



C of E Primary School

Physical Activity Policy **September 2010**

Mission Statement for P.E.

‘To achieve the physical potential of every child and develop their confidence to contribute to the health and well being of themselves and others within the school and local community’

Rationale

We feel that the benefits of physical activity are numerous and complement the outcomes of Every Child Matters which we are striving to achieve.

Every Child Matters forms an integral part of our whole school planning including our on-going self evaluation form documentation.

We have identified a number of key factors why physical activity forms an important part of our planning and provision. These include the importance of:

- physical activity in reducing obesity
- regular exercise on positive behaviour and concentration levels
- physical activity in supporting a healthy lifestyle
- learning within physical activity which can be key in the development of spatial awareness, co-ordination, speed, skill, stamina, suppleness and agility acquisition
- experiencing leadership, organisation, listening and communication tasks and teamwork
- physical activity and its potential impact on whole school achievement
- a healthy and active staff in a high paced school environment
- enabling all children to participate in all physical activity regardless of race, culture and physical or other disabilities
- providing opportunities to extend children who are talented in particular areas of PE.

The Aims of Physical Activity

Children will be encouraged to:

- develop their physical competence and be actively involved in a variety of physical activities which are both informal and formal
- achieve their physical potential and develop their self-esteem through the provision of at least 120 minutes physical activity per week (which would include 2 hours high quality learning within PE curriculum for all children, per week)
- achieve high standards of behaviour creating a safe working environment and in doing so develop their co-operative, communication and leadership skills

- value the benefits of a healthy and balanced lifestyle while at school and throughout life.

Objectives of Physical Activity

To:

- provide an understanding of exercise and health through play, high quality curriculum provision, out of hours learning
- provide a range of play opportunities that encourage and develop active play at both break-time and lunch-time
- provide opportunities in single and mixed gender groups
- achieve skills which enable students to continue physical activities in adult life
- promote the appreciation of physical movement through observation, analysis and evaluation
- structure problem solving situations encouraging children to work with each other
- provide opportunities for participation and on-going professional development through close links with the local School Sport Partnership
- provide competitive opportunities for both teams and individuals to maximise their physical achievements
- promote an awareness of sporting opportunities available within the local community.

Ethos and Environment

Physical activity is viewed as an essential strand of a child's development and as such facilities are deployed to maximise the activity opportunities for our children.

Physical activity opportunities are open to all regardless of race, creed, religion, sex or ability. Everyone's views are important and we engage with children, parents, staff and governors to ensure that we strive to and achieve equality, openness and transparency.

Equal opportunities are provided and feedback encouraged through the following mediums:

- review of curriculum provision on a termly basis by the PE Subject Leader (curriculum monitoring)
- audit of high quality PE and School Sport delivery through the School Sport Partnership (annual audit)
- School Council (feedback on PE curriculum provision and activity opportunities)
- ensuring that playground equipment provides open access to all regardless of physical ability.

Children are encouraged to be at the centre of their own learning. This is achieved by providing opportunities within physical education and cross-curricular activity to:

- solve problems and take initiative
- engage in a process of observation, feedback and analysis to others
- take part in a range of recreational and competitive activity
- take responsibility and develop leadership skills and **teamwork**
- set challenging personal targets that enable children to reach their full potential
- consider their own and the safety of others.

Physical Activity Supporting Whole School Development

A proven link exists between physical activity, diet, academic achievement and behaviour. We are actively identifying links that can be made between physical activity and whole school planning (Self-evaluation Form and Whole School Development Plan). In developing our links we:

- ensure physical activity is part of our cross-curricular learning
- have engaged with the school council and school meal services to improve and promote healthy eating. We have a healthy food governor to monitor mealtimes. We have introduced fruit time and encourage children to eat fruit at playtimes.

Resources Provision and Facilities & Staff Co-ordination / Development

Facility Provision

Physical activity is viewed as an essential strand of a child's development and as such facilities are deployed to maximise the activity opportunities for our children.

We actively advocate children should be active and provide our facilities in such a way that can maximise the possibility of children being active for at least 60 minutes per day including playtimes.

