materials and apparatus for all ability groups.
- To report to the head teacher and governors as and when required to keep them fully informed of all activities related to the area of specific responsibility.
- To liaise with other educational phases and the community.

Class Teachers:

Each class teacher is responsible for the Physical Education activities in his/her class in consultation with and with guidance from the P.E. Subject Leader. A register should be taken to establish which children are taking part in the PE lessons in order to track participation levels and assessments should be completed at the end of each unit and entered into the appropriate area of the staff shared folder.

Teachers involved in extra-curricular activities:

Each teacher involved in the provision of extra-curricular activity is responsible for the planning and implementation of safe and structured activities in consultation and with the guidance of the P.E. Subject Leader.

Other teaching staff:

Mrs Natasha Draper covers some classes of PE (has relevant qualifications) checked and agreed by the head teacher with guidance from outside of the school.

External coaches:

Any coaches coming into regular contact with the children for curriculum or after-school activity must present DBS, first aid and coaching qualification details on their first visit (to the school secretarial staff and/or Miss Mason), which will be kept on file.

Sports Leaders:

Children from Fleetwood High, Millfield or Cardinal Allen High Schools assist with refereeing and coaching duties throughout the school year - their role is to work alongside and under the guidance of the teacher in charge.

Parental Involvement:

- Parents are informed of curriculum content at the beginning of each half term.
- Parents are expected to support children in an appropriate manner (see FA code of practise)

Training

The P.E. Subject Leader is responsible for making staff aware of further opportunities to attend courses to enhance their skills in providing interesting and varied activity. Twilight courses are arranged on review of the P.E. development plan and on feedback from staff. Timetabling and availability of finance for Twilights are discussed between the P.E. Subject Leader and the head teacher. The school is committed to providing the staff with every opportunity to attend courses to develop their personal skills and so ensure the provision of physical activity is both successful and effective. Courses are to be made available to all staff involved with curricular or extra-curricular activity through a range of providers including:

- Local Education Authority

- Local clubs and PE networks
- Bought in services

Extra-curricular Physical Activity

We will provide a different afterschool clubs, free of charge to pupils across the school, each half term for the whole year. We will provide lunchtime clubs (initially one day a week) to targeted groups of children. Children will have access to playground equipment, use of the school field and football pitches on every occasion that the weather permits. Tracking of children who attend clubs and who do not attend clubs will be monitored by the subject leader for PE and alternative physical activity clubs will be provided with invites to those children who are not participating.

Details of clubs, competitions and festivals will be signposted on our PE bulletin board in the school corridor and through the school website and letters home.

Monitoring and evaluation of curricular and extra-curricular physical activity

The P.E. Subject Leader will carry out lesson observations and, where required will work alongside other teachers. This time is to be used to monitor the quality and standard of P.E. throughout the school.

Opportunities will be made for teachers to review the scheme, policy, development plan and published materials during curriculum meetings.

The PE Subject Leader will keep track of which children take part in the clubs, which clubs are well attended and the overall numbers of people participating in these clubs. Uptake of clubs, along with pupil questionnaires will be used to inform the types of clubs offered in the future.

Equality

All aspects of PE will be taught in such a way as to include all children regardless of their gender, background, culture or physical ability. Learning objectives will be set in line with the school's Special Needs and Equality Policies.

All opportunities to take part in Physical Education and Physical Activity at Manor Beach Primary School within the curriculum and through extra-curricular activities incorporate all children regardless of ability, gender, and cultural background.

Children with English as a second language are supported through clear concise instructions, the playing of games and are given additional help as required to be a fully integrated participant of all activity.

Records and Assessment

Assessment for learning will be made through short term (daily/weekly) observations of children's work, through discussion with the children, and through their own self-assessment. Assessment of learning will be made through medium term (summative) assessments and longer term (formative) assessments. Class teachers

are to input unit assessments within the PE app, as shown by the PE Subject Leader.

A simple summative recording system is in place across both Key Stages based upon the learning outcomes specified in the Scheme of Work.

Assessment should be on going with observations made at the beginning and end of each unit of activity, using CORE tasks to assess progress. Records are then to be passed on to the next teacher and discussed in a face-to-face meeting at the end of the school year. Assessment should take the form of watching children work, talking to them about what they are doing and listening to them describe their work. Additional records should be kept through photographs, videos, written descriptions of activities and should be selective and brief. All recording can now be done centrally on the PE app.

Funding

Sports Premium Funding shall be used to provide expert swimming teaching to ensure an increase in children able to swim 25 meters by year 6. This will also provide staff CPD as they will work alongside experts. It shall be used to provide places for children at after school and lunchtime clubs, to delete the barrier between wanting to take part and affording to take part. Some of the funding will be used to employ expert coaches to work alongside less confident staff for a period of one term. Money will be used to release the subject leader from class, to work alongside other staff and develop assessment in PE. A small amount of money will be used to provide expert coaching for staff CPD twilight sessions. A full account of the Sports Premium Funding spending will be published annually on the school website.

Covid

All details outlined in the policy are subject to change with regards to the most recent Covid guidelines. All activity and participation should be in line with government guidelines and appropriate risk assessments made.

Information About the School

Name of school: Manor Beach Primary School Age range: 4-11 years
Responsibility for drafting the policy: Mrs L. Thornhill (P.E. Subject Leader)

An outline of facilities for physical activity

On-site facilities:

Playing field Hall with fixed gym apparatus

KS1 Playground with climbing fort

KS2 Playground with Trim Trail, small football pitch and basketball hoops

Off-site facilities (used regularly previously):

- Fleetwood YMCA Swimming Pool
- Fleetwood High School
- Cardinal Allen High School

- Millfield High School
- Rossall School
- Fleetwood Cricket Club
- Poolfoot Farm (Fleetwood Town's training facility)
- Winmarleigh Hall (PGL Outdoor Education site)

Resource Provision

P.E. resources are audited annually by the P.E. Subject Leader and any additional resources ordered. PE Subject Leader to ensure the safety for use of all resources.

Dissemination of the Policy

The policy will be made available to all members of staff, school governors, inspection teams, LEA advisers and parents.

Monitoring and Evaluating the Policy

Teachers, TA's and governors will provide feedback as to the effectiveness of the policy. Parental, pupil, OFSTED and PE Mark assessor's feedback will also provide guidelines concerning future changes to the document. This policy will be reviewed on an annual basis.

Policy review date April 2021