

Shortstown Primary Physical Education and School Sports

1. Vision

At Shortstown Primary, we believe that Physical education and sport have a vital role to play in the physical, social, emotional and intellectual development of children. Physical education and sport are important in giving children the knowledge, understanding and the tools to make a positive impact on their own health and well-being.

The physical education curriculum at Shortstown Primary aims to provide for pupils' increasing self-confidence through an ability to manage themselves successfully in a variety of situations. Children will have the opportunity to take part in a wide range of sports and physical activities, carried out in a safe and supportive environment, where effort and hard-work, as well as success, is celebrated. Through the Creative approach to learning the children have the opportunity to be physically active across the Curriculum and develop an understanding that this is as important as specific Physical Education teaching.

During their time at Shortstown Primary, children will be able to take part in a wide range of physical activities including: games, dance, gymnastics, swimming and athletics.

2. Aims and objectives

2.1 Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming (year 5/6), athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives, and encourage them to participate in regular physical activities. The school offers the children a minimum of 2 hours of high quality PE each week through lessons and aerobics sessions in assembly time.

2.2 The aims of PE are:

- to enable children to develop and explore physical skills with increasing control and co-ordination and confidence;
- to encourage children to work and play with others in a range of group situations; collaborating and competing, making decisions and meeting challenges.
- to develop the way children perform skills and apply rules and conventions for different activities;
- 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;
- 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 their own success.
- To encourage a commitment to healthy and active lifestyle

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3. Teaching and learning style

3.1 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 and 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 other children. 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.

3.2 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, encouraging all pupils to participate. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results, developing children's thinking skills and strategies for problem solving;
- setting tasks of increasing difficulty, where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.
- Peer support and tutoring
- Ensuring activities are fun and develop skills which can be transferred to other aspects of the child's life eg: playtimes

3.3 Staff working party for PE monitor and support PE through the school. Training is provided to ensure confidence and competence to deliver high quality teaching and support a variety of opportunities for the children to experience different sports and physical activities.

3.4 Staff are aware of the need to develop fine motor skills alongside gross motor skills and opportunities are provided during teaching and learning time to enhance these in order to support Literacy and Numeracy progress.

4. PE curriculum planning

4.1 The National Curriculum 2014 is used to plan the objectives for PE teaching in school. Swimming is covered in Y5 & 6

4.2 PE is planned as a discrete subject as well as through cross curricular opportunities – especially for dance and movement, including Drama. Objectives are linked to the National Curriculum expectations and success criteria are highlighted for specific skills development.

4.3 Planning includes opportunities provided by external agencies and workshops use to complement the teaching in school.

4.4 The class teacher keeps planning which is reviewed by the working party and recommendations, future developments are identified.

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4.5 Planning is evaluated during the sessions and children's progress and next steps identified. The children are encouraged to evaluate their own and others performances and work using AFL tickled pink and green for growth.

5. The Foundation Stage

5.1 We encourage the physical development of our children in the reception class and preschool as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the EYFS Curriculum, which underpin the curriculum planning for children aged **two to five years** of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenges, both indoors and outdoors, using a wide range of resources to support specific skills.

6. Contribution of PE through the school

6.1 Physical activity and wellbeing are highlighted in the school vision and value statements. These are discussed and agreed by all stakeholders. Staff in working parties identify areas of the Curriculum where activity can be included. All staff including dinner supervisors are aware of the school ethos to promote play and develop opportunities beyond the timetabled PE sessions.

6.2 Resources for playtimes have been discussed with the children and staff and boxes are available with a variety of equipment and activities to promote a healthy lifestyle. There are also indoor lunchtime activities available eg: dance mats, indoor hopscotch to provide activity during wet playtimes. Lunchtime staff provide the children with large found materials to enable create play such as den building.

6.3 The eco council are regularly consulted about opportunities for activities and experiences. They carry out surveys through the school and support the implementation of new ideas eg: organising pedal power, walk to school weeks, playground markings, playground resources, crunchtime lunchtime.

6.4 Every collective worship session ends with all staff and pupils carrying out an aerobic / Zumba session led by the children. **Each class Year 3-6 create the dances for the children to participate in.**

6.5 There are a number of afterschool and lunchtime clubs provided by external agencies and school staff promoting active and healthy lifestyles. There is an outdoor learning group for Y4&5 which supports children with barriers to learning

6.6 The Dawn til Dusk club and PTA provide opportunities for the children to engage with each other in physical play and activity in a variety of settings and groups.eg: bouncy castle discos, games nights. There are also Holiday clubs run by Dawn till Dusk based around Forest schools and outdoor learning.