Facilities available for use at Surrey Hills Primary School include:

Westcott Site

Large hall – providing space for PE (dance, gym, indoor games, fitness and problem solving games)

1 hard court playing area providing space for PE, creative play (foundation stage), break-time games with lunch-time supervisors and after school clubs

1 Trim trail incorporating balance, co-ordination, strength and agility stations

1 on-site sports field (which provides 1 x football pitch and additional space for play)

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Small hall – providing space for PE (dance, gym, indoor games, fitness and problem solving games)

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Facilities used by the school off-site include:

- Cranleigh Leisure Centre and Dorking swimming pool
- Westcott Sports Club
- Residential Activity Centres
- Local Secondary Schools

Physical Activity – Annual Budget

The budget for Physical Activity is set on an annual basis by the Headteacher and managed by the PE subject Leader

Staff Development

We are an active supporter of the PESSCL¹ programme and as such our nominated Primary Link Teacher (PLT) ensures we reap the maximum benefits from the School Sport Partnership for our children.

Health and Safety

All staff are encouraged to familiarise themselves with the Surrey County Health and Safety regulations for physical education and the relevant sections of the Association for PE (formerly BAALPE) guidelines 'Safe Practice in Physical Education and School Sport. See Appendix 1 for Health and Safety frequently asked questions.

Any safety concerns with resources or teaching area should be addressed immediately to the PE Subject Leader for action. Staff are encouraged to share any general concerns through regular staff meetings. The PE health and safety policy is reviewed formally each year in addition to an on-going monitoring and review process.

It is essential that all staff take all reasonable precautions to prevent children being placed in hazardous circumstances.

Children are encouraged to consider their own and others' safety through the code of conduct and detailed schemes of work, as such safe practice is maximized through clear and logical skill progression.

Procedure in the event of an Accident

1. *Remove child from further injury / danger. Isolate and stop class if serious*
2. *(i) Administer First Aid as appropriate. If the injury is minor, send child to the officer alongside a responsible child who can act as a helper*

(ii) If serious, send the H card for immediate medical attention. A first aider will assess the situation and call an ambulance if required. Provide details of injury and name of child

¹ Physical Education, School Sport & Club Links

3. *In the event of a minor injury, inform the office staff of injury and situation at the end of the lesson*
4. *Complete accident report and return to the office*
5. *At all times, inform the member of staff in charge of health and safety.*
6. *Inform the parents if deemed necessary*

Risk assessment travelling to and from swimming lessons can be found in the office.

At the pool; Both Cranleigh and Dorking Swimming Pools have their own risk assessment procedures.

We will agree a practise for after school coaches for injuries/medical treatment. All outside coaches are CRB checked. We all ensure they have sufficient insurance cover.

Involving Staff and Parents / Carers

The understanding and engagement of staff, parents and carers is crucial to the success of our overall Physical Activity provision.

The consultation process was a key requirement in our achievement of Healthy Schools' status and our extended services plan.

A central part in involving parents, staff and carers is our advocacy of Physical Activity and promotion of our policies (summary and main points) and philosophy. This will be communicated via School newsletters and publicity through the school web-site. A strong relationship has been developed with the local press and where appropriate journalists will be invited to share in the schools' successes and occasionally activity events such as a sponsored walk.

A clear school agreement will be used to ensure that all elements are clear and transparent.

- Parents are informed of dates, start and finish times, suitable dress, conduct and safety
- A mentor agreement and how this will work (observation, feedback and on-going INSET support). Informal monitoring of OSHL takes place.
- The requirement to gather information on qualifications (background) and to conduct a CRB check.
- To agree an accident procedure (an agreed procedure).

Where appropriate, parents will be offered examples and support in helping their children to be physically active when not in school. This help and support will be offered by:

1. Working with the local School Sport Partnership in identifying local clubs (that are safe for children to attend i.e. have met a minimum standard in terms of child protection).
2. Circulating details of external agencies that offer Out of School Hours activity. **NB* Only agencies that are known to the school (normally through the mentor process) and can be verified will be circulated to parents.**
3. Enable parents and carers to spectate OSHL events (not just competitive).
4. Encouraging parents and staff to be a Physical Activity role model for their children. This might be through participation, support and dress (suitable to the activity).

