



## **Cockfield Primary School Durham County (Amended) Primary Physical Education Policy**

### **Introduction**

This policy document outlines Cockfield Primary School's views in relation to the provision of physical education, how it is taught and learnt, how it contributes to the personal development and well being of all pupils, the care, guidance and support of pupils and the framework through which all teachers, and other adults supporting learning, can approach physical education.

All advice and information contained in this policy, regarding safe practice, is taken from the [Association for Physical Education \(afPE\) handbook on Safe Practice in Physical Education and School Sport](#).

### **Rationale**

Physical education is a statutory requirement of the National Curriculum and an essential contributor to the development of the whole child. Through a high quality physical education programme pupils develop physical competence and confidence and are given opportunities to be physically educated and become physically literate. Through a combination of entitlement and choice of activity, the physical education provision will contribute to the personal development, health and well being, enjoyment, success and achievement of all pupils across the whole curriculum and beyond.

Physical education provides pupils with the opportunity to be creative, competitive and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards a healthy and active lifestyle. Pupils learn how to think in different ways and make decisions in response to creative, competitive and challenging activities. They learn how to reflect on their performance, plan, perform and evaluate actions, ideas and performances to improve the quality of their work.

Physical education helps pupils develop personally and socially. They work as individuals, in groups and teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, officiating and coaching.

Through high quality physical education pupils discover their aptitudes, abilities and preferences and make informed choices about how to get involved in lifelong physical activity.

## Aims

Through a high quality physical education programme, this school aims to enable pupils to become successful learners, confident individuals and responsible citizens who develop as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators.

## Objectives

- Provide a curriculum that satisfies the needs of the National Curriculum and fulfils the recommendations of the Top Sports Strategy
- Provide an out of school hours programme of activities which *extends* and *enriches* curriculum provision and provides opportunity for activities to *enable* pupils to make progress
- Establish community links and pathways for pupils to encourage life-long participation
- Develop a whole school approach to the physical development of each pupil enabling them to fulfil their potential
- Provide an environment in which pupils are committed to PE and sport and make them a central part of their lives both in and out of school.
- Develop competence across a range of physical activities and control in the gross and fine motor skills that pupils need to take part in PE and sport.
- Ensure pupils have the opportunity to demonstrate that they know and understand how to apply their competence
- Ensure that pupils know and understand what they are trying to achieve and how to go about doing it.
- Challenge pupils to select and use skills, tactics and compositional ideas
- Provide opportunities for pupils to think about what they are doing and make appropriate decisions for themselves.
- Provide pupils with opportunities to use imaginative ways to express and communicate ideas, solve problems and overcome challenges.
- Develop an environment in which pupils have the confidence to get involved in PE and sport.
- Allow pupils the opportunity to take part in a range of competitive, creative and challenge-type activities, both as individuals and as part of a team or group
- Ensure pupils understand that PE and sport are an important part of a healthy, active lifestyle and understand the contribution physical activity has on having a healthy body and mind.
- Establish good habits and awareness of safety and personal hygiene
- Develop pupils' stamina, suppleness, strength and the mental capacity (determination and resilience) to keep going.
- Ensure children are physically active for sustained periods of time.
- Ensure that pupils enjoy PE, school and community sport.
- Provide links to other areas of the curriculum and wider school, county and national agendas
- Ensure that children make a least good progress during P.E lessons

## **Provision**

### ***Curriculum***

All pupils are entitled to a progressive and comprehensive Physical Education programme which embraces the Statutory Orders of the National Curriculum and takes into account individual interests and needs.

