

The following 'Physical Education and Physical Activity Policy Document' for Boxmoor Primary School is designed to provide a **high quality** broad and balanced PE curriculum and daily physical activity opportunities that meets the needs of all pupils throughout Key Stage 2, Key Stage 1 and the Foundation Stage.

Boxmoor Primary School seeks to provide a full, varied and interesting Physical Education curriculum that challenges, engages and excites staff and pupils alike. We see Physical Education as a vital part of the education experience as a whole.

Aims and Objectives

At Boxmoor Primary School, our aim is that all children should enjoy a range of physical activities that enable them to reach their full potential within the P.E curriculum. In order to achieve this, our aims are:

- To provide high quality opportunities for pupils to be creative, competitive and to face up to different challenges as individuals, in groups, and in teams.
- To develop pupils' physical competence and confidence in a range of activities, enabling them to become skilful and intelligent performers, as well as learning to deal with success and failure.
- To promote physical development and co-ordination, and a scientific knowledge of the body in action.
- To develop the ability to plan, perform, and evaluate actions, ideas and performances to improve their quality and effectiveness.
- To develop pupils' ability to respond to a variety of situations, to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking.
- To promote positive attitudes towards active and healthy lifestyles enabling pupils to make informed choices about the importance of exercise.
- To develop links with outside sporting clubs and agencies
- To use Physical Education as a tool to help children develop skills, knowledge and understanding across all curriculum subjects.
- To regularly use the school House system as a means to encourage Intra-school competition.
- To provide regular opportunities to compete in Inter-school competitions.

Schemes of Work

The DSSN assessment scheme of work has been adapted and a curriculum map has been created for all classes to follow. It builds upon skills learnt in previous years to ensure children are developing and improving. Other resources are used to support and develop PE in the school. Foundation stage follow the early learning goals to

form the basis of their Physical Education programme. We also use a programme called GetSet4PE which has lesson plans and other resources to support PE planning. You can access active family activities on this site as well that can be completed at home.

Teaching and Learning Strategies

At Boxmoor Primary School, it is recognised that a variety of teaching and learning styles enrich and enhance children's knowledge, attitudes and understanding. All lessons will include the following basic framework:

- Introductory warm up activities – pulse raising and stretching. (These will, wherever possible, be based on the activity to follow, provide opportunities to recap and reinforce skills previously learnt, and introduce the learning objectives for the lesson.)
- Activities that support the acquisition and development of skills and understanding.
- Activities that allow the children to select and apply the skills, knowledge and understanding.
- Activities that allow the children to develop an understanding and knowledge of health and fitness
- Opportunities for the children to evaluate their performance and that of others
- Concluding cooling down activities – pulse lowering and stretching.
- Teaching strategies will vary as is seen appropriate during any lesson between whole class, group and individual activities. Feedback will be constructive and frequent.
- Equipment and activities will show awareness of VAK learning styles, and will be differentiated and adapted to extend, challenge and accommodate all levels of ability.
- Children will be grouped in a variety of ways depending on the lesson objectives and their learning needs. If a pupil is not taking part they will undertake other appropriate roles e.g.: umpire, referee or leader.
- Progression will be made within a lesson, between lessons and from one class/year group to the next. This will be monitored and supported through planning and assessment records.
- Pupil assessments will take place. Long term, medium term and short term planning will be in line with the school's planning policy.

Time Allocation

All KS1 and KS2 classes are allocated at least 120 minutes. The school will make every effort to work towards keeping children active and contributing to the active 30:30 strategy.

SEN, More Able and Equal Opportunities

- All pupils are given access to PE regardless of race, creed, colour, gender and level of ability.
- Mutual respect and tolerance for all cultures will be promoted during the study of PE.

- Differentiated activities will be given to support the less able and extend the more able pupils.
- Children with learning difficulties will be identified and have provision made for their particular needs.
- Where necessary, outside agencies will be involved.
- Parents will be kept informed and encouraged to assist in helping their children.
- Support staff are used in school to support groups or individual children.

See the SEN policy for more details.

Inclusion

A more inclusive curriculum will be developed providing effective learning opportunities for all pupils by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils. (*E.g.* special educational needs, disabilities, English as an additional language.)

Cross Curricular Links

Physical education has the potential to make significant contributions to, and provide substantial support for, many areas of the curriculum. Physical education will be a tool used in to help children develop skills, knowledge and understanding in such area.

Early Years Foundation Stage Provision

The physical development of young children must be encouraged through the provision of opportunities for them to be active and interactive and to improve their skills of coordination, control, manipulation and movement. They must be supported in developing an understanding of the importance of physical activity and making healthy choices in relation to food. It is important that practitioners;

- Allow sufficient space, indoors and outdoors, to set up relevant activities for energetic play
- Plan activities that offer physical challenges and plenty of opportunities for physical activity.
- Give sufficient time for children to use a range of equipment to persist in activities, practising new
- and existing skills and learning from their mistakes.
- Introduce appropriate vocabulary to children, alongside their actions.