The Physical Education Curriculum

Physical Education forms an integral part of physical activity. As such, time is allocated to maximise the learning opportunities for children and to meet our statutory obligations for the successful delivery of the National Curriculum.

Provision - Timings

The time allocation for PE is as follows:

Reception: an hour of PE is allotted each day for both inside and outside activities

* NB – Physical Development operates throughout the day and through a range of mediums other than PE e.g. fine motor manipulation (moving sand and water). Our time allocation provides 'protected' time for children to use the gymnastic apparatus.

Key Stage 1: 2 and a half hours (1 x 60 minute lesson 1 x 50 minute lesson + 40 minutes swimming including changing time)

Key Stage 2: as above

In addition, an extensive array of extra-curricular clubs are provided, which further extend the activity opportunities available (these are detailed later in this policy).

Provision – Ethos

A broad and balanced Physical Education curriculum is offered to maximise every child's learning opportunities and develop fully their movement understanding in a range of activities.

Progressive learning objectives, combined with varied teaching approaches, will provide a stimulating, enjoyable, satisfying and appropriately challenging learning experience for all children.

Where appropriate ICT in PE will be used as a vehicle to analyse and interpret performance.

All activities will be differentiated according to need providing equity of provision regardless of ability. The promotion of self-esteem and self-confidence will be central in all our delivery.

The curriculum will be presented in such a way as to engage children in a range of activities that fully support whole school development (and within it, other curriculum areas). Children will learn through being physically active. Problem solving, communication skills, leadership, organisation ability, literacy, numeracy and science (to identify a few examples) all have a place within Physical Education. These will be key in developing children's community and life skills as well as a deeper understanding of different subject areas.

Provision – 2 and a half hours High Quality PE and School Sport

We always strive for high quality. Within this, the school will work alongside the local School Sport Partnership and other relevant agencies to ensure staff are able to provide and recognise high quality.

The PE subject leader will work alongside the School Sport Co-ordinator and PLT in reviewing the ten high quality outcomes for PE and QCA core tasks.

A formal PESSCL audit and consultation with children, parents and staff will be conducted annually to ensure that the curriculum meets the needs of our children.

Lessons will be 'blocked' to consolidate learning and improve achievement.

The Aims of Physical Education:

To develop a range of fundamental movement skills and game specific skills with an ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency **[acquiring and developing]**.

To develop an increasing ability to select, link and apply skills, tactics and compositional ideas **[selecting and applying]**.

To develop observational 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 **[improving and evaluating]**.

To develop an understanding of the effects of exercise on the body, and an appreciation of the value of a healthy and active lifestyle **[knowledge and understanding of fitness and health]**.

To develop the ability to work independently and in groups and teams, and to communicate with and respond positively towards others **[working alone and with others]**.

To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being **[knowledge and understanding of fitness and health]**. (See Appendix 3)

Short, Medium and Long Term Planning

<u>Schemes of Work Followed:</u>	Val Sabin	Key Stage 1 & 2 Gym
	QCA	Key Stage 1 and 2 all topics
<u>Recommended Teacher Resources:</u>	TOP Cards	Gymnastics Dance TOP Play TOP Sport Athletics
<u>These resources are located in:</u>	The Staffroom	Main Bookshelf

All staff are required to undertake short term planning in PE (lesson plans). These lessons are reviewed via a termly process of curriculum monitoring and on-going staff observation.

The TOPS resources have been linked to the schemes of work, illustrating the cards that are appropriate for the pitch of the scheme of work.

Assessment, Recording and Reporting

Effective assessment lies in clear and progressive learning objectives and learning outcomes. In this way, staff and children have something to assess against. Therefore, a core strand to our work is:

- to provide clear learning objectives in every PE lesson which are communicated to children in a way in which everyone understands
- to illustrate short term learning outcomes (within each learning episode and lesson), medium (unit of work) and longer term outcomes (year and Key Stage). See Appendix for achievement in Physical Education over a range of activities.

The QCA Unit of Work expectations (together with our other schemes of work) will be used to identify outcomes that help children and staff assess achievement. See Appendix 2 for levels.

