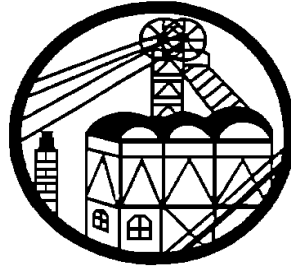


# **Burradon Community Primary School**



## **Physical Education Policy**



**Written by Mrs S Baty**

## Rationale

Burradon Community Primary School believes that Physical Education (PE) is a unique and vital contributor to a pupil's physical development and well being. The PE programme at Burradon contributes to the personal development, health and well being, enjoyment, success and achievement of all pupils across the curriculum and beyond. Physical Education at Burradon Community Primary School takes its main aims from the school's core values:

**Care and respect yourself, other people, our school and the wider world.  
Persevere and be resilient - be the best you can.**

## Intent

The aims and objectives of physical education at Burradon Community Primary School are:

- To deliver an entitlement to all pupils through a planned and progressive curriculum for PE.
- Provide opportunities for all pupils to take part in a range of **competitive, creative** and **challenge** type activities.
- To develop pupils' self-confidence, **care** and **respect** in a range of physical environments
- To develop **resilience** and **perseverance** in sport even when it can be tough!
- To promote positive attitudes towards **active and healthy lifestyles**

## The Curriculum and Planning Implementation

- At Burradon Community Primary School it is a requirement that each class takes part in physical education following the National Curriculum and Early Years Foundation Stage Documentation.
- We strive to offer a broad and balanced curriculum for all pupils to develop their physical skills and understanding in a range of creative, competitive and challenge type activities.
- The school values underpin our planning and delivering of PE lessons across school. Our pupils are taught the importance of care and respect for others and themselves, perseverance and resilience.
- At Burradon we have arranged a specific timetable for Key Stage Two pupils swimming entitlement (see curriculum matrix). Children who have not met the National Requirements for swimming will be offered top up swimming lessons in Upper KS2 to try to meet the standards expected before they leave KS2.

The teaching of Physical Education at Burradon Community Primary School initially follows the Early Years Curriculum for the Foundation Stage in the Foundation Stage Unit and often links to the topics in the three year rolling programme (see Foundation Stage Planning file for more detail).

In Foundation Stage the children's physical development is closely monitored and assessed against the Development matters document. Reception and Nursery children

(FS2 and FS1) take part in a PE lesson once each week and the children are submerged in opportunities to develop physically. Nursery (FS1) and Reception (FS2) children take part in daily physical activities including dough disco, squiggle while you wiggle and write dance as part of their physical activity offer. The Foundation Stage staff plan opportunities for children to develop their gross and fine motor skills in small group, whole class sessions and individual focussed activities with a keyworker. In the Early Years, our staff endeavour to put Physical Development at the forefront of the curriculum; they plan and provide opportunities for the children to learn in an active, physical way.

In Key Stage One the staff build on what the children have experienced in Foundation Stage and provide opportunities for them to continue to develop and focus their gross and fine motor skills. Daily focussed physical development whole class sessions allow children to have fun, learn the importance of developing physically and become confident and competent with their fine and gross movements. PE lessons are taught by the class teacher and are linked to the National Curriculum objectives twice weekly. Lessons are focussed on acquiring basic skills, tactics and movements then building on these and applying them to different activities and games.

In Key Stage Two the children build on the skills learned in Key Stage 1 and apply them to playing games across the main areas of invasion games, net and wall games and striking and fielding games. The children gain a further understanding of fair play, have the opportunity to develop their leadership skills and be involved in festivals and competitions. Key Stage 2 children have an opportunity to attend a residential which builds on the work covered in 'Outdoor and Adventurous' PE lessons held in school.

The children at Burradon have a strong awareness of what it means to be fit and healthy both physically and mentally. Our children participate in many class activities and discussions as well as whole school house team days linked to healthy living, sport and exercise, and cookery and healthy eating. National Sports Week plays an important role in raising the children's knowledge and understanding of fitness, health and wellbeing too. We submerge our children in gaining a wealth of experience and knowledge to support their mental health and wellbeing through a whole-school thrive approach, many mental health and well-being focussed whole-school initiatives and class discussions throughout the year.

