



**FERNDALE PRIMARY
SCHOOL**

P.E. Policy

2013



Ferndale Primary school

P.E policy

November 2013. Reviewed from September 2011.

Policy statement.

Physical education at Ferndale develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

The PE curriculum covers a range of experiences which include:

PE lessons, active playtime and lunch time, playground games, before and after school clubs, residential visits and for some, representing the school in a variety of competitive sports.

Our facilities include 2 halls, 2 playgrounds, a field and a swimming pool.

Aims and objectives for P.E.

At Ferndale, in teaching Physical Education we aim to:

- Develop an ability to remember, adapt and apply knowledge, practical skills, principles and vocabulary and concepts in a variety of activities.
- Promote positive attitudes towards health, hygiene and fitness. To enable pupils to see PE as a major feature in our lives, related to employment, leisure and culture. Also as part of a wider body of knowledge and skills, e.g. interpersonal and problem-solving skills.
- Know how to stay safe.
- Develop motor skills through a range of relevant movement based activities.
- Develop a sense of fair play and sportsmanship, through team and group activities as well as develop awareness in pupils of the implications of sport and physical activity (past and present) for the individual and local, national and international communities.
- Develop communication skills, encouraging the use of correct terminology, to promote effective co-operation. The establishment of self-esteem through the development of physical confidence is a major aim.
- Foster an enjoyment and positive attitude to PE activities throughout school and in extended opportunities.
- To employ teaching methods and resources that will allow all pupils to have equal access to PE and to experience success and enjoyment in their PE work.
- To provide a variety of physical and sporting activities that increase participation and are accessible to all children in a safe, caring and enjoyable environment, including an ability to plan a range of movement sequences, organise equipment and apparatus and begin to design and apply simple rules.
- To develop an ability to make judgements, to value and appreciate others and their performances and assess theirs and others performances.
- Provide relevant in-service training opportunities for all those leading physical activity sessions including inviting qualified professionals to contribute to the provision of extra curricula activities.
- Organise events and after school activities to promote the profile of sport and physical activity.

PE curriculum planning

Our school uses the national scheme of work as the basis for its curriculum planning in PE. We have adapted the national scheme to the local circumstances of the school. As required in Key Stage 1, we teach dance, games and gymnastics, plus one other activity: outdoor activities as well as swimming. In Key Stage 2 we teach dance, games and gymnastics, plus other activities: athletics and outdoor and adventurous activities. Year 4 attend swimming lessons at Thimblemill swimming baths, Smethwick.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues in each year group.

Our medium-term plans, which we have adopted from the national scheme, give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans. Class teachers complete a short term plan for each PE lesson. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

Role of the P.E coordinator.

- Support and advise colleagues in the planning, delivery and assessment of P.E.
- Inform colleagues of changes that occur regarding teaching and policy.
- Provide resources for use by staff that are accessible.
- Keep up to date with current developments through attending courses and disseminate this information to staff through INSET and informal meetings.
- Be responsible for auditing resources available for use in all PE activities.
- Order/replace any consumables, materials or resources required for the safe delivery of the PE curriculum.
- Use, share and increase awareness in the teaching of P.E.
- Monitor the quality, development and delivery of P.E throughout the school.
- Ensure that pupils have the opportunity to become involved in extra curricular clubs to further develop skills and talents.

Assessment

Teachers assess children's work in PE by observing them working during lessons.

Teachers record the progress made by children against the learning objectives for their lessons. At the end of a unit of work teachers assess the attainment of children and this is reported to parents in the annual report. The subject co-ordinator samples work in lessons by observation and by talking to the children and compares the evidence against the expected outcomes for the units of work.

Assessment and Evaluation can be carried out in several ways:-

- By questioning the children about what they are doing and taking note of their responses to specific tasks.
- Through observation of pupils effort and achievement through the session.
- Through use of demonstrations to aid your explanation and enable children to see what a skill or movement should look like and what can be achieved.
- Through children judging their own ability via a RAG rating (red, amber, green) and then comparing this with their confidence at the end of the lesson to show progress.