Pupils will have access to all components of the National Curriculum programmes of study, which includes dance, basic movements across a range of activities and team games at key stage 1 and with the additions of swimming and athletics or OAA at key stage 2 so that a realistic attempt is made to achieve the expected levels of performance as set out in National Curriculum descriptors. An example of a statutory and enriched curriculum programme is found in [appendix 1](#)

The planning and delivery of each unit of work will ensure that each pupil will have the opportunity to:

- acquire and develop new skills
- select and apply appropriate skills, tactics and compositional ideas
- evaluate their own and others' performance in order to improve
- demonstrate improvement to achieve their personal best
- gain knowledge and understanding of how PE and sport contributes to staying physically, mentally and emotionally healthy
- experience a range of roles – performer/coach/official/leader
- Planning will provide opportunities to link with other areas of the curriculum e.g. ICT, literacy, numeracy and PSHCE

### ***Teaching and Learning***

- Lessons will be planned to provide challenge for the more able pupils and appropriate levels of support in order for all pupils to make progress.
- The learning environment will enable all pupils to recognise their own and others' strengths and areas for improvement and provide them with appropriate tasks to improve and succeed.
- A variety of teaching styles will be used to engage the variety learners providing them with the opportunity to learn from visual, auditory and kinaesthetic activities.
- Lessons will provide appropriate activities which enable pupils to develop as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators.

### ***Assessment & Recording***

The attainment target for physical education sets out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of each key stage.

Teachers should ensure that when evaluating and improving performance connections are made between acquiring, developing, selecting and applying skills, evaluating and improving performance as well as demonstrating a knowledge and understanding of health and fitness and performance in different role

(Refer to National Curriculum Progression sheets for details relating to physical education strands)

The expected attainment for the majority of pupils at the end of key stage:

- Key stage 1 – Level 2
- Key Stage 2 – Level 4

In deciding on a pupil's level of attainment at the end of a key stage, teachers judge which descriptor best fits the pupils performance.

### ***Assessing Progress***

To assist in formative assessment, teachers should use the following:

- Use QCA core tasks, County Assessment Tasks, County assessment to involve pupils in self and peer assessment helping them understand where they are at the beginning of a unit of work, and identify what they need to do to make progress.
- Watch children work, talk to them about what they are doing and listen to them describe their work.
- Receive feedback from pupils to inform teachers and pupils of what has been successful and allow them to set their own future targets.
- Use the 10 outcomes of high quality

### ***Recording & Reporting***

Records are selective and brief and teachers should have a clear reason for recording information. Significant achievements or weaknesses may be noted on an evaluation of the lesson and used to:

- Inform future planning for themselves or a new class teacher
- Form part of the statutory annual reporting process, and in discussions with parents
- Help children as a basis for future target setting
- Inform during transfer between classes and key stages to ensure continuity of progression

### **OSHL**

The aims of the out of school hours learning programme are to *extend* and *enrich* the work being done during curriculum PE and to provide some pupils with opportunities to *enable* them to develop the skills they need to access curriculum PE. The programme should also inform any assessment of pupils. The programme will reinforce the importance of keeping physically active in order to lead a healthy lifestyle.

A weekly programme will be provided which suits the needs of all pupils and contributes to meeting the 5 hour offer. Out of school hours learning takes place both before and after school, and at lunchtime, in conjunction with the extended schools programme.

All out of school learning opportunities are developed in consultation with pupils and the programme will:

- Provide a balance of competitive and non-competitive activities through intra and inter school events

- Provide specific movement/general physical activity clubs, which develop fitness.
- Ensure that every pupil is offered the opportunity to attend a minimum of one OSHL activity each week (Key Stage 1 and KS2).
- Ensure that the school regularly participates in events which promote physical activity.

