



Beechwood Primary School

Physical Education Policy (Policy for Sport)

Rationale

Beechwood is in a unique position as a primary school to offer excellent facilities for all its stakeholders to learn about and take part in healthy eating and regular exercise. The school fundamentally believes that all children should participate in a diverse range of sports and above all become motivated to learn all aspects of the curriculum through regular exercise. The PE curriculum is broadly based and includes the provision of outdoor activities and swimming as well as gymnastics, games, athletics and dance.

Aims

- To contribute to the physical development of the child.
- To help children learn how to co-operate with one another- a clear emphasis on **Teamwork**.
- To allow children to experience a sense of achievement and enjoyment.
- To enable pupils to have opportunities to exercise 'creativity' through physical activity.
- To promote positive attitudes to a healthy lifestyle, to body management and to a sustained level of fitness.
- To increase knowledge and understanding in planning, performing and evaluating using a variety of equipment and stimuli.
- To develop the ability to plan a range of movement sequences, organise equipment and apparatus, and design and apply rules.
- To develop a knowledge of safety factors and an appreciation of the principles of safe practice.
- To develop Physical, Social, Personal, Cognitive and Creative elements of sport performance.
- To experience competition in sport and to be able to represent the House or Beechwood school with pride and know the principles of fair play.
- To work closely with sporting bodies to gain recognition, guidance and receive and provide support (Sainsbury's School Sport mark, Youth Sport Trust Accreditation, NGB's of Sport)

Curriculum Planning (Key Stage planning)

Both key stages 'content for planning purposes (FS2, KS1 and KS2 are taken from the QCA guidelines, LCP files, Val Sabin, 'Raising the Bar' and 'Funs' development manuals.) The planning is in **six week** blocks and each component covers the relative area of study i.e.:

FS2 – Early Years movement

Key Stage 1- minor games, dance, gymnastics, athletics and swimming

Key Stage 2- games, dance, gymnastics, athletics, outdoor education and swimming

It is expected that **1 and a half** hours of timetabled PE in KS 1 should be the very minimum with outdoor PE being part of that delivery (This includes outside PE in winter on the grass). In KS 2 it is expected that **2 hours** will be set aside for physical education on average per week. (1 indoor PE lesson, Games and Swimming in the summer term)

Teaching and Learning

- All lessons should be activity based and even allowing for inclement weather Beechwood has excellent indoor accommodation and a huge range of resources. It is essential that each lesson has a period of sustained activity which improves the pupils' cardiac fitness.
- PE lessons are planned and taught which encompasses and develops: Physical, Social, Personal, Cognitive and Creative elements of a child's development.
- Individual, partner and group work have a fundamental role in establishing good relationships and improving motor and manipulative skills. Pupils need to experience a change of partners on a regular basis throughout the lesson to improve quality work and to become better learners and peer coaches.
- Teacher demonstrations are still important but pupil examples are even more valued especially by the pupils. Remember children learn from each other when the task is set as a challenge. Warm ups and cool downs are essential parts of the lesson especially after exertive exercise but the pupils may be required to return to class to a calmer environment /activity.
- The core elements for PE lessons are fundamental to achieving improvement and self-evaluation. Lessons should aim to follow a structured basis: **Re-cap, Warm Up, Individual Skill Development, Games Activities** and **Self-Assessment** activities.
- Pupils must be taught to actively check for safety at the commencement of all lessons and to inform you of any pre-conditions or injuries they may have.

Beechwood's expectations of high quality PE- When there is high quality PE you will see pupils:-

- Showing a strong commitment to making PE and school sport an important and valuable part of their lives in school and the community.
- Enjoying PE in school and community sport.
- Responding effectively to a range of different competitive, creative and challenge type activities both as individuals and as an integral part of teams and groups.
- Clearly thinking about what they are doing and making appropriate decisions for themselves.
- Demonstrating a desire to improve and achieve in relation to their abilities and aspirations.
- Having the stamina, suppleness and strength to keep going to the required level of fitness.