See EYFS for more information

Daily Physical Activity Opportunities

A wide range of daily physical activity opportunities will be established beyond the curriculum and throughout the school day as appropriate. The school will provide daily physical activity programmes such as:

- Active Playgrounds – Equipment and games available at break and lunch times, zoning and marking of the playground.
- Playground Leaders – To organise and lead activities in the playground.
- GoNoodle – Used in classroom as brain breaks and time to get moving.
- Daily Mile – Children will run around for 10/15 mins during a day.

Out of School Hours Learning (OSHL)

OSHL activities vary according to the time of year, and are undertaken on a voluntary basis by staff / adults who are qualified, able and committed. They are not a statutory part of the National Curriculum, but form part of the school's aspiration of high-quality PE, Sport and physical. They are also an integral part of being a healthy school.

Links to quality community groups, sports clubs and agencies will continue to be developed, supporting further opportunities for young people to become involved with physical and sporting activities.

Breakfast Clubs will also be organised vary according to time of year, demand and interest.

Assessment

Assessment is a vital tool in the teaching of P.E., designed to monitor children's progress and measure attainment regularly. All teachers ensure;

- Elements of each unit taught will be assessed to inform planning. The assessment data will be passed onto the next teacher to inform planning and ensure progression.
- Assessment will be mainly through teacher observation, but will include the general observations of other adults, information collected and self evaluation from the pupils, and where appropriate, written parent and carer permission, photographs.
- Progress and achievements will be reported each year to parents in reports.
- Assessment data will be made available to Secondary feeder schools to ensure smooth transition of pupils

Health and Safety

All staff will implement the following health and safety guidelines.

Dress Policy

- Members of staff, where possible, will change their clothing and footwear to teach physical education. If this is not possible all staff members will ensure that they are wearing suitable clothing with a change of footwear.

- Children need to have a change of clothing and footwear for P.E. which should be kept on the child's peg in a shoe bag, and available everyday of the school term.
- P.E. shoes should be securely laced or fastened to the feet and provide sufficient grip and flexibility for the activity – plimsolls or flexible-soled trainers are appropriate, but please note that trainers are preferable for games activities which take place outdoors, often in wintry weather.
- Long hair will be fastened back and jewellery and personal effects will be removed. If a child forgets their PE kit they will be given the opportunity to borrow clothing, or will be fully involved in the lesson in an alternative capacity.

General Guidelines

- To eliminate potential hazards and risks, obstacles will be removed where appropriate, the floor and work area and equipment used will be checked for faults and damage. All faults and damage will be reported initially to the PE Co-ordinator, then the Head Teacher.
- Pupils will be taught safe ways to lift and carry equipment. Equipment used will reflect the age and ability of the pupils. Equipment will be stored safely in a PE store/cupboard or around the hall, and will be replaced safely after use by an adult. Audio equipment will be turned off.
- Pupils will be supervised at all times, and will be encouraged to work in a positive manner. They will not be allowed onto apparatus until it has been checked by the teacher. Pupils will understand and respond to the 'stop' signal.
- All lessons will include a warm up and cool down. Skills will be developed appropriately before being used in games situations and on apparatus.
- Mats will be only be used for jumping/balancing/rolling on and will not be used as a safety precaution in case a pupil falls from apparatus. Mats will not be placed under apparatus or ropes. Children will use these at their own confidence and ability.
- For outside lessons apparatus will be assembled in a safe suitable place for access, boundaries will be marked, and all striking/hitting will be away from buildings.
- During swimming lessons pupils will follow instructions and walk quietly at all times. They will wear correct clothing, and be made familiar with the centers own safety procedures.

Risk Assessment

- Each area of activity and activity facility will be preceded with a risk assessment evidenced in planning.
- External coaches are required to provide current CRB paperwork, copies of which are kept in the School Office. They are also expected to sign in and out of the school premises.

Accident Procedures

In the case of an accident pupils will be seated in a safe place away from the accident area, the teacher will stay with any injured child whilst other pupils are sent to gain assistance using the red card emergency system. The emergency services will be alerted if necessary, parents / guardians will be contacted and a member of staff will remain with the child at all times. The incident will be reported on an accident form, which is then given to the Head Teacher. If the accident is off site, members of staff will be aware of the centres own accident procedures, emergency exits etc.

Staff Responsibilities

The PE Primary Link Teacher will:

- Produce and revise the PE policy and relevant schemes in consultation with all staff members.
- Monitor and evaluate the quality of PE provision and the range and quality of OSHL activities
- Monitor equipment, apparatus and its storage. Order new equipment when necessary.
- Offer support to all other teachers either practically where possible, or via published materials.
- Monitor and evaluate the progress made within a class or year group.
- Arrange to support other members of staff to develop their skills and knowledge by attending relevant courses themselves, and by encouraging others to attend where the need is identified.
- Arrange whole school training where appropriate.

All members of staff teaching physical education will:

- Be responsible for putting the National Curriculum requirements, schemes of work and PE policy into practice.
- Report any damage of equipment to the PE Leader.
- Attend relevant training courses to update their subject knowledge.
- Be responsible for the safety of the children in their lesson, by following the health and safety guidelines.
- Follow the assessment procedures and report to parents according to the school practices and policies.
- Support the partnership by entering appropriate festivals and competitions.
- Use the School House system to develop intra-school competitions.