



Physical Activity and Physical Education Policy

Rationale

The health benefits of regular physical activity are substantial as stated by the Chief Medical Officer's Report, 2004; "There are few public health initiatives that have greater potential for improving health and well-being than increasing the activity levels of the population of England."

PESSCL recommend that children partake in a minimum of 2 hours high quality Physical Education in addition to 60 minutes of at least moderate physical activity each day. Schools play a pivotal role in providing opportunities for pupils to undertake regular physical activity and in the encouragement of meeting these targets.

Placing a high value on purposeful physical activity can promote further participation beyond school life and providing a wide range of opportunities can promote overall school unity and forge links with the wider community. Teachers, pupils and parents can find mutual satisfaction in the success of individuals, teams and the school.

Aims and Objectives of the Combined Physical Activity (PA) and Physical Education (PE)

Aims:

- Promote healthy and active lifestyles in pupils and parents through high quality PE lessons, active break times and extra curricular activities.
- Provide worthwhile and varied out of school hours opportunities.
- To reach and promote National Curriculum targets for PE.
- Incorporate guidance and initiatives in teachers planning through peer mentoring and structure staff training.

Objectives:

- Provide a minimum of 2 hours of physical activity for all children.
- To provide provision of safe and stimulating areas in which children can play and be active during break times, with adult support and supervision.
- To raise the profile of physical activity throughout the school and encourage cross-curricular links.
- To monitor pupils' level of involvement in physical activity inside and outside of school.

- Teachers and AOTT strive to provide High Quality PE provision (PESSCL) in which children adopt each of the 10 outcomes of Physical Education;
 - **Commitment** to PE and Sport and make them a central part of their lives – both in and out of school
 - **Understanding** of what they are trying to achieve and how to go about doing it
 - Hold PA as part of a **healthy and active lifestyle**
 - Have **Confidence** to get involved in PE and sport
 - The **skills** and control that they need to take part in PE and sport
 - The willingness to take part in a **range of competitive, creative and challenge-type activities**, both as individuals and as part of a team or group
 - Ability to **think** about what they are doing and make appropriate **decisions** for themselves
 - Show a **desire to improve** and achieve in relation to their own abilities
 - Have the **stamina, suppleness and strength** to keep going
 - **Enjoy** PE, school and community sport

Delivery of Objectives

- ❖ Provision of P.E time: Each cohort is timetabled a morning or afternoon for both indoor (Hall time) and additional outdoor PE during the spring / summer months
- ❖ Additional Physical Activity time is provided through structured play, provided by zoned areas of the outside environment, targeted out of school clubs and additional swimming time for Key Stage 2 pupils
- ❖ Lesson planning is directed by the class teacher for PE following the Curriculum map and supplemented using ‘Complete PE’ (online planning tools)
- ❖ PE lessons cover the core themes of the national curriculum; Dance, Gymnastics, Striking and Fielding Games, Invasion Games, Net and Wall Games, Athletics, Swimming and Outdoor and Adventurous Activities. Allocated time for each core theme can be found in the Long-Term Curriculum matrix.
- ❖ Assessment of pupils is for learning and aims to develop the child, with Age Related Expectations, from the curriculum map and supplemented by **Complete PE**, evidenced using **Evidence me**, then reported in the summer report to families.
- ❖ Cross curricular links are identified where possible, for example Year 3, Machine Dance unit – linked to the Iron Age.
- ❖ Gifted and Talented pupils are identified by class teacher and information passed to coordinator, who will source opportunities for development in collaboration with the Cleveland School Sports Partnership, CSSP.
- ❖ SEND provision is made by individual teachers, inline with the schools SEND and inclusion policies. Guidance given by the PE coordinator and the CSSP.

Dress / clothing

- Teachers must change into suitable clothing for teacher PE as role models for the children.
- Pupils are expected to wear PE kit (White t-shirt and black shorts / jogging bottoms) on the day of their lessons and a tracksuit top in colder conditions.
- Indoor PE sessions – T-shirt and sport shorts, (Gymnastics - bare feet unless a medical problem necessitates the use of plimsolls until the problem clears).
- Outdoor PE sessions – T-shirt and sport shorts, plimsolls / trainers, sweatshirt or tracksuit.
- Swimming – Girls must wear a ‘one piece’ bathing costume and the boys are to wear trunks or swimming shorts (not baggy). Consent from guardians taking full responsibility must be given to the school if the child is to wear goggles, via parent mail.
- Jewellery and watches must not be worn during any PE sessions and hair should be tied back, including during swimming.
- Parents / guardians will be advised if their child is not in correct PE uniform for lessons.
- Class teachers must be informed in writing if a child is unable to partake in PE, by the parents / guardians.