Meeting our needs at Beechwood Primary School

- We are a school which has grown up as a **competitive** school in sport and one that knows how to organise and host district events viz. Large Cross country events.
- We have established a very rich programme of extra curriculum clubs and activities
- The school has created a strong teaching, coaching and managing sport, leaders' base who are willing to teach, lead, assist and organise pupils for the next level of competition.
- We have invested heavily into equipment and resources which are some of the best you will find in a Primary school. We are lucky to have such facilities at Beechwood.

We are a school committed to CPD in every strand of knowledge with regard to PE e.g. Archery leaders 4 day course – 8 participants from Beechwood. Handball 1 day course at St Crispin's in 2010. In March 2011 RFU Level 1 course two participants march 2012, the following staff are undertaking RFU Level 1(JS) , Athletics Club Coach AAA (GD/JS/RP), Tennis Level 1 (JS/RP)

We believe in **encouraging a greater number of girls to participate in team sports and athletics- so we are intending to run a Change 4 life Club for Girls after half term Oct 2014**

As a school we believe in playing and competing in traditional and seasonal sports where there is no overlap into summer or winter. The school has looked to extend summer sports from **April – October** and likewise winter from **November to March** to accommodate the national games. Football isn't allowed on our playgrounds in the summer.

In a very obvious move the school has looked to prioritise its emphases in delivering sporting provision. The school prides itself in providing **19** different sports throughout the teaching curriculum, club coaching, competition (intra and inter) and performing in front of an audience (displays / performances). The school has a defined culture built on traditional House systems.

The school wishes to develop two of its front line sports i.e. Moving Tag Rugby to Contact Rugby and to convert cricket from soft ball to hard ball in 2014 / 2015. This is a major development in two of our leading sports. This is in line with the schools aim to play regular fixtures and create better relationships with private sector schools (Eagle House, Holme Grange, The Dolphin school, etc.).

Here's a matrix to explain the School's order of importance, priority given, the order of merit attached to the many different sports which Beechwood provides through various avenues:-

Pecking order/ priority	1	2	3	4	5	Factors which determine why they are chosen
1 st tier	Rugby	Cricket	Netball	Athletics and Cross Country	Gymnastics	These sports have a better values base and give all round skills.
2 nd tier	Football	Hockey	Tennis	Table Tennis	Archery	A good balance of hand co-ordinated sporting disciplines
3 rd tier	Volleyball	Rouder's	Swimming	Badminton	Dance	Handball games with large and small balls
4 th tier	Basketball	Golf	Yoga & Ballet	Curling	Handball	A very wide range of sporting activities
5 th tier	Climbing	Lacrosse	Fitness & aerobics	Orienteering	Stoolball	Adventure usually found on summer outdoor pursuits on a residential course

PS You could always place sports in a different category or order.

Subject Specific Resources

Please refer to audited list supplied by Subject Leader- Now an extensive list which is far broader than any primary school and better than most Secondary schools and equal to a Private school. Please list all Sporting activities with relevant equipment in stock.

Differentiation

It is always good practice to gauge the ability of your pupils beforehand and to adapt specific practices to include all pupils. It is always helpful to group pupils of like ability as well as bringing in coaching partners for less co-ordinated pupils to raise standards.

Teachers should be looking to change partners in paired activities as often as possible. Please refer to the sections on SEN and GAT pupils. It is worth remembering that **65%-70%** of all children are generally unfit, perform below expected standards and do not take up physical exercise outside school. Only **30%** of all children regularly exercise and take part in competitive sport.

Assessment

Teachers are expected to assess pupils' **physical development** on the end of year summative report with the appropriate level descriptors and award a NC level with effort grades to match. Teachers should keep notes about pupils' progress in gymnastics, games, athletics, swimming, dance and outdoor adventure activities. (This is to change in 2015- subject to review)

Equal opportunities and Inclusion

In accordance with the School's Equal Opportunities Policy it is essential that all pupils are afforded equal access and provision. In respect of gender, girls and boys must have equal access to all activities with the exception of competition events, which are categorised in a competition as e.g. Yr 3 girl's race etc.

