



BISHOP PERRIN

Church of England Primary School

PHYSICAL EDUCATION POLICY

Introduction

Physical Education is a foundation subject within the National Curriculum. This policy outlines the purpose, nature and management of the physical education programme taught in our school.

This policy reflects the consensus views of all staff and has been approved by the Governing Body. The implementation of this policy is the responsibility of all staff for it reflects the entitlement our children have to a soundly planned curriculum.

Policy Statement

The school believes that physical education in a safe supportive environment, is a unique and vital contributor to a pupil's physical development and well being. A broad and balanced physical education curriculum is intended to provide pupils with increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations.

Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through selection and logically developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential.

Pupils are encouraged to appreciate the importance of a healthy fit body, and begin to understand those factors that affect health and fitness.

Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute too much wider areas of learning. It is considered important that Physical Education is integrated into the whole school's planning for the development of the pupil's communication, numeracy, PSHE and ICT skills.

Curricular Aims

- To develop skilful use of the body, the ability to remember, repeat and refine actions to perform them with increasing control, co-ordination and fluency (acquiring and developing).
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas (selecting and applying).
- To improve observational skills and the ability to describe and make judgements on their own and about others' work, and to use their observations and judgements to improve performance (improving and evaluating).
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising (knowledge and understanding of fitness and health).
- To develop the ability to work independently and communicate with and respond positively towards others (working alone and with others).
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well being (applying safety principles).

Staffing

- PE lessons are delivered by the class teacher, a specialist P.E trained HLTA or specialist sports coaches from external clubs.
- It is the responsibility of the person delivering P.E lessons to follow the curriculum guidelines set out by the P.E co-ordinator.
- The class teacher/HLTA is responsible for monitoring the progress of the children in their class and reporting this on an annual basis.

Entitlement

- The school provision for physical education is in line with the Standing Order for Physical Education within the National Curriculum.
 - During Key Stage 1, pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
 - During Key Stage 2, pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and -sports and learn how to evaluate and recognise their own success.
 - All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:
 - swim competently, confidently and proficiently over a distance of at least 25 metres
 - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
 - perform safe self-rescue in different water-based situations.
- At Bishop Perrin, we allow children to develop their skills by engaging children in physical activity in the following areas during both Key Stages:
 - Swimming
 - Dance
 - Gymnastics
 - Tactical Games, divided into the following sections:
 - Invasion
 - Net and Wall
 - Striking and Fielding
 - Target

Children also learn through a range of:

- Athletic activities
- Outdoor and adventurous activities (OAA)

Schemes of work will determine the focus of each activity area, and the LCP schemes of work are followed. The school planning policy is adhered to with regards to planning. It is the aspiration of the school to provide two hours of high quality physical activity for each pupil each week. Pupils in both KS1 and KS2 will receive two hours of P.E per week when possible. This includes changing time, although to maximise the time available for teaching and learning children should change prior to the lesson where possible (during lunch time for example). In addition to this, the school will aim to provide the opportunity for each pupil to take part in at least 1 hour of physical activity in each key stage through our out of school hour's sports clubs.

Differentiation

In all classes there are children with a range of differing physical skills. We recognise this fact and 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, including the use of the STEP principle. The STEP principle enables inclusion of all learners by adjusting one or more of the following features of an activity: the space provided; the nature of the task set; the equipment made available; or the people involved in the activity. The use of the STEP principle ensures that activities will be planned to allow success and progression for all learners. Classes are grouped according to the needs of children and activities; sometimes according to ability and sometimes in mixed-ability groups.

Pupils who excel at P.E can be given the opportunity to represent the school in competitive matches, tournaments, festivals and galas when feasible. Through the School Sports Partnership, there are opportunities for gifted and talented pupils to participate in Multi Skills Clubs held at local secondary schools, but this is dependent on funding being available to run the club and is not guaranteed from year to year. Pupils selected to attend the Multi Skills Club will be made in discussion with the P.E co-ordinator, the HLTA and class teachers.

Assessment and Recording

- Formative assessments are carried out during lessons and at the end of each unit of work and are used to inform future planning.
- Photographic or video evidence should be used to feedback to children within lessons and improve their performance, and then a sample of this evidence should be stored as a longer term record of progress
- Pupils will be assessed according to assessment criteria statements developed by the P.E co-ordinator from the National Curriculum 2014 (See Appendix 1)
- Using these statements, pupils will either be assessed as working below, at or above age related expectations.
- Assessment information will be shared with parents on a yearly basis.

