



Danegrove Primary School

Physical Activity Policy - 107

IDENTIFICATION

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DOCUMENT APPROVAL

Completion of the following signature block indicates that the appropriate parties have reviewed this document and agree with its intent.

Name	Role	Signature	Date
Deborah Metcalf	Headteacher		
Linda Gowling	Chair of Governors		

Introduction

At Danegrove Primary School we believe that physical education, school sport and physical activity (PESSPA) experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being.

Our PE policy establishes common codes of practice for staff and pupils and common administrative procedures. It also ensures that statutory and local requirements are followed and other national guidelines, such as codes of practice are considered.

Aspects of this document, for example policy regarding acceptable clothing, footwear and jewellery are set out on our website, prospectus and in newsletters so that parents know exactly what is required for PESSPA.

b) Rationale

Our aim of establishing and applying safe-practice standards in PESSPA are to:

- enable pupils to participate in PESSPA that provides appropriate challenge with acceptable risk
- promote pupils learning about risk management, and their responsibility in this, in order for them to participate independently in physical activity in later life
- fulfil the provision of a broad, balanced and relevant curriculum for physical education through:
 - an environment that is safe for activity
 - adequately supervised activities
 - the use of regular and approved practice
 - progressive stages of learning and challenge
 - building a system of advice and the practice of warning
 - the use of equipment for the purpose for which it was intended
 - providing basic care in the event of an accident
 - the use of forethought and sound preparation
 - involving pupils in the process of risk management
- ensure clear management responsibilities and organisation provide for safe systems of work
- identify and provide for any professional learning needs the staff are likely to encounter in their work.

Curricular Aims

1. To develop physical competence to excel in a wide range of physical activities, including competitive sports.

2. To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
3. To improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance.
4. For pupils to be active for sustained periods of time and to develop an understanding of the positive effects of the exercise on the body.
5. To develop the ability to work independently and respond appropriately and sympathetically to others.
6. To promote an understanding of safe practice and develop a sense of responsibility towards their own and others' safety and well-being.

See also appendix 1 – Danegrove P.E expectations

Content

At Danegrove primary school, our PE curriculum provides a broad base of movement knowledge, skills placing pupils in co-operative, collaborative and competitive situations which aim to cater for the preferences, strengths and needs of every pupil. We will develop their creative and expressive abilities and provide situations where pupils work independently, in pairs and in groups. They will be encouraged to appreciate the importance of having a healthy body and begin to understand the factors that affect health and well-being.

The curriculum embraces the Statutory Orders of the National Curriculum 2014 and Early Years Foundation Stage (EYFS) Guidance. It is inclusive and every pupil has equal access irrespective of their age, gender, cultural or ethnic background. Whilst retaining its unique contribution to a pupil's movement education, PE has considerable potential to contribute to wider areas of learning and it is considered important that it is integrated into whole school planning to develop pupils' literacy, numeracy, science, PSHE and ICT skills, knowledge and understanding.

PE is delivered throughout the whole day and a timetable is displayed both in the staff room and yearly handbo. All classes have at least two hours of PE per week. In KS1 this is divided into shorter lessons to strive towards every child having quality, structured physical experiences every day. At KS2 the PE lessons are longer and planned to enable more complex skills, knowledge and understanding to be developed. We are endeavouring to ensure we implement the Department of Health guidelines for daily physical activity which are as follows:

Early Years/Under 5s: Children of pre-school age who are capable of walking unaided should be physically active daily for at least 180 minutes (3 hours), spread throughout the day. All children should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day.

5 to 18 years: All children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day.

Vigorous intensity activities, including those that strengthen muscle and bone, should be incorporated at least three days a week.

PE is rarely cancelled. We understand the importance of the subject contributing to all aspects of health. In the event of weather conditions making it unsuitable to complete the

activity planned, alternative arrangements are made. If the indoor space is available, the activity is taught inside with modification or adaptation still allowing the learning intentions to be achieved.

On no account is PE used as a sanction.

In the **EYFS** practitioners should:

- Plan activities that offer appropriate physical challenges and provide sufficient space, indoors and outdoors, to set up relevant activities
- Give sufficient time for children to use a range of equipment and whenever possible teach half the class in each session
- Provide resources that can be used in a variety of ways or to support specific skills
- Introduce the language of movement to children, alongside their actions
- Provide time and opportunities for children with physical disabilities or motor impairments to develop their physical skills, working as necessary with physiotherapists and occupational therapists
- Use additional adult help, if necessary, to support individuals and to encourage increased independence in physical activities.

During **Key Stage 1**, pupils should be taught knowledge skills and understanding through dance, gymnastics and games activities.

