

Whinmoor St Paul's C of E
Primary School



Physical Education Guidance Document

Our Vision

We recognise the pivotal role that PE has to play in promoting a long-term healthy lifestyle which is both enjoyable and fulfilling. Our aim is to ensure a life-long love of sport and an active lifestyle is what we inspire to achieve. At Whinmoor St Paul's Primary, we believe passionately in a progressive and inclusive PE education for all our children. Alongside our high-quality teaching we have shown that we are highly effective in improving the levels of fitness of all our pupils. Our sporting events have been open to all of our children thus developing their hearts and minds through physical activity. Our rich and well-rounded curriculum and physical opportunities which we create for all our children ensures they can be encouraged and inspired to become young champions.

We want to provide opportunities for our pupils to become confident and physically literate in a way which supports their wellbeing. In addition to this, we aim to provide opportunities for children to compete in sport and other activities in order to build resilience and embed values such as team work, fairness and respect.

Our PE curriculum seeks to build self-esteem, teamwork and leadership skills enabling each child to be the best they can be by:

- developing confidence, skills and knowledge
- pursuing excellence
- being proud of achievements
- promoting fair play and respect
- educating children to improve health and wellbeing
- providing quality opportunities for children outside of school time



Not only do we give the children the opportunity to participate in physical activity during their physical education lessons but we also ensure that every child is active during lunchtimes, playtimes and we offer an active curriculum which provides children with the ability to develop their fundamental movement skills, such as agility, balance and co-ordination, but they also have the opportunity to improve their personal, social and emotional development and learn about good sportsmanship.



National Curriculum Expectations

Early Years Outcomes

The main Early Years Outcomes covered in the Games units are:

- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD – M&H 40-60)
- Children show good control and co-ordination in large and small movements. (PD – M&H ELG)
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (PD M&H 40-60)
- Experiments with different ways of moving. (PD M&H 40-60)
- They move confidently in a range of ways, safely negotiating space. (PD M&H ELG)

KS1 National Curriculum Aims

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities;
- participate in team games, developing simple tactics for attacking and defending;
- perform dances using simple movement patterns.

KS2 National Curriculum Aims

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination;
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending;
- develop flexibility, strength, technique, control and balance;
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Definitions of Physical Education and School Sport

Physical Education

Physical Education (PE) is the planned programme of activities that takes place in lessons. Its main purpose is to ensure that all pupils are taught the statutory requirements for PE, focusing on:

- acquiring and developing skills;
- selecting and applying skills, tactics and compositional ideas;
- evaluating and improving performance;
- knowledge and understanding of fitness and health.



School Sport

The term 'school sport' is used to cover all activities outside PE lessons that have a significant element of planned and purposeful physical activity. These include:

- competitive sport, for example netball, athletics, gymnastics, dance;
- performance-based activities, for example educational gymnastics, skipping, dance;
- play that develops pupils' communication and social skills, for example clapping games, playground games;
- health and fitness-enhancing activities, for example aerobics, running, swimming

Intent

Curriculum Content Provision

The core of the PE provision at Whinmoor St Paul's Primary is based around the PE Hub Scheme of Work and Commando Joe's School Lead Programme. Each year group is aware of the expectations and end of year targets that they should be aiming to achieve across the different units. This helps to guide teachers with their planning and also enables the next year group to understand what the previous year group have learnt so that the same skills are not being repeated, more that they are being developed upon.

Safe Practice

The school 'Behaviour Policy' provides the expectation for behaviour during PE. The expectations of all pupils, in and around school, is based on the provision of a safe environment. Physical Education activities can present increased levels of risk, so teachers and coaches must maintain the highest levels of discipline during lessons. PE lessons begin in the classroom. The behaviour tone is set before the children move to the hall or outdoor venue.

Floor work

Before any floor work begins the teacher must ensure any obstacles are removed from the working area and that

the children are reminded of any permanent obstacles and avoid collisions.

Apparatus

Children are taught the procedures and methods for the assembling and storing of apparatus. This will be done in supervised groups only and can be done with a whole class present.

Accidents

For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes the teaching assistant should accompany the children to apply first aid. For serious accidents (head injuries, serious cuts or suspected fractures) the teacher should stay with the child and send the teaching assistant or two responsible children to inform the school office. After the incident the teacher must complete an accident report form which is available in the office or in each class first aid box, which should be taken outside with the class teacher along with any inhalers.

Other Issues

Swimming sessions have been risk assessed. The premises have been risk assessed by the site manager. All playgrounds and halls (including apparatus) are safety checked annually by the West Yorkshire Safety Team (Health & Safety SLA). Equipment is dealt with below.

Safety

Small equipment is checked by the subject leader on an ongoing basis. If any defects are found with any of the PE equipment this must be reported immediately to the PE coordinator and taken out of use. Children should be made aware of safe handling of the PE equipment and should be taught the correct method of carrying gymnastics apparatus (to ensure consistency across school, if teachers are unsure of this there are photos and instructions in the PE folders and within the PE cupboard).

Medical Conditions

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary.