Continuity and Progression

- The P.E co-ordinator monitors the curriculum mapping for physical education across the school year, and monitors the effectiveness of the programme on an annual basis.
- The P.E co-ordinator monitors medium term planning termly.
- The P.E co-ordinator and HLTA meet regularly, both formally and informally to discuss provision, equipment and other issues as they arise.

Equal Opportunities

In Physical Education lessons, staff will not assume that interests and skills in this area of the curriculum are predetermined by ethnic background or by gender and do not permit themselves or their pupils to be influenced by stereotypical behaviour.

Our pupils have equal opportunities to develop qualities and skills in relating to co-operation and sensitivity, fair play and respect, the acceptance of decisions and rules and the handling of success and failure with dignity. All our pupils have equal access to the component parts of the physical education programme.

On the occasions that pupils are taught in single gender groups, this is for preparation for single sex team competition or for health and safety reasons.

Safe Practice and Risk Assessment

The school's Health and Safety policy outlines the safe codes of practice for our school and provides the necessary guidance on the response and the reporting of all incidents.

'Safe Practice in Physical Education' Millennium Edition Published by BAALPE 2000

- No jewellery or watches may be worn for P.E and long hair must be tied back. All children must change into different clothes for P.E and extra curricular activities and wear appropriate footwear.
- Staff wear appropriate clothing for P.E lessons.
- Any child unable to take part in P.E due to medical reasons must bring a note from a parent or guardian to explain why.

Pupils who do not bring their P.E kit in will not take part in the P.E lesson and shall be required to observe other members of the class participating in the P.E lesson. Whilst observing the lesson, they will be required to complete a "PE Non-Participation sheet" (see Appendices 2.1-2.3). This sheet details what took place during the lesson, so that they are able to participate fully in the next lesson. It also allows children to develop their coaching skills whilst observing others. A record will be kept of those pupils who do not bring their P.E kit in, and if this occurs on more than two occasions per half term, then the class teacher will speak to parents to discuss why their child has not been bringing their P.E kit into school. If it is not possible to speak directly to a parent/guardian, then a letter (see Appendix 3) will be sent home informing them of their child's non-participation over the course of two lessons.

Pupils who are unable to take part in the P.E lesson due to an injury will also be required to complete the "PE Non-Participation sheet"

Staffing and Staff Development

- Teachers are encouraged to attend CPD courses, which are arranged through the School Sports Partnership. The P.E Co-ordinator informs all staff of the courses available and liaises with the Headteacher to ensure that funding is available.
- Where a specific skill or activity is being taught, every effort is made to support a teacher concerned about delivery.

Cross Curricular Links.

As far as possible, the physical education curriculum will provide opportunities to establish links in with other curriculum areas. In particular we will endeavour to establish links between: Citizenship, PSHE, Numeracy, Literacy, Science, ICT, Music and Geography.

Extended Schools

The school believes it is of great benefit to provide a rich variety of extra activities for the pupils. These activities are led by staff and outside coaches at the end of the school day. Details of the wide range of clubs on offer are sent home to parents including information of extended opportunities available in the community, when such information is available. Clubs and activities are inclusive and open to all pupils irrespective of gender, background or ability.

Aims

- To provide opportunities for pupils to further develop skills and interest in particular activities for enjoyment and for the future.
- To support and enhance the school curriculum, including enabling, extending and extension activities.
- To provide further opportunities for pupils to work together in teams, being mutually supportive.
- To help provide a pathway for pupils into community sports clubs.

Adults Other Than Teachers (AOTTs)

Adults other than teachers (DBS/CRB checked) are used within school for one of the following:

- To lead or support a teacher in the delivery of an activity (e.g. Harlequins Rugby coaches)
- To run a taster session or an out of school hours activity or club.

The use of AOTT is arranged by the P.E co-ordinator in liaison with the head teacher. When an AOTT leads an activity, a member of school staff will always be present.

Parents are encouraged to support their children when they are involved in sporting activities outside of the curriculum, but their behaviour must be in accordance with the Richmond Sports Developments Team's Code of Conduct for Spectators. Failure to abide by these rules will result in the individual being requested to leave.

Equipment and Resources

- Equipment for P.E is stored in the P.E shed, ball shed and the Hall. The P.E co-ordinator is responsible for monitoring the P.E Shed, although every teacher is responsible for ensuring it is maintained in an efficient and tidy manner.
- The P.E co-ordinator is responsible for purchasing and maintaining equipment, which should be budgeted for out of the annual budget. Teachers make requests for P.E equipment to the P.E co-ordinator.