### **Teaching and Learning**

- A variety of teaching styles will be used to engage the variety of learners and provide them with the opportunity to learn from visual and auditory as well as kinaesthetic activities.
- Lessons will provide pupils with the opportunity to make decisions for themselves and to work together to solve problems and to be creative.
- Lessons will be planned to ensure a range of strategies are used to provide challenge and progression for all pupils
- Lessons will be differentiated according to the needs and abilities of each class. A range of differentiated strategies will be implemented (task, questioning, roles, grouping, feedback etc)
- Lessons will also be planned to ensure that all pupils are supported to achieve and make progress in a range of learning opportunities.

- Assessment for Learning opportunities will be provided in every lesson to ensure pupils are able to make evaluate and improve work and make progress in learning. This information will also inform teacher planning.

#### **Assessment and Recording (Impact)**

- Staff assess the children in PE using a bespoke assessment grid which has been devised to show progression across the year groups. Staff use the seesaw APP on iPads to upload photographs, videos and other evidence to help them make judgements on individuals.
- The National Curriculum objectives for each Key Stage are threaded through the skills assessed for each year group.
- There is clear progression of skills from Nursery through to Year 6 which the children's progress is measured. All of the information gathered is then monitored by the PE subject leader annually to identify any gaps in the curriculum, children who require support in a specific area or ways to challenge more able pupils.
- An overview is completed with strengths, weaknesses and actions identified across the school. This information is relayed to governors.

#### **Monitoring and Evaluating (Impact)**

We monitor teaching and learning of physical education in the same way as we do all other subjects in our curriculum. The monitoring of the standards of children's work and of the quality of teaching in physical education is the responsibility of the physical education subject leader. This process is reflected in the leader's action plan, and is achieved through:

- a. collecting evidence e.g. photos
- b. observations of lessons
- c. PE learning walks
- d. pupil questionnaires
- e. meeting with sports crew
- f. collating of assessment data

#### **Active Learning**

At Burradon Community Primary School we strongly believe that all children should have access to physical activity throughout their school day. We have a vision to embed active and outdoor learning into our curriculum to ensure all children including the less active have opportunities for physical activity. We do this through use of

- GoNoodle
- Outdoor experiences such as 'forest school' style activities, woodland area trails and activities, games and competitions within lessons to encourage children to be active.
- Less active games and non-invasive sport opportunities through lunch and after school clubs as well as targeted level 1 and 2 competitions.
- Brain break activities and games
- Paired and group work
- Moving around the school during lessons
- Trails and challenges around the school grounds
- House team days

### **Staff Development**

- Opportunities for the development of all staff are provided in order to enhance the quality of PE within the School.
- The needs of staff are identified through monitoring and evaluating undertaken by the PE Subject Leader.
- The PE Subject Leader ensures any development opportunities available from NTLA are disseminated to staff
- The PE Subject Leader organises school/staff specific professional development strategies/opportunities with NTLA School Improvement Advisor for PE.

### **The role of Subject Leader**

- Maintaining and updating knowledge and understanding of the subject
- Co-ordinating planning and setting high expectations
- Overall responsibility for teaching and managing pupil learning
- Ensuring consistency in assessment, recording and reporting
- Monitoring pupil achievement
- Managing and developing school staff in CPD
- Managing AOTT's (Adults Other Than Teacher's) contributing to the PE.
- Managing and monitoring PE equipment and resources
- Arranging whole school events linked to PE and Sport

### **Sport Premium**

- Since 2013 the Government have given schools money dedicated to PE and Sport. Each year the PE Subject Leader releases a document which states the amount of premium we receive, what we spend the premium on and the impact it has had on the staff and children in our school. (See yearly PE funding reports.)