Our intentions for every child at Whinmoor St Paul's-

- To participate in out of school competitions
- To increase the number of children being physically active



- To ensure most pupils take part in competitions by the time they leave year 6
- To ensure staff and ECTs are confident in following and implementing PE planning
- To provide opportunity for children to learn how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values.

In order to do this children should:

- Experience a broad range of activities through curriculum PE time, including gymnastics, dance, games, outdoor education, athletics, and swimming
- Know how to stay fit, healthy, and active and enjoy doing so, choosing to engage in physical activity and sport in their own time
- Learn to win and lose, support others and be supported, showing sportsmanship and good character
- Work as part of a team towards a common goal as well as individually improving their performance
- Be allowed to be creative in a range of activities
- Play competitively, respecting officials and other players
- Develop spiritually, morally and culturally through diverse activities and opportunities

Quality physical Education can develop the whole child:

- Strengthening thinking and decision-making skills
- Building and increasing confidence and self-esteem
- Developing character and resilience
- Enhancing their commitment and desire to improve
- Allowing opportunities for enjoyment, fun and to be free-spirited
- Fostering feelings of safety and security.



Implementation

The PE curriculum is taught through the use of the PE Hub and Commando Joe's School Led Programme, which are in-line with the National Curriculum, and is used to aid teaching staff in their subject knowledge and planning of PE. Teachers are able to adjust and change lessons to

suit the needs of their classes but the scheme provides a strong basis of what is expected in each year group.

Each class has access to two hours of high-quality physical activity every week, made up of high-quality teaching of PE. These are either taught by the class teacher, sports coaches or by HLTA's who have received training and support.

At Whinmoor St Paul's Primary, we also use organisations such as Leeds Rhinos to support and help run PE sessions. Through the use of coaches, fun and innovative sessions are run that offer staff the chance to upskill their own practice. In each session, children are given the opportunity to practise skills in a variety of ways and each lesson builds upon the previous skills, allowing them time to embed it. Different skills are recapped throughout, and across the years, each time they are being built upon; allowing children to know more and remember more.

Equal Opportunities and Inclusion

All PE lessons are mixed gender. All children are encouraged to participate regardless of gender or ethnic background. The school will react positively to gender-typical attitudes and encourage the breaking of them. Our school is committed to the principle that all pupils can access the curriculum to their full potential. Each individual's well-being, needs, education and learning will be met through a broad and balanced curriculum, high expectations and suitable targets, well-trained staff and a sense of belonging. Therefore, whatever their needs, children will have access to suitable physical education. Where possible, activities are differentiated or adapted to ensure full participation for specific pupils.

Dress Code

On the days that pupils have PE they come to school dressed in their PE kit. This should be plain black tracksuit bottoms with a plain white T-Shirt or a white long sleeve top. In the hall, all children will work in trainers, pumps or bare feet at the teacher's discretion. For outdoor PE and sports, the children will wear trainers or other suitable footwear for the surface and conditions, a plain black, green or grey jumper / hoodie may also be worn and should be suitable for the weather conditions of the season. Earrings and jewellery are not part of Whinmoor St Paul's uniform, however, when stud earrings cannot be removed due to recent piercing, they must be covered with tape. Earrings must not be worn for swimming sessions. Watches should be removed before the lesson commences. Long hair should be tied back so that it does not interfere with a child's vision and glasses removed where possible.

Teachers should also wear appropriate clothing.



Swimming sessions

Year 4 pupils receive weekly swimming lessons with the aim that by the end of sessions all children are able to swim a minimum of 25m unassisted.

Resources

All PE resources are stored in the indoor PE storage area or in the outdoor shed depending upon where they are predominantly used. It is the responsibility of all teachers to ensure that the storage areas are kept tidy and safe. Pupils must be supervised when accessing or putting away equipment in the PE stores. The PE coordinator will audit resources and ensure a broad provision is maintained. Specific PE equipment is available to pupils at playtimes and is coordinated by the Sports Captains. Static apparatus equipment is serviced and checked on a yearly contract by the Safety team (Sports Safe).

Planning

Class teachers are responsible for the planning and delivery of PE lessons, in line with the new updated scheme, for their own classes.

Professional coaches will be used to supplement this teaching where possible. Working alongside these coaches will develop staff's knowledge in teaching specific areas of PE. Coaches will be used to extend the pupils' skills and understanding and to provide further professional development for staff. Professional development and staffing needs are audited regularly and built into our whole school CPD plan.

Assessment

The school scheme of work has clearly identified Learning Objectives and Success Criteria which the teacher will assess through continuous observation or through specific assessment activities. Teachers will complete relevant PE assessments on Target Tracker through comparing against the learning objectives and end of year expectations set out for each year group. This is then monitored by the Subject Leader in their half yearly data reports. Teachers are encouraged to use photographs and take videos, along with using a coach's eye to record work, in order to give instant feedback. Progress in PE is reported annually to parents alongside other curriculum subjects in our end of year reports.

The subject leader will complete the assessment for the School Games Award on a yearly basis.