(OSHL opportunities include:- KS1 football, netball, dance, gymnastics, outdoor fun, junior sports leaders)

To ensure the quality and sustainability of the OSHL programme, the school will:

- Employ a range of auxiliary qualified and experienced coaching staff.
- Ensure that the subject leader takes responsibility for forging strong local community club links (club coaches visit school / pupils attend club taster days / clubs advertised on notice-board)
- Inform pupils and parents of the range of OSHL opportunities

(All issues relating to safe practice during off-site activities can be found in afPE Safe Practice in PE handbook, appendices 6c, 6d also appendix 12 for code of conduct for pupils)

### **Equality, Diversity and Accessibility**

All pupils can access a broad and balanced PE curriculum, which meets the specific needs of individuals and groups of pupils, including those who have diverse special educational needs, (appendix four, 4a in afPE Safe Practice in PE handbook) disabled youngsters, gifted and talented children and those who have English as an additional language. Lesson planning, delivery and assessment tries to ensure that children are provided with appropriate and effective opportunities to actively participate and succeed in the whole range of learning opportunities offered within and outside the curriculum.

The needs of individuals are met by providing dedicated support staff, a range of equipment, appropriate groupings, safe spaces in which to work and differentiated tasks which enable all pupils to make progress

### ***Differentiation***

Planning for differentiation should be based on the S.T.E.P. principles i.e. making changes to SPACE, TASK/TIME, EQUIPMENT and PEOPLE taking account of:

- The size of the area in which a pupil works, smaller spaces until pupils develop spatial awareness and control over themselves and equipment, larger spaces to challenge more able pupils

- Pupil activity, e.g. different task, different roles and responsibilities, different allocations of time and variations of pace within the lesson to meet needs of different levels of ability.
- Resources, e.g. different equipment for different levels of ability across the key stages.
- Pupil groupings, e.g. ability or mixed ability groups; or group, paired or individual activities, the opportunity to work with adult support where needed
- Other opportunities, e.g. extracurricular activities, club links and interest groups, for the development of excellence.

Differentiation by task may be achieved when the children who are pursuing the same part of the programme of study are given a range of different but related tasks according to their levels of ability.

Differentiation by outcome may be achieved by setting tasks, which are suitable, and appropriate for all the children's starting level and which allow the more able children to be challenged.

Differentiation by support may be achieved when children of low ability are given constant reassurance to help improve their confidence.

### **Adults Supporting Learning**

Additional support staff will be used during curriculum and non curriculum time in order to:

- Support the delivery of high quality PE
- Enrich or enhance an activity pupils are undertaking
- Provide training opportunities for staff
- Provide additional opportunities for OSHL

### **Staff Development**

Opportunities for the development of all staff are provided in order to enhance the quality of PE within the school. The needs of the staff will be identified through the monitoring and evaluation of the subject which is undertaken by the designated subject leader and should be done in conjunction with the whole school development plan and P.E Action Plan. The subject leader should ensure that all teaching staff and ASL's are aware of the development opportunities available from the Local Delivery Agency, School Sports Partnerships and the Teaching & Learning Group. The subject leader will ensure that any development opportunities undertaken by staff are disseminated throughout the school where necessary to further enhance the quality of PE.

## **Leadership & Management**

The subject leader is responsible to the Head Teacher and will ensure that the following points associated with the role are considered and carried out where appropriate:

- Developing good classroom practice
- Managing the budget based on the needs identified through the monitoring and evaluation of the subject and the whole school development plan
- Auditing, ordering and reviewing resources
- Accessing any funding available that may enhance the quality of PE within the school
- Ensuring that records and data are kept up to date
- Attending courses to further own professional development and providing information and support for colleagues
- Monitoring classroom practice and planning to ensure high quality delivery and setting future targets
- Extending relationships and contacts beyond the school and in the local community
- Keeping up to date with and implementing any Local Authority and School Sport Partnership developments where appropriate

## **Monitoring & Evaluating**

Subject monitoring and evaluating will be carried out by the subject leader with support from the SMT where appropriate. The school will utilise the following strategies and measures in order to evaluate standards in PE.

- Observation of teaching and learning, including support staff, to assist in the identification of strengths and development needs.
- Assessment of pupil progress and achievement
- Pupil interviews
- Results of the PESSYP survey
- Self evaluation of the subject in relation to:
  1. Every Child Matters framework
  2. The 10 high quality outcomes for PE.

