

Biggin Hill Primary School Physical Education Policy and Guidelines

1. What is Physical Education?

As stated in Department of Education's Physical Education Programme of Study (Aug 2013)

'PE develops pupils' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school.

A high-quality PE curriculum enables all pupils to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. As a result, they develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Discovering what they like to do, what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity.

PE helps pupils develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations'

2. Sports Premium

In line with the National Strategy for Primary Schools, Biggin Hill Primary School Academy has accepted Government funding to increase the calibre and provision of school sport. The School is committed to ensuring that quality and sustainability are chiefly attended to, as can be reflected by the particular focus placed upon enhancing professional development of teaching staff and coaches. This is being achieved through The School's close working links with Bromley Primary School Sports and Clubs Development Association as well as AfPE (Association for Physical Education).

3. Drawing Upon The Legacy of The Olympic & Paralympic Values

The school endeavours to incorporate the lifelong values borne from London 2012 Olympics as a bedrock for supporting behaviour and academic progress across the school by way of:

- adopting and displaying a commitment to the Olympic Values (friendship, excellence and respect) and the Paralympic Values (inspiration, determination, courage and equality)
- utilising the London 2012 Games to inspire the school community to embrace and participate within cross-curricular Values-based projects and activities

4. Aims

It is the aim of Biggin Hill Primary School to address the following outcomes:

- enable all young people, whatever their circumstances or ability, to participate within and enjoy PE and sport
- promote young people's health, safety and wellbeing
- enable all young people to develop and achieve in line with their age and potential
- evaluate and sustain high quality of knowledge and performance on a regular basis

We aim to offer each pupil the opportunity to:

1. acquire and develop skills
2. select and apply skills, tactics and compositional ideas
3. evaluate and improve performances
4. increase knowledge and understanding of fitness and health

5. Curriculum Outline

All children participate in two Physical Education activities a week. Knowledge, skills and understanding will be developed through five of the following six areas of activity; Dance, Games, Gymnastics, Swimming (Year 4 and 5) Athletics and Outdoor and Adventurous activities. Each year group follows a scheme of work for each activity throughout the year. These can be found in hard copy version within each year group.

6. Timing

Each child should participate in 2 hours of P.E each week (1 hour indoor and 1 hour outdoor, with the latter being dependent upon weather conditions). Year 4 & 5 have ten weeks of swimming in the Autumn or Summer Term instead of an outdoor playground/field games lesson.

Each class and year group are allocated specific time for P.E in the hall and outdoors. All classes are provided with a copy of PE timetables.

7. Teaching and Learning

Teaching

Class teachers are expected to employ a range of strategies and to use their professional judgement to decide on the most appropriate way to manage their class.

Quality of teaching is good when:

- indoor gym/dance lessons are clearly split into three sections – warm-up, main activity and cool-down, and children are aware of the importance of each section.
- outdoor games lessons are clearly split into four sections – warm-up, skills, games activity (incorporating tactical awareness) and cool-down.
- learning objectives and assessment criteria are clearly identified and shared with pupils.
- a range of grouping strategies enables all pupils to participate fully and experience success and enjoyment.
- expectations and challenges are high but attainable.

- lessons are clearly differentiated to support all pupils' learning needs and performance levels.
- pupils are able to comment, with understanding, upon what they have learnt and use this to perform with greater confidence and ability.
- there is evidence of continuity and progression occurring throughout the unit of work and consequently throughout the age groups.

Where pupils are used to demonstrate or teach a skill to others by way of peer evaluation, it is good practise for the teacher/coach in charge to promote and address the benefits of such learning (e.g. ownership of learning, co-operating with their contemporaries etc.).

When grouping is required, they will be selected to ensure that all the children are equally active and involved in the task.

Teachers are expected to intervene where appropriate to reinforce an idea or teach a new point.

Learning

Our aim is to produce learners who are confident and effective participants in a variety of physical activities.

Quality of learning is good when pupils:

- Are committed to PE and sport and make them a central part of their lives – both in and out of school.
- Know and understand what they are trying to achieve and how to go about doing it.
- Understand that PE and sport are an important part of a healthy active lifestyle.
- Have the confidence to get involved in PE and sport.
- Have the skills and control that they need to take part in PE and sport.
- Willingly take part in arrange of competitive, creative and challenge type activities, both as individual and as part of a team or group.
- 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.

(Taken from 'High Quality PE and Sport for Young People', Department for Education)

8. Differentiation and Inclusion

As with all subjects, individual pupil abilities should be addressed at all times. In P.E, most activities are open-ended and allow for differentiation by outcome, but within the six areas of P.E, teachers will need to support and extend children. This support may take the form of modifying an activity by way of space, task, people and equipment. This is the class teacher's responsibility.

As an example, when planning to provide the appropriate learning situation for pupils, consideration should be afforded to:

- The type or range of equipment used.
- The complexity of tasks.
- The level of task difficulty.

- The environment in which the activity is situated.
- The level of adult or peer support given.

Inclusion

Teachers must have due regard to the following principles:

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils, irrespective of ability, experience or additional needs.

9. Classroom Organisation

The layout of each session will vary and in some cases, suggestions will be made. It is of course up to the individual teacher and the class involved. The main priority for each teacher is to risk assess the work area before each session.

Apparatus should be stored around the perimeter of the hall. Teachers should regularly reinforce the teaching of apparatus handling. Teachers should ensure a sufficient number of children assist when lifting and carrying apparatus.

Children should be taught to bend their knees when lifting rather than using their backs to take the strain.