Key Stage 2 pupils should have access to all components of the National Curriculum Programme of Study, (Athletics, Dance, Games, Gymnastics, Outdoor and Adventurous Activities and Swimming).

Programme Management

a) Planning and Preparing the Physical Education Programme

All our PE lessons are well-prepared and structured to contribute to safe learning situations. Good practice = safe practice. In the planning stage we think through the following process:

This is what I want pupils to learn. This is how I plan for learning to take place and is the learning experience safe.

Pupils learning needs are assessed against the scheme of work we use. Safe practice is embedded in the learning process and implemented in every lesson.

At Danegrove Primary school PESS staff and class teachers teach physical education to not only develop and maintain their skills and understanding of the subject but also because they know their pupils' personal, social and health needs and make appropriate cross curricular links where they exist.

Our long, medium and short term plans, plus other useful PE resources, are stored on staff shared drive (itslearning) and these are regularly updated by the PE Subject Leader. Teachers need to plan their own learning objectives and outcomes to suit the needs of the class and these are made clear to pupils. It is important that explicit learning about safety is annotated on the plans where appropriate and teachers monitor pupils' understanding of, and ability to apply effectively, principles of safe practice. Teachers should also conduct their own risk assessment plan differentiated learning tasks and assessment opportunities and ensure these are noted on their short-term plans.

Each lesson should include a warm-up and cool down relevant to the main activity and learning environment/weather conditions. All pupils should be physically active for sustained periods of time in every lesson. Progressively they should learn about the components and how to perform warm up and cool down exercises paying attention to the principles of safe exercise practice.

The use of visual aids and IT are strongly encouraged to enhance learning.

Swimming takes place at New Barnet Leisure Centre for all Year 5 pupils, for 15 weeks of the year. Lessons are planned and delivered by the Borough swimming instructors The instructors will provide assessments at the end of each term

b) Progression in the Physical Education Programme

Carefully planned and graduated progression is fundamental to enabling pupils to improve safely their skill and understanding in PESSPA. All pupils should be enabled to achieve success in an environment that safely meets their needs. Applying the STEP framework can help with the setting of appropriate challenge.

Space: where the activity is happening?

Task: what is happening?

Equipment: what is being used?

People: who is involved?

High quality PE lessons should include challenges for pupils, which involve developing:

- A sense of accomplishment/achievement
- Learning something new and wanting to learn more
- Physical and mental well-being
- A feeling of independence
- Wanting to perform well and with imagination and flair

c) Personalised Learning in the Physical Education Programme

At Danegrove Primary school, we have the highest expectations of pupils and believe they should have the opportunity to make safe progress at individual or small-group rates. None

of our classes have a uniform level of ability or need to progress at the same rate, even if grouped or 'streamed' according to ability.

All pupils will learn if they are provided with appropriate learning conditions. Differentiated work or **personalised learning** involves matching the tasks to the students to enable progress at an appropriate pace.

In addition, our range, quality and availability of age and ability related equipment for most activities enable us to meet the specific needs of our pupils.

The STEP framework is used at our school to support effective planning or personalised learning in PESSPA

d) Assessment of Pupil Progress and Attainment in PE

The Physical Education National Curriculum (2014) sets out the aims, purpose of study and content for physical education. It does not specify a detailed overview of the nature and content of learning. However, it does present attainment targets that pupils should reach by the end of each key stage and these targets are considered the minimum entitlement.

At KS1: Pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, 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.

At KS2: Pupils should continue to implement 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 succeed in different activities and sports and learn how to evaluate and recognise their own success

The national KS1 and KS2 targets above have been broken down into "Expectations" per year group. There are 'Expectations' in each area of activity and for each year group. There is a separate Expectations booklet which contains all the statements on the staff shared area.

At Danegrove Primary school, class teachers teach PE and use the Enfield scheme of work to **support** planning. There are units of work for all six areas of PE and these have been positioned in and across the year groups to achieve a broad, balanced and progressive programme. See our long term plan on staff shared drive.

Formative assessment helps pitch the learning activities to accurately meet the needs of all pupils in the class and the units of work are annotated accordingly. The scheme of work incorporates three learning domains: cognitive (thinking), psychomotor (physical) and affective (personal/social and health) 'head, hands and heart. Assessing pupils using these three learning domains provides a broader picture of the physically educated child as opposed to purely identifying what physical skills (hands) they have acquired.

When appropriate, the PESS team and class teachers should use assessment methods to capture learning in these three domains. Common methods used on a day to day basis include peer observation, videoing and analysing performance and using learner statements. All these methods can be integrated into the learning activities to assess pupils' knowledge, skills and understanding. In addition, assessment information recorded in this way can be kept as sampled evidence and be helpful in moderating teacher's judgements.