Provision/ time allocation.

Ferndale always aims to meet the two hour P.E requirement. In the foundation stage the children have a one hour dedicated P.E session and then continue with P.E in the outside space covering their physical development (moving and handling). Each key stage one class has two one hour P.E slots as well as swimming sessions and "Write dance," incorporated into the curriculum. Key stage two have two one hour P.E sessions as well as year 4 swimming sessions, "Write dance," as well as other activities that they fit in as possible (Year 6 ran a marathon around school during the 2012-2013 academic year).

Entitlement.

P.E is a statutory National Curriculum subject and as each child is entitled to a broad and balanced curriculum, they are expected to participate in weekly P.E lessons. Children are only excused from P.E with a note provided by parents/ guardians under special circumstances. Pupils who miss P.E will be expected to join in with the lesson by observing and evaluating the lesson by completing the observation of P.E lessons form.

Equal Opportunities.

The National Curriculum requires that all pupils regardless of ability, gender, ethnic background or social differences should be given the opportunity to develop a range of skills as outlined in Physical Education policy document. At Ferndale we are committed to giving all our children every opportunity to achieve their potential to the best of their ability.

Inclusion

Ferndale is committed to inclusion. The PE Department reflects this commitment and will do its utmost to include all pupils regardless of gender, colour, religion, ability or disability in accordance with the whole-school inclusion policy.

Every Child Matters

Our aim is that for every child, whatever their background or their circumstances we will provide the support they need to: be healthy, stay safe, enjoy and achieve, make a positive contribution, achieve economic well-being.

We recognise the need for all children to be able to achieve and build on their achievements in physical education. We aim to set suitable learning challenges and to overcome potential barriers to learning and assessment for individuals and groups of pupils SEN and A, G and T. We teach PE to all children whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning and coordination difficulties and work in PE takes into account the targets set for individual children in their Individual Education Plans. (IEPs) Activities can be modified where necessary by adapting rules, altering equipment used and adapting the task to be performed to enable children with specific disabilities to be included in the lesson. Tasks may be adapted to suit the way in which children with disabilities play e.g. seated if the activity cannot be adapted then the child can be given an alternative activity which can develop their own skills. Children assessed as Able Gifted or (AGT) in a particular area of PE are set additional challenges to further develop their skills.

Resources.

Working environments include:

- Field
- 2 Multi purpose hall.
- 2 Playgrounds.
- Swimming Pool.
- Climbing areas including climbing wall, jungle gym and tyres.
- Residential environments.

Staff endeavour to make full use of available facilities, both indoor and outdoor, to provide appropriate experiences for pupils within the activity being taught.

Indoor and Outdoor Resources

Storage of apparatus can be found in both halls. Gymnastics mats are stored vertically on a moveable trolley.

Any damaged or lost apparatus should be reported to the P.E. Co-ordinator as soon as possible. Pupils will be taught how to handle, lift and store small and larger items of equipment correctly.

Lunchtime resources are kept locked in the active playground store on the playground.

Facilities and Equipment

- Check facilities and equipment regularly, preferably by a named person to ensure no foreseeable dangers are present. Equipment should be checked annually by a reputable company. Anything that is broken or considered dangerous to use should be labelled as such and reported to the PE co-ordinator.
- Check also that there are no protruding objects against which the children can fall and hurt themselves that the floor is clean and not slippery and outside that there is no broken glass obvious.
- Children should be trained to carry, assemble and disassemble equipment correctly, systematically and safely under the supervision of the teacher. The apparatus should then be checked by the teacher prior to the children using it. At least 2 children to each piece of apparatus make sure they look where they are going and not to lift the apparatus too high or to drag it along the floor. They should place the equipment on the floor gently and correctly bending their legs not their backs. The lighter mats may be carried by individual junior children.
- Allow for ample space between apparatus.
- Apparatus should be stored correctly to help prolong its life and avoid damage.

Extra- curricular activities (as at Autumn term 2013)

The school provides a range of PE related activities for children at the end of the school day. These encourage children to further develop their skills in a range of activity areas. Our after-school club take part in lots of sports activities using school grounds.