Reporting

A report on a child's progress within Physical Education (and other subjects) will be sent out annually. Information will be included on their contribution to:

- participation in School Sport Partnership Events
- out of hours involvement in PE and Sport.

Non-Participation

Children will be expected to bring in a note from home explaining their non-participation.

If the weather is inclement either PE will be rescheduled for later that week or, ideally transferred to an indoor area (if the activity was due to be held outside).

Evaluation

Children will be encouraged to participate in evaluating their P.E Provision. See Appendix 4

Out of Hours School Learning (OSHL)

We are committed to providing a range of activity for our children. This includes formal and informal activity (including both recreational and competitive opportunities).

We fully support the National recommendations relating to Physical Activity and OSHL. These are:

- to provide a minimum of two hours high quality physical education and school sport within and beyond the curriculum
- to provide all children and young people with access to a varied menu of study support activities beyond the school day including Physical Activity.

At the very heart of our policy is 'Every Child Matters'. As such, children will have a central voice on current provision and future developments. Consultation and feedback will occur through the school council and informal discussion with staff.

For practical time related reasons, activities are held after school hours.

In order for us to help achieve our aspirations within OSHL we will engage with the local community, governors and staff. Key members of our local community include:

- the local School Sport Partnership
- our attached School Sport Co-ordinator
- Active Surrey Sports Partnership (to identify recommended local clubs and coaches)
- Borough Sports Development Officer
- local Sports Clubs
- Sports and Activity Organisations offering after school activity.

In order to offer full, engaging and open provision within OSHL, we offer through the school fund support for individual children to take part in 'paid' activity:

- there will be a balance always available of 'paid' and free OSHL activity
- where possible the School PTA will be asked to support individual children in 'paid' activity.

Monitor and Review

Governors will work alongside the co-ordinator to ensure the policy is being followed to successfully deliver the planned outcomes.

This Policy will be fully reviewed according to the dates set by the Annual School Curriculum Audit as set out in the School Development Plan, unless there are new initiatives that require its review at an earlier date.

Physical Education - Health and Safety

Frequently asked questions

For a more detailed response, please refer to the orange 'Health and Safety in Schools' folder which is usually located in the admin office, head teachers office or PE department.

1) **Jewellery in PE – 'Are earrings allowed in PE?'**

Response:

The county guidance for PE is very clear in its advice on jewellery. No jewellery should be worn. Plasters over earrings or piercings are not deemed acceptable. This reflects national advice from the British Association of Adviser and Lecturers in Physical Education (BAALPE).

Advice:

Schools can communicate this message via a whole school newsletter, school prospectus or via a departmental letter. The best time to advise pupils to have their ears pierced is over the summer holidays so that the ears have time to heal and earrings can be removed for a short period of time.

Non-participation in PE due to earrings should be followed up via the schools discipline procedures.

Children that are very young and have difficulty in removing earrings should be dissuaded from wearing this type of jewellery to school.

2) **Gymnastics – 'Should we place mats underneath gymnastic apparatus?'**

Response:

No mats should be placed underneath gymnastic equipment. The exception to this is if we specifically ask pupils to land following a flight action such as a half twist from a table top or a through vault.

Advice:

The reason for this advice is that we encourage pupils to work under control when using apparatus.

Safety mats next to wall bars can actively encourage pupils to jump as they can provide a false sense of security.

3) **Gymnastics – ‘Should pupils always work in bare feet in gymnastics?’**

Response:

Bare foot work in gymnastics is advocated by the county guidelines.

Advice:

The reason for advocating bare foot work is so that the pupils are provided with a tactile sense on the apparatus. This helps provide tactile feedbacks and an understanding of where the body is in relation to the environment.

In addition to the tactile feedback, working in bare feet avoids any potential for trainers or plimsolls to get lodged on any gym equipment such as the wall bars.

4) **Verrucae – ‘What do you do with a pupil with a verruca in PE?’**

Response:

Where possible, steps should be taken to cover a verruca. However, certain children will be naturally susceptible to infection. Therefore, infection will occur **and this** can be very painful, therefore additional steps may also be required.

Advice:

Swimming = Ask a pupil to wear a verruca sock.