In the arrangement of apparatus, take great care to ensure that there is sufficient space allowed for variations in approach and dismount. Work areas should be arranged so that they are clear of hazards, e.g. walls, piano, stage.

Teachers must always check apparatus before proceeding with an activity.

10. Health and Safety

The AfPE book "Safe Practice in Physical Education and Sport" (latest edition) should be referred to with regard to all matters of health and safety in PE lessons. Copies can be found within the staffroom as well as in the possession of the subject leader. All teachers should be familiar with the procedures relating to teaching specific activities. All teachers are responsible for safety in their own lessons and for ensuring that they are following the prescribed guidelines. Student teachers and non-quality assured coaches should never be left to teach a PE lesson unsupervised.

The following advice is available for teachers but does not provide a definitive list.

Clothing

All children are required to change for PE lessons.

Gymnastics/Dance	Shorts (white), T-shirt (house colours). Children should wear shoes or plimsolls to the hall. Plimsolls or bare feet are appropriate for dance or Gym activities.
Games/Athletics/O&A	Shorts and T-shirt as above. Trainers are recommended for outdoor activities especially if on the field. Tracksuits, jumpers and old trousers may be worn if the weather is cold. Football boots and shin pads should only be worn for skills practise. In game situation players wearing boots and shinpads only play against others wearing such kit.
Swimming	A costume that does not inhibit movement. Hats and goggles will be worn in accordance with the pool's rules.

Teachers should be correctly dressed for PE, including trainers and tracksuit bottoms, so as to be able to demonstrate skills and techniques.

Incorrect kit

If a child comes to school without the correct kit, the class teacher must enquire as to why this is. Where there is a good reason, parents should either inform the teacher/office verbally or send an explanatory note. If there is no explanation offered, the teacher must ask the child to bring one in the next day. Teachers should keep a record of children who develop a habit of not taking part, irrespective of the reason. Persistent offenders should be warned and then parents should be informed .

Jewellery

Personal items such as rings, watches and necklaces should not be worn for PE lessons. Earrings either hooped or studs should be removed or taped up with a plaster. If jewellery is worn for cultural reasons then the item is to be taped.

Hair

Hair is to be tied back and hair-bands removed.

Medical Conditions

A list identifying children with specific medical conditions is given to each teacher at the beginning of the year.

Teachers should be aware of the medical conditions of children in their charge during PE lessons and be aware of trained First Aiders on site. They should refer to the master list of medical conditions held in the office for more details. Children or their class teacher/coach must always have inhalers to hand during PE lessons.

Accidents

Serious accidents within PE lessons should be reported to the head teacher. The teacher/coach in charge should record the incident in the first aid log book and a phone call home should be made if necessary depending on the seriousness of the injury. Teaching staff should always be aware of the nearest First Aider on site.

Faulty Apparatus and equipment

All PE apparatus should be safety checked by an external expert on an annual basis. If a fault is found in a piece of equipment the item should be removed and clearly labelled "DO NOT USE". The fault should be reported to the subject leader and to the Headteacher.

Storage of PE equipment

Teachers must always supervise the collection and return of equipment from the PE cupboard. Equipment should be returned to its allocated place. Teachers should ensure that all equipment is stored safely.

11. Assessment

There are a number of ways in which children are assessed across the school.

- Teachers grouping of the children according to their ability for certain lessons or activities.
- Teacher observation with reference to a specific learning objective to develop a formative assessment during a scheme of work for a particular area of Physical Education.
- Using summative assessment at the end of a scheme of work in the form of a tick list, to assess the child's ability to use the skills that they have progressively developed over a number of weeks.
- Monitoring an improvement in performance using a skills sheet over a number of weeks.
- A list should be kept of children who, after their PE swimming lessons, can and cannot swim 25m unaided.

12. Presentation and Display

Demonstrations and performances within the lessons are an important part of all P.E lessons. Not only are they a useful aid to reinforce teaching points, but they also help to develop the confidence of the performer and the evaluative skills of the observers.

As the P.E. curriculum rarely requires written work, there is less opportunity to display children's work.

Teachers should plan for increased display opportunity by developing cross-curricular links, for example through Literacy (creative activities), Maths and ICT (scoring) Geography (O&A), Science and PSHE (Health & Fitness and Diet & Nutrition). Work could be displayed in practical areas or classrooms or a P.E. notice board.

13. Equal Opportunities

All children, irrespective of race or ability, are included in the Physical Education lessons. Teachers will identify any areas of support needed by individual children and plan accordingly. Care is taken to ensure all activities are attractive to both girls and boys to encourage participation, and groups should never be split by gender.

14. AOTTs (Adults other than teachers) involvement

AOTTs are encouraged to help within the school. Their help can support the PE curriculum in a variety of ways:

- Some individuals may have expertise within an activity area and offer to lead/support a class lesson. They should be provided with details of the learning objectives for the lesson. They will be CRB checked and class teachers must remain present during these lessons.
- AOTTS may lead/support after school sports clubs.
- Each year members of the community including parents are asked to help at the school sports days.

15. Inset

This is carried out by the P.E. Co-ordinator. Any new issues raised or introduction of new skills, approaches or Schemes of work are shared during these sessions. The school is also a registered member of the Borough CPD support package as led by Bromley Primary School Sport and Clubs Development Association.

16. Community Links

The school welcomes the opportunity to forge working links with any quality assured sports educational organisation whose work will benefit pupils at the school. Such links include Charles Darwin PE Department, School Games Organisers (the school is a registered member of its inter competition package) as well as a multitude of regional extra-curricular sport providers and community sport clubs.

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(Updated 2014 Emily Reed)