## **Safety Issues**

Safe Practice in Physical Education & School Sport (afPE 2012) is a comprehensive guide to safe practice and managing risk in PE and should be referred to regarding any aspect of Health & Safety

The PE policy is in line with school and LA guidance. The subject co - ordinator should work alongside any staff responsible for health and safety within school.

Governors must be involved in the process – it is the governing body that is held responsible. Any policy must be agreed by staff and approved by the head teacher and governors.

### ***Risk Assessment***

The importance of safety in PE is stressed immediately pupils enter the school and pupils are continually reminded of the need to look after themselves and others whenever they are participating in PE, sport or playing in the playground. Planning includes opportunities for explicit teaching of safe practice, particularly in potentially dangerous areas like the swimming pool, gymnastics hall and playground.

Teachers and pupils help to identify possible hazards in lessons. Teachers discuss with pupils how much risk the hazard is and what can be done to reduce the risk so nobody gets harmed. This process of risk control is reinforced in the classroom through the production of posters that can be pinned to the wall to highlight these dangers.

During the thorough risk assessment of the school which is carried out on a termly basis (in line with the statutory requirements under the management of Health & Safety at work regulations 1992), significant risks will be reported to the head teacher. Also teachers are encouraged to carry out informal risk assessments prior to every PE lesson. This will involve a quick overview of the teaching environment and equipment which is then matched with the planned lesson content to assess whether it is safe to proceed or use an alternative approach.

A poster entitled “Safe Practice in Physical Education” can be found in appendix 2f in this document.

In summary schools should consider the following process:

- Decide what requires a risk assessment
- Identify the hazard – anything that can cause harm
- Decide who is at risk
- Evaluate the risk
- Record the findings
- Devise control measures to minimise the risk (risk management)
- Inform those affected
- Periodically review the assessment

Example risk assessments can be found in appendix 2k in this document.

## **Clothing & Personal Effects – afPE recommendations**

### **Introduction**

- Clothing and correct attire for a particular activity represent important features of safe practice that apply in equal measures to both staff and pupils
- Staff should always endeavour to change for physical education, at the very least a change of footwear and removal of jewellery should be undertaken
- Pupils from the earliest ages should change into suitable clothing for PE so that they can participate safely.

- Clothing for PE should be well suited to its function. It should be light and allow good freedom of movement, but will also need to offer some insulation from cold weather in the winter months. It should be remembered that pupils who are insufficiently warm and experiencing discomfort will not be sufficiently focused and may lack concentration.
- Footwear that is fit for purpose is essential. It should demonstrate effective grip, support and reasonable protection for outside work and games, contrasting with lightness and flimsiness for indoor activities such as gymnastics and dance
- Personal Effects, such as jewellery, religious artefacts, watches, hair slides, sensory aids etc, should always be removed by pupils before participating in physical activity. Staff also need to be aware of the possible dangers of their own jewellery. The wearing of rings for instance, has been responsible for unnecessary injury in the past and represents a hazard to both staff and pupils involved in the lesson. Any exception to the recommendation of complete removal needs to be carefully considered and always comply with a suitable risk assessment.
- Clear expectations should be established throughout the school and with parents, about the management of personal effects.

### **What Staff Should Know**

#### ***Jewellery and personal adornment***

The following procedure should be applied at the start of every lesson:

1. All personal effects should be removed. Staff should always give a verbal reminder to pupils and, where necessary, visually monitor the group. Particular vigilance may be required when dealing with body jewellery.
2. If they cannot be removed, staff need to take action to try to make the situation safe. In some situations, this may mean adjusting the activity in some way or, where a risk assessment allows, protecting the item with tape, padding or wristband. Taping over ear studs, for instance may offer a measure of protection in some physical activity situations where individuals are required to work within their own personal space. This would not be acceptable, however, in swimming lessons where exposure to water can easily dislodge the tape, magnifying the hazards involved, nor is it satisfactory in situations where close contact is foreseeable. Where taping is utilised, the adult supervising the group maintains the duty of care to ensure that the taping is effective in its purpose.
3. If the situation cannot be made safe, the individual pupil(s) concerned should not actively participate. Alternative involvement in the lesson may be possible.