6.7 The school employs R&D coaching to support good quality PE in school. The coaches take all year groups and provide the staff with CPD opportunities. They also run afterschool and holiday clubs

6.8 Children are supported to pursue sport and physical activities in a variety of ways. They are encouraged to bring medals, certificates of achievement to share during Friday achievers

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assembly. Thus promoting other opportunities and celebrating achievements with the children, staff and parents.

6.9 Shortstown Primary has a website and active Blog where photos and achievements are shared with parents and carers.

6.10 A residential opportunity is available for upper KS2 for a weekend away promoting not only physical activities but also social and emotional development.

7. Teaching PE to children with special educational needs or Gifted and Talented children

7.1 At our school we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

7.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

7.3 Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE.

7.4 We enable pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school, for example, a sports event at another school, we are provided with a risk assessment prior to the activity provided by the Sports Partnership, to ensure that the activity is safe and appropriate for all pupils. Where travel is involved we also have a risk assessment for the relevant mode of transport.

7.5 For equal opportunities see school policy for equal opportunities.

7.6 Children who are identified as being MAT in a specific area are provided with tasks and activities appropriate to their level of skill and thinking. We also try to provide them with links to extra curricular clubs, outside agencies, **Sainsbury School Games** festivals and activities that will continue to develop their talents.

8. Assessment and recording

8.1 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. At the end of a unit of work, teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual year group unit, through core tasks. They record the information in their assessment files **or take photos on 2 simple and use the information to plan the future work of each child**. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's interim and annual reports to parents. The teacher passes this information on to the next teacher at the end of each year.

8.2 The PE working party keeps photographic and video evidence of children's work. This demonstrates what the expected level of achievement is in each area of activity in PE in each year of the school.

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9. Leadership and management

9.1 There is a PE working party which comprises of a lead and representatives from each keystage including EFS. The party meets every half term with a focus to discuss. Jobs are allocated and information feedback to keystages during KS meetings.

9.2 The lead is responsible for coordinating the information, ensuring agenda's minutes and reports to Governors are completed and distributed. The lead also carries out the audit and completed the development plan, highlighting links to the SDP priorities, liaising with the Head Teacher to ensure impact of actions.

9.3 The audit and development plans are discussed during the working party meetings and impact assessed, CPD organised etc. Each member of the working party is a specialist in an aspect of the PE expectations and takes responsibility for providing children with experiences linked to their area of expertise.

9.4 One member of the working party is responsible for transition between the Primary school and the Middle / Upper schools to support movement of children from Y4 to Y5 and/or Y6 to Y7.

9.5 Impact from the working party is fed to Governors, including the spending of the sports Premium money. There is a link Governor who will attend the working party meetings where possible and provide additional information to the Governing body.

10. Health and safety, Safeguarding and Risk assessment

10.1 The general teaching requirement for health and safety applies in this subject, and guidance is held by the working party leader. We encourage the children to consider their own safety and the safety of others at all times.

10.2 We expect them to change for PE into the agreed clothing for each activity area. If the child does not have the appropriate clothing they will be asked to join in with low risk activities. If it is not possible to accommodate an individual in this manner they will be asked to carry out an alternative role eg: refereeing, supporting assessment of progress, helping others, reviewing performances etc. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE.

10.3 The policy of the governing body is that no jewellery is to be worn for any physical activity. Earrings must be removed before all PE session. Parents are advised that children should not come to school with earrings if they know PE will be taking place. If a child cannot remove the earrings they will be allowed to join in low risk activities, as assessed by the teacher. Teachers also provide a positive role model by removing items of jewellery.

10.4 Risk assessments are carried out for each item of equipment that they children use in their lessons, these are identified and shared with the children. The risk assessments are considered by each teacher in each year group, and appropriate equipment is used along with appropriate risk minimising strategies.

11. 10 High Quality Outcomes

AFL is also supported by the 10 High Quality outcomes, which the children are made aware of in their lessons as necessary:-

Showing commitment
Understanding what you are doing
Being active and healthy
Showing confidence

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Developing your skills
Taking part in different activities
Thinking of yourself
Being keen to improve
Building strength, suppleness and stamina
Enjoying what you do

12. Use of sport and PE funding

12.1 The Sport Funding budget is monitored by the working party and Governing body. The Lead will ensure all spending is recorded and subsequent impacts noted to identify which elements of the spending have the greatest and most sustainable impact.

12.2 Other funding such as Pupil Premium can be used to support Sport, physical and healthy activities in school.

Relevant Awards

The school has

- The Healthy school award and continues to have this reviewed annually.
- St Johns award for First aid provision – all children from Y3-Y6 are trained in L1-L3 of First aid.
- Inclusion Quality Mark – to show all children are included in all aspects of school life
- Bronze Sainsburys School Games mark
- Sliver Sainsbury School Games mark

Signed:

Date: February 2016