Resource Provision

Schemes of work for the PE curriculum follow the National Curriculum objectives and are supplemented by QCA unit plans and the use of the LCP PE resource file. This is kept by the PE Coordinator, who liaises with each year group and copies any relevant plans, offering assistance and guidance where needed. Coordinators are also responsible for collecting and updating additional support materials.

Paper resources in school are stored in the staff room or in the PE Coordinators classroom. Any new resources will be introduced to staff during staff meetings and any inset training needed will be given during this time. It is also the Coordinators role to circulate any information regarding PE training for professional development.

Physical resources / PE equipment is stored in a central PE store and is reviewed annually. Broken equipment or requests for additional resources are to be given to the Head teacher, via the PE Coordinator.

Out of hours Provision

Full details of additional physical activity and school sport can be found on the school website <https://www.erringtonprimary.co.uk/>

Staff Responsibilities

- ❖ P.E. Coordinator:
 - First point of contact regarding all physical activity concerns.
 - Responsible for overseeing PE curriculum and planning across key stages
 - Conducting a review of equipment and resources (annually)
 - Timetabling and scheduling of hall / playground time / swimming
 - Liaise with the Tees Valley Collaborative, Cluster schools and the School Sports Partnership, CSSP
 - Provide staff training and contact outside agencies where necessary
 - Organise and monitor clubs, teams and activities
 - Plan and organise intra-school competition, including sports day
 - Liaise with any AOTT internally, including Lunch Supervisors
 - Share good practice and provide support and guidance for colleagues

- ❖ Lunchtime Supervisors – Provide supervision of the children and encourage active / structured play. Positive role models for the pupils.

- ❖ Staff on break duty – Organise the structured play at break times through the provision of games and sport, the organisation of intra-school competition and promotion of active lives for the children.

- ❖ Outside agencies – Be fully briefed regarding school policies and procedures. Keep a full register of each event. Provide the school with list of relevant qualifications, experience and DBS. Meet with PE coordinator and / or Headteacher before the commencement of any activities.

Staff Training

PE coordinators / Primary Link Teachers are trained through the Sports Partnership. Funding (Sports Premium funding) is presently available for this in the form of supply days. Coordinators then feed back any relevant information to staff through staff meetings and Inset training where appropriate.

Class teachers and AOTT are encouraged to continually develop their skills through the promotion of training courses, as are Lunchtime supervisors.

Training for teaching staff's CPD, Continued Professional Development, is posted on the school's staff room notice board and information passed on using the email to interested parties.

Safety

Any activities undertaken in the school grounds must comply with the Health and Safety regulations laid out by Redcar and Cleveland Borough Council. Specific PE / PA schemes of work contain guidance to which the adults in charge must adhere to.

Any activities undertaken off the school premises or being done for the first time within school grounds, must have a risk assessment carried out prior to the event taking place. These are stored in the school office for reference. **Guidance for risk assessments is given by the Educational Visits Coordinator*

When an accident does occur, it is necessary for the teacher or AOTT to make the situation safe as a priority and then locate any help needed. This may include finding supervision for the children whilst the incident is dealt with and if necessary, conducting any first aid (by recognised first aider), followed by any medical attention necessary and logging the incident fully in the accident book.

First Aid kits are in all classrooms (carried by supervisors during break time), and the main office. Any medical conditions of the children must be recorded, and parents are required to keep the school informed of any amendments. Children who have asthma must have inhalers carried by the children and they must administer any medication themselves, unless a member of staff has been specifically trained. This needs to be recorded and the frequency of medication taken reported to parents.

Monitoring and Evaluation

Children should be assessed at the end of each unit of PE (formative assessment), inline with the school's assessment policy, and this should be used by each teacher to inform subsequent planning. Assessment can be done a number of different ways and the use of digital media, e.g. video footage / photography, is recommended to promote reflective development during lessons, such as showing good practice and for pupils self-evaluation. Assessment is to be recorded and monitored on Evidence Me – the school electronic assessment system.

In addition to teacher assessment the PE Coordinator is responsible for monitoring that safe practice is adhered to during lessons and take any necessary steps to promote high quality PE. This may include lesson observations, peer mentoring, shared planning and the use of annual survey data, informing staff training and CPD opportunities. The PE co-ordinator / Head Teacher is responsible for publishing the use of Sports Premium Funding and swimming provision. In Addition, the PE co-ordinator reports to the CSSP and School Games Organiser against the School games framework and games mark initiative.

Policy Signed by:

PE Co-ordinator:



Allan Fishpool

Reviewed:

March 2022