### **Health and Safety**

- All school staff are aware of the general Health and Safety requirements in PE activities.
- The school has risk assessments for activities delivered on and off-site.
- Staff not confident in delivering areas of the curriculum will seek support and CPD from school.
- Staff should encourage pupils to be aware of basic hazards and take steps to control these risks for themselves and others.
- The school expects that children will help to set up and put away gymnastic apparatus, including the large apparatus in the hall. Managing their own equipment represents an important element of pupil safety education. Pupils must be taught correct procedures on how to carry and lift equipment and should be done in an organised and systematic manner under direct supervision from the class teacher.
- The Association for PE (afPE) document 'Safe Practice in Physical Education and School Sport' (2020) is a comprehensive guide to safe practice and managing risk in PE and should be referred to regarding any aspect of Health and Safety in PE.

### AOTT's

- The school values the contribution of external providers/coaches and encourages the opportunity to liaise with the wider community. Appropriate CRB/safeguarding procedures must be carried out before external providers begin any work in school - this includes:
  - Enhanced CRB
  - Public Liability Insurance up to £5 million
  - Suitable level of qualification appropriate to activity
  - 2 recent references
  - Photo identification
  - 2 utility bills
  - If a provider is working for a company then a disclaimer should also be completed
- North Tyneside LA has a database of coaches and external providers that have undertaken the above checks and are approved for NT schools. The NT database is updated on a monthly basis and emailed to the Head Teacher which is then sent to the PE Subject Leader.
- If schools choose to use a provider who is not on the North Tyneside external database then this is at the discretion of the Headteacher and/or governors and all of the above checks should be undertaken.

Support Staff/ASLs may be used in curriculum time to support the delivery of PE, however the class teacher always maintains overall responsibility for what is taught and for the H&S and wellbeing of pupils. Direct or distant supervision of support staff is acceptable according to competence levels. This should be determined through a risk assessment

### Computing in PE

- In PE staff and pupils may use ICT to enhance performance and understanding and to record results and achievements through the use of digital photography/video, data handling, word processing, skills cards and the internet.
- Staff use iPads regularly in PE to record work through video footage and photographs as well as using APPs to enhance the children's knowledge and understanding. This is often shared with staff and families on seesaw.
- Staff use APPs and websites to enhance lessons.

### Resources, Equipment and Facilities

- The PE subject Leader will manage the condition of resources and equipment and any damages will be repaired/replaced/removed
- All staff have the responsibility of informing the PE Subject Leader about and damaged items
- Resources will be audited/managed and replacements ordered by the PE Subject Leader
- The PE subject Leader will have an overview of the management of internal and external facilities and equipment- this may be in conjunction with the SLT/site manager.

### **PE Kit**

- From the earliest age, pupils are expected to change into the agreed PE kit for every lesson. This kit consists of blue or black shorts, a white t-shirt, sand shoes or suitable trainers. For outdoor lessons, children are advised to bring jogging bottoms and wear their school jumper or jacket.
- It is expected that staff will set a good example and should endeavour to change for PE lessons. At the very least a change of footwear and removal of jewellery should be undertaken.
- PE clothing should be well suited to its function.
- Footwear that is fit for purpose is essential. It should demonstrate effective grip, support and reasonable protection where required.
- Pupils should never participate in socks on polished surfaces.
- Jewellery and other personal effects should be removed by pupils before participating in PE.
- Staff must undertake a risk assessment as to whether or not the weather conditions pose health and safety risks to pupils.
- Pupils should be adequately dressed for the weather conditions.

### **Out of School Hours Learning (OSHL)**

- The school offers a wide range of breakfast club, after school and lunch time opportunities for all pupils which extend and enhance curriculum work. These activities are advertised to parents on a half termly basis and the PE Subject Leader has the responsibility of maintaining OSHL timetables and letters to parents involving clubs.
- Burradon Fun Club (OOSC) participates in many games and activities that challenge the children's fine and gross motor skills. Parents can pay for their children to be looked after until as late as 5.30pm by the Burradon Fun Club team. They can join up at any time but reminder letters are sent out half termly.
- The school also enters a range of inter school competitions across the year.
- The PE Subject Leader will liaise with the Secondary Sport Co-ordinator (SSC's) and the staff at NTLA to ensure that opportunities to enhance the curriculum, OSHL and competition programmes are maximised.

### **Review**

This policy will be reviewed every three years.

Mrs SL Baty

Review date: April 2026