Summative assessments are made by the class teacher at the end of each unit of work (usually the end of each half term). Each child in the class is assessed against the statements in the Expectations document, which can be found on the staff shared drive. The statements which directly relate to the unit that has been taught should be highlighted and pupils are identified as follows:

Nearly Met – not quite met the learning objectives (or only met with support)

Met – successfully met the learning objectives

Exceeding – achieved over and above what is expected.

At the end of each unit of work, class teachers are expected to video record their class and the short clips are uploaded onto the staff shared drive and saved into the respective year group PE folder, named with the unit of work. These can be very useful for other class teachers to see and can be used for moderation purposes. Gifted and talented pupils, emerging groups or causes for concern, will be noted (identified in pupil progress meetings) and appropriate interventions put into action if required. Overall judgements will be transferred onto a class assessment list at the end of each academic year.

Clothing, Footwear and Personal Effects

a) Clothing for pupils

All children should wear “Active Uniform” or have a clearly named PE kit at school every day. Our PE kit consists of:

- A plain white shirt – ideally with the school logo on the front
- Blue/Black shorts /leggings/tracksuit bottoms, no stripes, logos or other emblems

Trainers or plimsolls – that fit properly and are different to shoes worn in school
T-shirts and shorts are sold inexpensively at school and can be ordered from the school office.

PE kits should be taken home in the holidays for washing.

Tracksuits may also be worn for outdoor activities in cold weather and in gymnastics and dance bare feet is recommended for improved quality of movement and safety. The class teacher should assess the condition of the corridor, leading to the hall, before asking children to walk in bare feet. (Plimsolls can be taken off on entry into the hall)

Swimming kit should be brought to school on the day when swimming lessons take place and taken home afterwards. Goggles should be discouraged unless on medical advice and children with long hair must wear swimming hats. (A copy of what the children can wear for swimming is in the Borough swimming handbook. Please ask the PESS Leader for a copy). If the child is well enough to be in school, they are encouraged, unless on health grounds (broken bone), to take part. They should only miss PE lessons if this is requested by their parents, either by direct contact with the school or in a note to the teacher
Non participants should be included in the lessons. They can take the role of an evaluator, coach, score keeper etc.

b) Clothing for staff

Teachers and support staff involved in the lesson are expected to wear suitable footwear and clothing for teaching PE or leading PESSPA clubs and activities and be a role model.

c) Personal effects, including jewellery and cultural or religious adornments

Personal effects, such as jewellery, (including body piercings), religious artefacts, watches, hair slides and sensory aids including glasses, should ideally always be removed to establish a safe working environment.

See p180 in the afPE Safe Practice document for more information on earrings and sensory aids.

Staff should be mindful of their own adornments and remove them prior to teaching PE.

Long hair should be tied back for every lesson with a suitably soft item.

Any religious artefacts should be removed or made safe. See p181 for further information.

Our policy on clothing, footwear and personal effects is provided to new parents on their child's entry to the school. It is also on our website and annually provided in a newsletter when appropriate.

Disclaimers from parents alleging the removal of responsibility from teachers in the event of an injury occurring while their child takes part while wearing jewellery, personal effects or non-policy clothing or footwear should be declined.

d) Personal protective equipment

We strongly advise the provision of mouth guards for hockey when the pupils are using a hard ball and shin pads for competitive matches. Parents will be informed of the need to supply this equipment if their child is representing the school in extra-curricular time.

Swimming goggles are not recommended for short school swimming lessons (typically 25-30mins' water time).

Chapter 2/Section 11 pages 183-190 provides further information on Personal Protective Equipment or PPE.

6. Equipment

a) Managing equipment

At Danegrove Primary school we try where possible to purchase equipment that has a British and European Standards Kite mark (BS and BS EN respectively).

Pupils are taught to lift and carry equipment safely from an early age. They know how many people are needed to carry and place specific items of equipment and how to carry correctly. A video of handling our gym equipment can be found on staff shared drive.

All equipment should be visually checked prior to using it to ensure it is safe to use, assembled correctly and not damaged or faulty. Pupils should be involved in reporting any faulty equipment in line with their age, ability and previous experience. In addition to the annual contractor (gymnastics and early years' outdoor equipment/surface) inspections, we have a system for staff to report faulty equipment.

Where equipment is deemed unsafe, but repairable, it is moved well away from the working area and clearly labelled as unsafe until made good.

Equipment condemned following an inspection is completely removed and disposed of.

b) Mats/gymnastics equipment

Mats are designed to absorb impact when landing on the feet so need to be placed as suitable landing areas for pupils when working on large apparatus. They also provide a suitable cushioned area for aspects of floor work (e.g. developing rolling).

