

Beddington Infants' School

Policy for Physical Education

Our holistic approach is reflected in our aim that children leave Beddington Infants' School with the following seven gifts:



PE Vision

'At Beddington Infants' School we develop a lifelong ambitious passion for physical activity to stay healthy and nurture our wellbeing'.

The vision for our school is rooted in an understanding of, and respect for, the incredible capacity of every child.

With a focus on basic skills and strong academic achievement our curriculum has evolved to enable each child to engage at a high level and therefore to achieve to his/her personal best. Our provision is inspired by the Italian **Reggio Emilia Approach**. It is an experiential provision for both children and adults.

'Tell me and I forget. Teach me and I remember. Involve me and I learn.' Benjamin Franklin

Children

- are respected as individuals with something valuable to say
- have a genuine input into the direction of their learning
- are empowered to engage fully with the learning process, to take personal responsibility and to develop skills for life.
- are given a variety of opportunities to explore the world in which they live, indoors and outside, developing positive attitudes to all weathers
- are supported in developing positive relationships with children and adults across the school
- are given regular, meaningful opportunities to express themselves

Intent

STRATEGIES FOR THE TEACHING AND LEARNING OF P.E.

In accordance with the National Curriculum, in each year group all children will be taught to develop key skills through games, dance and gymnastics. Children will practise and learn new skills and applying them to games, dances and routines.

- In each of these areas pupils should be involved in the continuous process of planning, performing and evaluating.
- A yearly programme of topics is followed throughout the school.
- PE is studied every term. Children have at least 2 P.E. lessons a week in KS1.
- PE takes place in the hall, the playground (weather permitting) or in the Dance/Drama Studio.
- Physical Activity is part of the continuous provision in the Foundation Stage and throughout KS1.

In accordance with the Foundation Stage Curriculum, nursery and reception aged children take part in physical activities both inside and outside the classroom to develop their co-ordination, control, manipulation and large movements.

Nursery and Reception children have access to outdoor areas as part of their continuous provision, providing opportunities to practise gross motor skills such as climbing, pedalling a tricycle and exploring ways to move their bodies. They also use the Dance Drama Studio to develop their physical skills including using their bodies to respond to music.

Year One and Year Two also have physical activity set up in their outdoor learning environments and also use the playground to develop skills such as cycling.

The predominant mode of working in PE is whole class teaching but children should be given opportunities to work alone, in pairs and in small groups. Activities should be both accessible and challenging for all children.

Teaching Assistants are used to assist the teacher in PE lessons and support the development of skills such as dressing and undressing.

Pupils with special educational needs are included in all PE lessons and if necessary may receive additional support from a Teaching Assistant or Learning Support Assistant.

When changing children are listening to music which links to the lesson that they are about to take part in or music that links to other areas of the curriculum, making maximum use of learning time.

The emphasis in our teaching of PE is on:

- First hand experience.
- Encouraging children to experiment in a controlled way.
- Using their knowledge in a variety of ways.
- Developing physical confidence.

Excellence in PE is celebrated in:

- Sharing of work and demonstrating to others.
- Praise and encouragement for achievements and having ago.

Implementation

STRATEGIES FOR ENSURING PROGRESS AND CONTINUITY

Planning in PE is a process in which all staff are involved through:

- Long, Medium and Short Term Plans
- Lesson plans
- Key Stage 1 Real PE and REAL Gym schemes of work. This is designed to follow the National Curriculum and teaches the children a range of skills which they are then able to implement into games, dances and routines.

Feedback to Pupils about their work is achieved through positive and constructive verbal comments. Children also peer assess and self assess their learning. The thinking hats are used throughout the lesson where children evaluate their learning that day.

Assessment is based on pupils' physical competence and their skills in planning, performing and evaluating as outlined in the programmes of study and the statutory requirements for Key Stage 1 and 2. Teachers decide whether a child is emerging, developing, secure or mastering the Key Stage One curriculum. Teachers make ongoing observations which can feed into their assessments with judgements made every ten weeks, highlighting progression made. Assessments are made on the basis of observations and knowledge of the children.

In the Foundation Stage teachers make observations of children's physical development in line with the Development Matters and Early Learning Goals. During the Reception year teachers use the Development Matters to record children's progress in their Physical Development. Assessments are made on the basis of observations and knowledge of the children. They are updated every ten weeks.