It is the school's policy to teach or coach mixed sex groups and to enter teams or squads which reflect the diversity of our school but is firstly selected on availability and merit. Where the school specifies Girls only then this is being done to allow girls to make accelerated progress without Boys to interfere. The School has a **desire** to offer more girls opportunities to encourage **fitness** and **skills for life**.

Able, Gifted and Talented

A register of those pupils deemed to have talent, exceptional ability or who are gifted in physical movement or interpretation of sound etc is kept by the GAT leader. However in keeping with the school's criteria for categorising pupils as GAT pupils, teachers should bring recent pupil progress or success in some aspect to the PE leader's attention.

In consultation with the PE leader, the teacher should provide a greater range of teaching, coaching and learning for such talented sports pupils. Every effort should be made to nurture and promote the young athlete in school with appropriate learning programmes and by referral to an outside coaching facility or link to a club outside. The Sports Leader should provide Master Classes for very able athletes.

Special Educational Needs

PE activities will need to be differentiated according to the needs of the pupils. Teachers must adjust skills and techniques according to individual's skill level so that they are given an opportunity to experience high rates of success. Pupils with Learning Difficulties and Disabilities may require specific learning programmes supported by a TA.

Health and Safety

Teachers must insist that pupils are suitably dressed as outlined in the guidelines and in keeping with "Safe Practice in Physical Education' (BALLPE). To ensure safe practice, pupils must be taught:

1. To recognise and assess the hazards and risks to themselves and others
2. To follow instructions and to take action to control risks
3. To handle a variety of equipment safely and sensibly
4. To wear adequate footwear and clothing whilst operating on surfaces in different temperatures.

Subject across the Curriculum

(Cross curricular work in other subjects especially Maths, English, Science, Music, Geog, History and Art).

The school recognises the wealth of opportunities (by virtue of a broad and extended curriculum) to develop cross curricula links with other subjects. As Beechwood prides itself on raising standards through elements of its work involving performing arts and competition combined, then every opportunity to create links must be utilised as many of Beechwood's pupils are kinaesthetic learners.

(Link to Healthy Schools and Sainsbury's Active Mark)

The school has a strategic intent to achieve and maintain its status as a **Healthy School** and an **Active School**. It is essential that all staff contribute to this accreditation to bring the credit to this school in recognition of the amazing provision we give to our pupils both within the curriculum and out of school hours. The school firmly believes in fulfilling its desire to offer a large range of physical activities and to use the facilities to their maximum potential.

(Use of ICT to capture portfolio evidence and to enhance performance)

Teachers must get into the habit of **capturing** pupils celebrated moments of **quality PE** on digital camera, digi blue video recorders or filming movements in a lesson or at an event.

Evidence for a portfolio of high quality work (photos and images) should be gathered by all professionals in order to achieve a range of ability demonstrating all levels. ICT needs to become embedded in all subjects and good examples of performance from sports professionals on film shouldn't be ruled out. ICT can be used to design and organise games

with effective diagrams e.g. to eradicate the confusion which exists in staff and pupils' minds of how to play Rounders in primary school.

Monitoring and Evaluation

The subject leader will monitor planning by sampling different year groups throughout the year to ensure continuity, progression and appropriateness. Practically based **INSET** for staff will be provided with the children present and all staff will be encouraged to attend shallow depth pool training and CPR every three years along with first aid.

The subject leader will carry out regular audits of equipment to ensure safety and that good care is being taken of the expensive investment in this subject due to the nature of its wider usage in the school. A minimum of two hours exercise in and out of timetabled time is expected for all pupils in our school (**latest DFES requirement**)

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Review: December 2015

To be reviewed: December 2017