How PE teaching is monitored

PE is monitored as part of the leadership cycle. The Subject Leader will observe lessons through formal observations or informal drop ins. When appropriate, the PE Subject Leader will seek the support of a specialist from Active Leeds to evaluate particular areas of the curriculum such as gymnastics. We actively seek the recommendations and feedback of physiotherapists and occupational therapists working with the school to ensure that all our pupils' needs are met.

Sports Premium

The Sports Premium Action Plan is developed at the start of the academic year and modified on an ongoing basis. Factors such as pupil voice and parent/carers questionnaires will also be

considered for this. An update will be provided in governor committee meetings by the subject leader and/or the School Business Manager.

Extra-Curricular Activities

We offer a wide range of sporting after-school clubs run by both teaching staff and outside agencies: Leeds Rhinos and Ace Sports. These clubs provide children with access to a wide range of sporting activities. These activities are chosen by pupils through class votes and pupil voice to ensure the clubs are successful and popular. Our after-school clubs change every term to cater to a range of abilities and preferences. Clubs run four days a week after school. A range of inter and intra events run throughout the school year, giving children opportunities to take part in competitive sports.

Staff Training

- The PE Subject Lead will have access to specific training to support and develop their role
- The PE Subject Lead will be given the opportunity to attend PE co-ordinator meetings run by Active Leeds and local SGO's
- All staff will be encouraged to attend courses and review resources alongside the PE Subject Lead
- The school employs a specialist Sports Coach through Leeds Rhinos who team teaches with all of our teachers during the year
- The PE Subject Lead will have a program of team-teaching set out through the year to support staff.

Strategies to support children with SEND at Whinmoor St Paul's Primary

In PE, we use a number of evidence-based strategies to support children with SEND. Strategies include:

Scaffolding

- Support for SEND children with learning vocabulary; this may include flash cards
- Games/songs to support vocabulary learning
- Vocabulary on display whilst completing the practical
 - Support in writing sentences e.g., missing words rather than writing the whole sentence. All scaffolding follows a 'I do, you do, we do' approach.

Explicit Instruction

- Pupils may be supported in their thought process in PE, especially 'Acting as the coach' where children support each other with coaching points



- Pupils will be given specific opportunities by adults to practise specific skills that are barriers to learning
- Visual aids and concrete examples (where necessary) will be used to support learning, this through equipment and resources.

Cognitive and Metacognitive Strategies

- Tasks may be 'chunked' into smaller steps
- Vocabulary prompts may be used to support with explanation work
- Depending on ability, children with SEND may be asked to evaluate their own progress and discuss what they can do to move their learning forward. They will also complete peer work to assist each other with explaining their performance and progress.



Flexible Grouping/Fading

- Temporary groups may be established to support learning a particular concept
- New vocabulary or prior learning recapped in class or within the area to support with applying this to explaining core skills and tactic
- Mixed groups so that children who are of higher ability can support children of lower ability. Also, children to challenge each other.

Use of technology

- Tasks set may include useful apps/websites to move learning forward
 - Speech generating apps may be used for recording, such as using coaches' eye to film positions and movements and voice over to explain the teaching points.

Impact

By the time our Whinmoor St Paul's pupils have reached the end of Year 6 they will have had the opportunities to experience;

- A wider range of competitions for the children to take part in
- Certificates for children who take part in sporting competitions
- Children to become Sport's Captains and Sport Leaders to inspire other children to be proud of leading others and supporting the school's ethos and vision of physical activity in school
- Healthy School for all children and families - educating them on the importance of being fit and healthy
- More children involved with physical activity on a lunch time
- Most children in school will leave Whinmoor St Paul's Primary having had experience in a sporting competition
- Staff providing high-quality PE lessons weekly following the LTPs which will inspire children to continue with their sport participation out of school and beyond school years
- Children to work as a team, participate in competitive events and represent our school
- Children to demonstrate the Commando Joe's values of RESPECT.

Subject Leadership

Through their monitoring of the subject, the subject leader should be confident in leading the subject and assisting staff when needed. The monitoring should be rigorous in PE and should allow the opportunity for staff to receive and act upon feedback given through staff meetings or staff training.

Teaching

Through implementing the key steps identified in the Action Plan, PE should be heightened across the school and children should be confident in talking freely about the subject. Teachers should be confident in teaching PE and should be teaching it regularly (twice weekly). The Subject Lead should be alert to any new resources available for successfully delivering our PE curriculum, this will allow opportunities for teachers to use resources in lessons which develop children's understanding of both prior knowledge and new learning.

Assessment

Assessment is in line with the school's Assessment Policy. Assessment opportunities are included in the study of each unit of work. Assessments are based on the National Curriculum level descriptors. Teachers will assess children's PE understanding throughout the year through looking at their understanding of vocabulary. There will be a strong focus on Assessment for Learning (AFL) and children will be encouraged to assess their own work where appropriate through 'acting like a coach' to give feedback to other children. Parents/carers are informed of the pupil's progress during consultation meetings and in end of year reports.

Policy Review

When amended and ratified, this policy will be reviewed every two years.