Gymnastics = Some types of treatment can provide a protective barrier over the infection. This still provides the necessary tactile feedback for pupils accessing the equipment whilst providing ‘protection’ to other pupils in the class.

In the case of a painful verruca, plimsolls or trainers may be advised. This should be an exception as opposed to the norm. If a pupil is wearing trainers they should not use high gymnastic apparatus for reasons mentioned earlier. They may work on gymnastic mats but care should be taken in group work (to prevent contact with the feet). This will be particularly important in activities such as the headstand where a partner may be required to support.

5) **Using an external coach – ‘What steps do we need to take as a school?’**

Response:

There are new guidelines relating to the use of external coaches and AOTTS (adults other than teachers). These guidelines have been written jointly between the DCSF and BAALPE.

Advice:

Within this document there are clear routes for schools to follow from pre-employment checks to monitoring.

Surrey Hills School School

Assessment – National Curriculum Levels

Level	Acquiring and developing skills	Selecting and applying, skills, tactics and composition	Evaluating and improving	Knowledge and understanding of fitness and health
1	Students copy, repeat and explore simple actions with basic control and co-ordination.	Students start to link these skills and actions in ways that suit the activities.	They describe and comment upon their own and others' actions.	Students talk about how to exercise safely and how their bodies feel during an activity.
2	Students explore simple skills. They copy, remember, repeat and explore simple actions with control and co-ordination.	Students vary skills, actions and ideas and link these in ways to suit the activities.	Students talk about differences between their own and others' performances and suggest improvements.	Students understand how to exercise safely and describe how their bodies feel during different activities.
3	Students select and use skills, actions and ideas applying them appropriately applying them with co-ordination and control.	Students show that they understand tactics and composition by starting to vary how they respond.	They can see how their own and others; work is similar to and different from others' work and use this understanding to improve their own performance.	They give good reasons why warming up before an activity is important and why physical activity is good for their health.
4	Students select and combine their skills, techniques and ideas and apply them accurately and appropriately. Their performance shows precision, control and fluency.	Their performance shows precision, control and fluency and that they understand tactics and composition.	They compare and comment on skills and techniques and the ways in which they are applied in their own and others' work and use this understanding to improve their performance.	They explain and apply basic safety principles in preparing for exercise. They describe what effects exercise has on their bodies and how it is valuable to their fitness and health.
5	Students select and combine their skills, techniques and ideas and apply them accurately and appropriately consistently showing	When performing, students draw on what they know about strategy, tactics and composition.	They analyse and comment on skills and techniques and how these are applied in their own and others' work. They modify and refine skills and	They explain how the body reacts during different types of exercise and warm up and cool down in ways that suit the activity. They explain why

	precision, control and fluency.		techniques to improve their performance.	regular safe exercise is good for their health and fitness.
6	Students select and combine skills, techniques and ideas. They apply them in ways that suit the activity with consistent precision, control and fluency.	When planning their own and others' work and carrying out their own work, they draw on what they know about strategy, tactics and composition in response to changing circumstances and what they know about their own and others' strengths and weaknesses.	They analyse and comment on how skills, techniques and ideas used in their own and others' work and on composition and other aspects of performance and suggest ways to improve.	They explain how to prepare for and recover from the activities. They explain how different types of exercise contribute to their fitness and health and describe how they might get involved in other types of activities and exercise.
Level	Acquiring and developing skills	Selecting and applying, skills, tactics and composition	Evaluating and improving	Knowledge and understanding of fitness and health
7	Students select and combine advanced skills, techniques and ideas adapting them accurately and appropriately. They consistently show precision, control, fluency and originality.	Drawing on what they know of the principles of advanced tactics and compositional ideas they apply these in their own and others' work. They modify them in response to changing circumstances and other performers.	They analyse and comment on their own and others' work as individuals and team members, showing that they understand how skills, tactics or composition and fitness relate to the quality of the performance. They plan ways to improve their own and others' performance.	They explain the principles of practice and training and apply them effectively. They explain the benefits of regular, planned activity on health and fitness and plan their own appropriate exercise and activity programme.
8	Students consistently distinguish and apply advanced skills, techniques and ideas, consistently showing high standards of precision, control, fluency and originality.	Drawing on what they know of the principles of advanced tactics or composition and apply these principles with proficiency and flair in their own and others' work. They adapt it appropriately in response to changing circumstances and other	They evaluate their own and others' work showing that they understand the impact of skills, strategy and tactics or composition and fitness on the quality and effectiveness of performance. They plan ways in which their own and others' performance could be	They use their knowledge of health and fitness to plan their own appropriate exercise and activity programme.