The Learning Environment.

- The hall is cleaned on a daily basis and after lunch to enable bare footwork in dance and gymnastics.
- A P.E notice board is maintained by the P.E co-ordinator and the HLTA to inform pupils of coming events, display pupils' work, to support subject knowledge and to celebrate achievement.

Monitoring and Evaluation

The purpose of monitoring and evaluation activities is to raise the overall quality of teaching and levels of pupil attainment. The P.E co-ordinator monitors planning, children's participation and teaching on a regular basis. The Senior Leadership Team oversees the work of the coordinator and may carry out monitoring activities in line with the school's policy for monitoring.

PE is also monitored by the Governing Body through the work of the Curriculum and Achievement Committee, who will review this policy on a regular basis.]

Sports Premium Funding

The Government is providing funding of £150 million per annum for academic years 2013/14 through to 2015/16 to provide new, substantial primary school sport funding. This funding is being jointly provided by the Departments for Education, Health and Culture, Media and Sport, and will see money going directly to primary school head teachers to spend on improving the quality of sport and P.E for all their children.

Basis of allocation

Allocations for the academic year 2015 to 2016 are calculated using the number of pupils in years 1 to 6, as recorded in the January 2015 census, as follows:

- schools with 17 or more pupils receive £8,000 plus £5 per pupil
- schools with 16 or fewer pupils receive £500 per pupil

The sport funding can only be spent on sport and P.E provision in schools, but each school will have the freedom to choose how to spend the money to have the maximum impact in their school.

Accountability

Ofsted inspections

Ofsted assesses how primary schools spend their P.E and sport premium.

Online reporting

All maintained schools, including those that convert to academies, must publish information about their use of the premium on their website annually. At Bishop Perrin we publish the required information in three separate documents: Sports Premium Policy, Sports Premium Spending and Sports Premium Impact.

These documents combine to give all of the necessary information including: the amount of premium received; a full breakdown of how it has been spent (or will be spent); what impact the school has seen on pupils' P.E and sport participation and attainment and how the improvements will be sustainable in the future. Schools should also consider how their use of the premium is giving pupils the opportunity to develop a healthy, active lifestyle.

Appendix 1



Bishop Perrin C of E Primary School
Year1/2 Non-Participants in P.E Record Sheet

Name: _____

1. In the warm up the class...

2. In today's lesson the class learned how to ...

3. The activity was good because...

4. Where did P.E take place today? _____ (indoors/outdoors).

5. My friend was good at...

6. I can't do P.E because...



Bishop Perrin C of E Primary School

Year3/4 Non-Participants in P.E Record Sheet

Name: _____

During the P.E lesson, answer the following questions by watching the activities that happen.

1. The reason I am not taking part in P.E today is:

2. Where did P.E take place today? _____ (indoors/outdoors).

3. What happened in the warm up?

4. What is the lesson about?

5. Watch a friend who is in the lesson. What are they doing well?

6. How could they get better?

7. What have you learned today?

8. What could you do next time to take part in PE?



Bishop Perrin C of E Primary School
Year 5/6 Non-Participants in P.E Record Sheet

Name: _____ Sport analysing: _____

Name five rules

1. _____
2. _____
3. _____
4. _____
5. _____

Player analysing:

What is the player doing well?

How is this affecting the game?

What could the player improve?

How would they improve it?

List five key words associated with the sport

1. _____
2. _____
3. _____
4. _____
5. _____

Consider the following:

- What are they doing well?
- What could they improve?
- How can they improve?

Footwork	
Attacking	
Defending	
Shooting	
Teamwork	

Did the player improve on the feedback that you gave them? _____

How do you know this?

Is there anything else you think the player could improve for next lesson?



Appendix 3

BISHOP PERRIN
Church of England Primary School
Hospital Bridge Road,
Twickenham. TW2 6LF
Telephone: 020 8894 1447
Email: info@bishopperrin.richmond.sch.uk

Date _____

Dear Parent,

I am writing to inform you that _____ has missed the class P.E. lesson on the following dates during this school term because s/he has not brought P.E. kit to school:

Physical Education is a compulsory part of the curriculum and plays an important role in children's education. Your child's class has a P.E. lesson on the following day/s when they must have their full kit in with them:

Please return the slip below to acknowledge receipt of this letter.

Yours sincerely,

Mr Crinall

PE Co-ordinator

Child's name _____ Class _____

I have received the letter informing me that my child has missed P.E. lessons because they have not had their kit in school on the day/s of their P.E lessons.

Signed: _____ Date: _____