Monday.	Speed stacking & multi-skills at before school club with Sports Plus coaches. Sports plus multi-skills for reception and KS1. (after school) Football for KS2. (after school)
Tuesday	Speed stacking & multi-skills at before school club with Sports Plus coaches. Sports plus multi-skills for reception and KS1. (after school) Cross country KS2. (after school)
Thursday	Cybercoach dancing. (lunchtime.)
Friday	Speed stacking & multi-skills at before school club with Sports Plus coaches. Sports plus dance KS2. (after school)

Staff development.

The P.E coordinator liaises with authority advisers and staff, outside agencies, coaches and other sports associated personnel to ensure they are kept up to date with necessary information and guidelines related to P.E. this is then passed on to relevant staff either through notes, memos, formal/ informal meetings or INSET sessions.

The coordinator also attends courses and training sessions for professional development as well as for the good of the school and again passes on relevant information where necessary.

Other staff in school are offered opportunities for training if it is appropriate to their role and personal development. This is either in the form of courses, informal meetings, demonstrations by the coordinator or other experts.

The coordinator also arranges for visiting coaches and experts to work alongside the staff to support the teaching and learning and to offer advice and help to extend good practice that already goes on.

The role of other adults.

At Ferndale we encourage and welcome other adults and visitors to assist in the development of P.E. and health education and value their expertise and enthusiasm. On a regular basis support staff and sports coaches run and support a range of extra curricular activities both in school time and after school.

We have a lot of visiting coaches and sports personnel to our school to offer both help and advice as well as actual coaching and teaching time to our children.

Cross Curricular Links

PE staff teach in other departments within the school and bring their expertise to the teaching of Physical Education and vice versa. Although the links are not always overtly displayed, staff will draw attention to them whenever the opportunity arises.

These may include...

- Promoting pupils' spiritual, moral, social and cultural development (SMSC)
- Promoting key skills (thinking, problem solving, communication, application if number, IT, team work and improving own learning and performance).
- Promoting other aspects like work related learning, healthy lifestyles and education for sustainable development.

Health & safety.

It is recognised that P.E has inherent risks which cannot always be removed, but appropriate safety precautions can help dispose of unnecessary dangers. Teachers and other people involved in leading and supporting P.E must check equipment and facilities, personal equipment being used by themselves and the children as well as trying to anticipate any foreseeable hazards.

Policy written by S. Ives
November 2013

P.E policy appendix. November 2013.

Health & safety.

The effective management of safety has four main components:

1. Risk Assessment and planning before a lesson.
2. Organisation of routines during and between lessons to include:
 - a. The use of appropriate kit.
 - b. Checking PE areas are free from sharp objects and broken glass.
 - c. Location of safety equipment.
 - d. Reporting accidents.
3. Control to include:
 - a. Where to find safety information.
 - b. Regular safety checks.
4. Monitoring and Review - including procedures for reporting hazards/suspected hazards and those for reviewing risk assessments and safety in general.

We follow Sandwell County Council's Health and Safety Guidelines for PE. Each teacher is responsible for the safety in planning and executing of their classes Physical Education lessons. If there are considerable concerns then a risk assessment should be carried out by staff, in conjunction with their Head of School. Where there are implications for lifting and handling then the appropriate policy should be followed. Off site PE activities will be led by each teacher in charge and are liable to Fitness Centre/sports stadium Health and Safety rules and guidelines, as required.

Accidents must be reported and the appropriate forms completed and handed to the Head of School. A teacher or qualified member of staff must be present during any PE lesson.

Risk Assessment and Planning Before A Lesson

All department staff are required to familiarise themselves with the Health and Safety policies of the school and department. Every activity should be assessed for risk, including the carrying of equipment. We attempt to balance the desire to minimise risk with the need for practical activity. Risk assessments are carried out in accordance with the school's Health and Safety policy and with reference to Physical Education guidelines.