Mats should never be used to protect against foreseeable outcomes of poorly developed skill such as anticipating that pupils will fall while suspended from a horizontal ladder or similar apparatus.

Crash mats, springboards and trampettes are only to be used at our gymnastics club, and not in curriculum time, where qualified practitioners know how to use this advanced apparatus.

c) Storage of PE Equipment

Most of the games equipment is kept in the downstairs hall and shed. Gymnastics equipment is stored in and around the hall itself.

It is the responsibility of all staff to ensure that the equipment is replaced tidily in order to minimise the potential for tripping, and to allow safe accessibility for pupils to pick up, transport and site the equipment they are using.

7. Inclusion

All pupils are entitled to access a full programme of PE as possible. (Equality Act 2010)

To enable all pupils to enjoy suitable and safe participation and to demonstrate optimum inclusion as appropriate we try to gain as much knowledge of the specific learning difficulty, disability, medical condition or emotional or behavioural disorder and understand how the individual's condition affects them.

The SEND chapter in the AFPE Safe Practice document, pages 228-248 is an excellent reference tool for specific information and all the staff are aware of this section.

8. First Aid

The PE subject leader works with the 'appointed person/people' to plan first aid arrangements for sporting events off-site if they themselves are not trained. It is considered good practice by the school to have at least one of the PE 'personnel' trained so they can take control of first aid arrangements when taking part in physical activities and school sport off-site.

The First Aid chapter in the AFPE Safe Practice document, pages 249-275 is an excellent reference tool for information on first aid kit contents, defibrillators, accident and emergency procedures including dealing with concussion. All the staff are aware of this section and also when and where to report accidents.

9. Digital Technology

At Danegrove Primary School all staff are clear about when and who can photograph students and how images might be used to promote PESSPA using various online media and display boards in school. We include relevant details on school admission forms, websites and the school prospectus to inform parents that digital imagery is used in education to support learning, and to reassure them that it will only be used in specific circumstances about which they will be advised. We ask parents to provide written consent on one occasion to cover the time the pupil is at school and we keep parents and pupils informed of events where photographs may be taken or videos made. A list of pupils who are not permitted to have their photo taken or to be filmed is made available to staff for reference.

10. Enrichment Opportunities

We provide a diverse and quality assured extra-curricular programme with links, where possible, to local opportunities.

Our school is part of the borough PE and sports service which enables us to access a wide variety of leagues, fixtures, events and festivals. A record of who represents the school is stored on the school drive.

Healthy competition is central to both curricular and extra-curricular programmes. Fair play, tolerance, leadership and other values are taught through both.

Pupil voice drives decision making around the enrichment offer and participation data is used effectively to plan for further widening of opportunities.

Junior leaders of sport experience high quality training and are supported to be deployed across a range of whole school sport opportunities

11. Staff Training and Support

Opportunities are taken by the PE subject leader and colleagues to attend CPD*, as and where appropriate, to increase confidence and competence to deliver high quality PE.

Following the training, all staff should provide a brief summary of learning points and disseminate to the rest of the staff. The subject leader collates the information and evidence on the effective use of the PE and school sport premium.

All staff are briefed on safe practice and know where to find the PE policy and the AFPE Safe Practice document.

*The PE Team organise a calendar of CPD opportunities for all schools buying back into their service.

12. Additional information that may be included in a PE Policy

a) Risk Assessments

All our risk assessments can be found on staff shared drive under - risk assessments. We have composed them for the following:

b) Gifted and talented programme

PESS staff identify and develop gifted and talented* pupils in PE and provide support, enabling them to reach their full potential in one or more of the following areas: athletics, dance, games, gymnastics, outdoor and adventurous activities and swimming.

*Gifted = unique ability and Talented = potential to achieve high levels.

c) Transporting Pupils

AFPE safe practice book Chapter 2/Section 17 pages 286-297 is an excellent source of reference for information on parental consent in relation to transporting pupils, seat belts and child restraints, pushing wheelchairs, use of private cars and minibus driving.

d) 'Tiger Team Gym Intervention' - Physical Activity for children with co-ordination difficulties

The school runs a 'Tiger Team Gym Intervention' for children with co-ordination difficulties. This includes problems with gross motor skills, which are often observed during PE lessons, for example children who find it difficult to:

- dress and undress for PE;
- manoeuvre on and off PE apparatus;
- use PE apparatus which takes them off the floor;
- jump with two feet together;
- balance on one leg;
- throw a ball or beanbag with control and direction;
- run in a co-ordinated manner.

The aims of the Intervention are:

- To build up muscle stability and strength;
- To improve core stability;
- To improve balance and co-ordination;
- To establish controlled body movements and reduce accessory movements;
- To improve confidence and self-esteem