The wearing of sensory aids such as spectacles or hearing aids will usually be determined by:

1. The nature of the activity
2. A balanced judgement as to whether wearing the item constitutes a greater or lesser risk to the wearer in those activities where physical contact is absent

Where sensory aids need to be worn for safe participation by the individual then the staff need to apply the procedure set out above in order to determine

whether participation with the sensory aid is safe for the wearer and for the others in the group.

- Long hair worn by both staff and pupils should always be tied back with a suitably soft item to prevent entanglement in apparatus and to prevent obscuring vision.

### ***Indoor footwear***

- Suitable indoor footwear is crucial to safe participation and supervision. Security of footing is essential. Staff may need to respond quickly to prevent a potential injury to a pupil, making effective mobility essential. Pupils need footwear that is capable of transmitting feel for the movement and the surface they are working on.
- Many practitioners believe that bare feet offer a better alternative for these activities, providing the floor is of good quality and clean. Where any doubt exists about the suitability of the working surface, however, appropriate footwear becomes a requirement.
- Pupils should never participate in socks on polished surfaces. Well fitting socks maybe applicable on a carpet surface if traction is not affected.
- Training shoes on which the soles provide good traction, will often prove effective for a range of indoor games, but should not be worn for gymnastics activities for the reason of feel described above.
- Staff need to avoid situations often found in games lessons when organising wet weather indoor activity in which some pupils wear training shoes and others are obliged to resort to bare feet.

### ***Outdoor footwear***

- Whatever the type of footwear worn to give participants stability on outdoor playing surfaces, systematic maintenance is essential. Rule 4 in the FA laws of the game clearly states: A player must not use equipment or wear anything which is dangerous to himself or another player. Although this reference applies to appropriate conduct in football, the principle embodied in this rule is universal. Security of footing is again an essential requirement, along with consideration as to whether the outdoor footwear presents any foreseeable risk to other participants.
- Systems need to be in place whereby staff, officials and participants regularly check the safety of the footwear. Procedures also need to be applied whereby participants avoid, wherever possible, walking over hard surfaces to gain access to the playing area. This can result in studs and other traction devices becoming unacceptably rough and sharp, proving hazardous to opponents in competitive games and practices.
- There is an ongoing debate about the safety, or otherwise of bladed boots, with some authorities deciding that they present an unacceptable risk. As yet there exists no conclusive proof, through well documented research that bladed boots present any greater risk than traditional studded versions, providing that adequate care and attention is given to their maintenance.
- Where a group presents a variety of footwear for outdoor lessons, the adult with the group has to determine whether the lesson can proceed as planned or

whether some conditions need to be applied to enable maximum participation in safety.

### **What Pupils Should Know**

Pupils should know that:

- Clothing used for PE should be suitable for the activity and designated with safe participation in mind
- Personal items of physical education and sports clothing should be kept clean and serviceable
- Physical education and sports footwear should be regularly checked and well maintained, this is particularly applicable to studded and bladed football boots
- Jewellery should always be removed before active participation; any exception to this rule must always be sanctioned by a member of staff.

### **Equipment & Resources**

The majority of PE equipment is stored in the PE cupboard, or the school hall. The equipment suitability is reviewed to ensure it is appropriate to the range of ages, abilities and needs of children in order to enhance learning.

Pupils are encouraged to:

1. Look after resources
2. Use different resources to promote learning
3. Return all resources tidily and to the correct place (Staff to supervise)
4. Be told of any safety procedures relating to the carrying or handling of resources.

All other resources are located with the subject leader.

**For a recommended list of equipment see appendix 3 in this document.**