Before a lesson starts staff should:

1. Have procured any necessary safety equipment and undertaken any specific safety measures.
2. Know how and when to use any particular facilities and equipment.
3. Have identified the quantity and condition of the equipment to be used by pupils.

In identifying risk staff should:

1. Identify hazards.
2. Identify cause and effect.
3. Examine working methods.
4. Investigate safety literature for advice.
5. Remove hazards where possible.

In case of emergency staff should:

1. Be familiar with evacuation procedures in case of fire or other emergency.
2. Know the location of, and when and how to use, fire fighting equipment.
3. Know the location and identity of members of staff trained in First Aid.

Control

Teachers should be aware of:

1. Where to find information.
2. The LEA Safety File containing safety circulars from the LEA.
3. LEA Health and Safety Policy.
4. School Health and Safety policy and where to find it.
5. The procedures for reporting accidents, particularly those that constitute an emergency.
6. The school's behaviour and discipline policies.

Other

1. PE Equipment is annually checked by appropriate agencies.
2. Periodic safety checks of PE equipment are carried out by members of staff E.G. gymnastics equipment is checked before a unit of work commences.
3. Several members of staff are First Aid qualified:
 - a. Mrs While, head teacher
 - b. Miss Britten, LSP year 1
 - c. Miss Clay, IT technician
 - d. Miss Banfield, LSP.

The following approach will ensure safe practice:

- Clear consistency in the implementation of policy and procedures (e.g. correct footwear, no jewellery)
- All staff demonstrate understanding of pupils' individual needs including limitations and disability (e.g. inhalers brought to each lesson)
- Planning of the lesson includes a well thought through warm up, lesson development and warm down. Consideration is also given to the setting up and putting away of any apparatus.
- Levels of supervision are appropriate i.e. group size, more than one adult present when swimming (silent drowning)
- Well-developed observation skills. This is the ability to analyse and evaluate pupil responses to particular tasks. This is essential to safe teaching (e.g. levels of tiredness, frequency of head counts)
- Lessons are orderly and well organised. Poor discipline on the part of staff or reckless behaviour or lack of concentration on the part of the pupil(s) cannot be tolerated within the context of physical activity.

Use of the swimming pool is governed by separate guidelines. Use of the pool is dependent upon a qualified rescuer and a poolside attendant being present. All staff should be familiar with the school's guidelines.

An adult, in all situations, must adequately support pupils with known physical and sensory impairment and learning difficulties. It is important that teachers and other staff are aware of any medical limitations a child may have or be affected by when undertaking physical exercise e.g. heart problems, epilepsy, asthma, etc. Teachers, nursing staff and parents are responsible for updating relevant records and sharing information.

Clothing and footwear.

All children and staff should be encouraged to change into appropriate clothing and footwear.

Dress in school PE kit as outlined in the School Booklet and in accordance with the Health and Safety Policy;

Wear pumps or bare feet for gymnastics and dance

Outside: warm clothing should be worn in Winter weather.

Leggings or shorts and t-shirt should be worn indoors and shorts and t-shirts or track suit bottoms and jumper should be worn outside.

Trainers preferably should be worn outside but pumps are also permitted.

Staff should be appropriately attired for the activities to be undertaken. Watches, jewellery and glasses should not be worn and long hair should be tied back. Ear-rings (studs only) where they have just been done may be covered with plasters by the child.

Religious jewellery and headscarves are asked to be removed.

For gymnastics t-shirts should be tucked in, children should not be allowed to wear socks.

Children should understand the safety risks involved in wearing inappropriate dress and jewellery and understand why different clothing is worn for physical activity.

P.E kit should be in school every day.

Safety should be the top priority in any physical activity.

The teacher should always plan with safety in mind.

Wet Weather Contingencies

If, due to wet weather or dangerous conditions lessons are unable to be taught outdoors, lessons will be switched indoors. In PE lessons, the decision to switch lessons indoors will remain with the teacher responsible for that lesson.

Whenever possible the lesson content should be maintained. For example if it is too wet to do High Jump outside, the lesson can be taught equally well indoors. If this is not possible then another practical activity should be undertaken suitable to the class/group size and composition.