		performers.	improved.	
Exc. Perf	Students consistently use advanced skills, techniques and ideas with precision and fluency.	Drawing on what they know of the principles of advanced strategies, tactics or composition, they consistently apply these principles with originality, proficiency and flair in their own and others' work.	They evaluate their own and others' work, showing that they understand how skills, strategies and tactics or composition and fitness relate to and effect the quality and originality of performance. They reach judgements independently about how their own and others' performance could be improved, prioritising aspects for further development.	They consistently apply appropriate knowledge and understanding of health and fitness in all aspects of work.

PE CODE OF CONDUCT

Prior to the lesson

Check that you have the appropriate kit
Quickly and quietly change into PE kit
Line up quietly : the lesson has started
Walk quietly into the hall/outside area

Safety rules

Remove all jewellery and hand in valuables
Tie back long hair
Remove hard hairbands
Tuck your T shirts into your shorts
Do not talk when using gymnastic equipment so as not to distract others
Follow the rules given by your teacher when carrying gymnastic equipment

During the PE lesson

Enter the hall/outside area quietly
Listen carefully to instructions
Treat all equipment carefully
Be careful when using the equipment
Help take equipment out and bring back in
Play fairly and within the rules of the game
Work as hard as you can at all times
Always strive to achieve your personal best
Remember your manners and treat other people with courtesy
Work well for the success of your team
Be a good loser - and winner

After the lesson

Remove your boots before entering the school
Change back into full school uniform quickly and quietly
Hang your PE kit back on your peg
Collect your valuables
Wait to be dismissed by a member of staff

THESE POINTS SHOULD HELP YOU TO ENJOY YOUR PE LESSON.

HAVE YOU GOT YOUR PE KIT IN SCHOOL?

Appendix 4: Physical Education – Pupil Questionnaire

We would like to seek your views on your Physical Education.

Below, you will find a series of questions to help enhance Physical Education.

Answer all questions honestly and thoughtfully. You don't need to put your name on the questionnaire!

Simply put a tick in the column which you think applies:

1 = You strongly disagree with this statement and you often find your-self (or others) doing the opposite

5 = You do not feel strongly either way.

10 = You strongly agree with this statement

Attitude

	1	2	3	4	5
You (and others) seldom miss PE					
You (and others) encourage each other to get involved in PE					
You (and others) are willing to demonstrate what you can do in PE					
You (and others) help others and are happy to take part fully in the lesson					
You (and others) can work without a teacher constantly telling you what to do					
You (and others) think about what you are doing and make decisions on your own					
You (and others) show a desire to improve, you might even spend extra time practising					
You (and others) enjoy PE and sport. You are keen to take part and you (and others) are enthusiastic					
You (and others) do not worry about failing in PE. You are positive and don't mind making mistakes.					

What aspect of PE do you really enjoy?

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The Physical Education Curriculum

	1	2	3	4	5
You (and others) are clear on what you need to achieve in lessons					
You (and others) understand how you can influence the outcome of a game (tactics and strategies)					
You (and others) have the skills to take part in PE. You feel you constantly learn new things in PE					
You demonstrate good control in PE and achieve success					
You (and others) are willing to take part in a range of activities (including competition)					
You (and others) are happy to work and perform on your own or in teams					

What areas of activity within PE do you enjoy taking part in most e.g. gymnastics, football, aerobics? Why?

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Are there any activities you would like to see part of PE?

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Health and Fitness

	1	2	3	4	5
You (and others) know how PE and sport contribute to a healthy, active lifestyle					
PE and extra-curricular clubs at school help you to stay fit and healthy					
You (and others) concentrate well and can keep up with the demands of the lesson (fitness)					
You seldom miss PE through illness or injury					

What do you think makes a fantastic lesson in PE?

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