The role of the PE Leader is to:

- Take the lead in policy development and monitoring of scheme of work to ensure continuity and progression.
- Support colleagues with planning, delivery and assessment.
- Monitor progress and advise the headteacher of action needed.
- Take responsibility for ordering and organising resources.
- Keep up to date with developments in PE and disseminate developments to colleagues.
- Work closely with the Sutton Sports Partnership to ensure that all staff in the school are receiving the training and support they require.

Impact

STRATEGIES FOR RECORDING AND REPORTING

Reporting to parents occurs formally and informally through:

- Open Evenings (3 per year)
- Reports (sent out in the Summer Term)

HEALTH AND SAFETY ISSUES IN P.E.

- Children are made aware of the importance of working sensibly and quietly during all PE activities.
- Adequate space is to be provided for all children in all activities.
- All apparatus is to be checked by an adult before children use it.
- No mats are to be used under the ropes and the wall frames, except under sloping planks and benches, as it instils a false sense of security. This decision has been made following the advice of the Borough's Advisory Teacher for PE.
- Staff should make a mental risk assessment of the area to be used for each lesson prior to commencement, and should also encourage the children to develop their awareness of potential hazards to themselves and others.
- Any children wearing earrings must have them covered with Micropore tape.
- Children should not be talking whilst on apparatus. They need to be concentrating on what they are doing and be aware that not talking is ensuring that they are safe. Adults need to be able to hear children when they are on apparatus if they are in danger and therefore no one else should be talking.

Children's handling of the apparatus

- All children should have experience in getting out, assembling and putting away the large apparatus from their reception year onwards.
- Aspects of safe practice should be emphasised during each session.
- Children should be closely supervised at all times.
- Large mats - four children per mat, two on each long side.
- Small mats - two children per mat, one on each long side.
- Wooden benches - minimum of six children per bench, three on each side of the bench opposite each other in pairs- lift with both hands on one side and turn to face the direction in which they are travelling. Children must bend their knees when lifting.
- New benches - as for wooden benches but extra children may be needed at the ends of the bench as they are heavier.
- Trestles - four children, one on each corner facing the direction they are travelling. Smaller trestles may only need two children, one each side, particularly with older children.
- Ropes and wall bars - only under very close adult supervision.

Storage of Apparatus - all apparatus should be stored where it is safe and, ideally, accessible to the children. Planks and ladder are stored horizontally on wall hooks.

A list of games equipment and its location can be obtained from the P.E. leader or accessed through Library/PE on the school system.

PE Kit

Each child should have a PE kit including a named T-shirt, shorts, tracksuit bottoms, socks and plimsolls. We have spare kits in school and will always provide PE kits for children who are not supplied them by their families. Long hair should be tied back.

Staff should also be wearing appropriate clothing to be able to move freely and teach effectively. If working with apparatus where children are not wearing footwear staff should also have bare feet to demonstrate effectively.

EQUAL OPPORTUNITIES

We aim to offer a non-sexist and non-racist PE curriculum that is appropriate and accessible to the needs and abilities of all pupils.

STAFF DEVELOPMENT

Senior management and the PE leader will arrange support and develop the PE teaching skills of staff through various INSET programmes within school and at other venues. Working alongside the Sutton Sports Partnership also provides staff with continual support and training.

THE PLAYGROUND

It is recognised that with adequate provision and opportunity, children can develop their physical skills during playtime. The playground has been marked out with a range of activities for children e.g. hopscotch, footprints and shape games.

There is also an extensive range of playtime equipment e.g. hoops, balls, stilts. Time is given by staff during playtime to encourage children to handle and use the equipment appropriately.

A Trim Trail has been installed on an all-weather surface and is used daily by all classes from Reception through to Year 2 on a rota system. The hurdle area within the trail is on a grass surface and is used weather permitting when the grass is dry. Children using the trail should wear suitable shoes and are to be supervised by an adult, usually the class teacher, at all times.

A climbing frame has been installed on a safety surface and is used daily by all classes from Reception through to Year 2 on a rota system.

OUT OF SCHOOL ACTIVITIES

Children are encouraged to value the importance of activities such as swimming, dance, games and gymnastics, which may be carried out outside school hours. We welcome the news of children's achievement in such activities. A special time is set aside each week when children can share their news and show their badges/certificates in assembly. A number of physical and sport clubs take place each week after school for children in Year 1 and Year 2 and for Reception during the Summer Term.

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