



Oak Cottage Primary School PE Policy

At Oak Cottage we believe that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being.

Physical Education promotes skilfulness, physical development, physical literacy and knowledge of the body in action. It provides opportunities for pupils to be creative, competitive, and cooperative and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes toward healthy and active lifestyles.

Pupils learn how to think in different ways to suit a wide variety of creative, competitive, cooperative and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes, abilities, preferences and make choices about how to get involved in lifelong physical activity.

Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the whole's school planning for the development of pupil's communication, literacy, science, numeracy, PSHE and ICT skills, along with the ability to understand themselves as learners and be able to assess their own progress in order to develop further.

AIMS

The children of Oak Cottage believe that Physical Education is vital to fostering a healthy lifestyle. The aims of Physical Education at Oak Cottage reflect the children's beliefs that health and enjoyment are two vital components to their experience of PE.

The aims of Physical Education within Oak Cottage Primary School are to therefore provide experiences and opportunities which enable children to:-

1. To become more skilful when coordinating their movements and developing co-ordination.
2. To acquire and develop skills then perform them with increasing physical competence and confidence.
3. To teach children to be able to plan their own work given specific criteria to work from.
4. To develop their ideas in creative ways.
5. To develop positive attitudes to participation in physical activity.
6. To develop personal qualities in physical activities and competitive situations such as commitment, fairness, playing to the rules and team spirit.
7. To respond to a variety of challenges in a range of physical contexts and environments.
8. To enjoy being active, taking part and learning new skills through a varied curriculum and through the extracurricular activities on offer.
9. To build children's movement vocabulary in order that they can use language to evaluate each other's work.
10. To help children to be able to work co-operatively within a range of different spaces and group situations

11. To use movement imaginatively to communicate ideas and feelings.
12. To teach children to know, understand and apply particular safety requirements for different activities.
13. Are physically active for sustained periods of time
14. Engage in competitive sports and activities
15. Lead healthy, active lives

ENTITLEMENT

Oak Cottage provides all pupils with the entitlement of at least two hours of high quality Physical Education a week. It delivers this through two lessons of approximately one-hour sessions. Units of work are blocked so that for a set period of time, all the lessons are driven towards developing skills around an area of activity.

Each class has allocated hall time so that they can access an indoor space suitable for the duration of the unit that they are studying. They also have additional use of outdoor facilities throughout the year.

CURRICULUM PLANNING

In the Foundation Stage, we encourage the physical development of our children in both nursery and reception class as an integral part of their work. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. In addition to this, fine motor skills are constantly being developed through the range of activities provided in the classroom. The children also benefit from their own outdoor play area and a selection of P.E equipment to help develop their gross motor skills, coordination and control. The time spent in this area is used to build upon and reinforce the skills practised in the curriculum lessons. The Physical Education curriculum, within the foundation unit, follows objectives set out in the Early Learning Goals. We give all children the opportunity to undertake activities that offer appropriate physical challenge so the children gain the basic skills of spatial awareness, control and co-ordination in the way they move; and control of balls, bean bags, hoops and ropes. The children are given opportunities to explore and manipulate a range of P.E. equipment in their own ways to build the confidence to participate.

In KS1 and KS2, children experience a broad and balanced curriculum, consisting of several study areas including:

- **Gymnastics and Yoga** – To establish and develop control of body movement.
- **Dance** – To develop an awareness of the body as a medium for communication and expression
- **Games, Ball Skills, Striking and Fielding, Net and Wall Games, Sending and Receiving and Invasion Games** – For children to acquire a variety of skills involving equipment such as balls and striking equipment. Provide opportunities and practice for children to perform different roles in a team situation, including the applying of tactics to a variety of game situations.
- **Fundamental skills, Fitness and Athletics** – To enable children to participate in and to develop the individual skills of running, jumping and throwing.
- **Swimming** – To enable children to learn to enjoy being in the water. To be able to swim confidently and have a basic knowledge of personal survival techniques, with a distance of 25 mtrs being the requirement.

- **Outdoor and Adventurous** – To develop children's orienteering and problem solving skills with the emphasis on building trust and working as a team.

TEACHING AND LEARNING

Our PE lessons are planned using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school. The curriculum planning in PE is carried out in three phases (long-term, medium-term and short term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues and pupils in each year group. Together, we create a broad and balanced curriculum that is exciting for our children to learn through. Our medium-term plans give details of each unit of work for each term. These schemes of work provide an overview of the unit, links to other areas of the National Curriculum and assessment criteria for that unit. The short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area.

Units and lesson plans are developed, using a variety of teaching methods, to ensure a balanced programme of work that allows all pupils to develop their interest and enable them to succeed. The following factors are taken into consideration:

1. Previous knowledge and experience.
2. Aims of unit.
3. Organisational strategies.
4. Facilities, including wet weather contingency plans and equipment.
5. Safety precautions.
6. Health, fitness and stamina expectations.

Each lesson includes:

1. Relevant warm-up, skills practice, concluding activity and cool down.
2. Differentiation.
3. Progression and continuity.

In Year 3, one PE session a week is a swimming lesson during the Autumn and Spring terms.

The organisation of PE at Oak Cottage promotes effective teaching and learning. Lessons are blocked in units of work to promote:

- Greater depth of understanding
- The development of skills
- The Contextual Application of these skills
- Increased health and fitness levels.
- The ability to perform reflectively.

We use a variety of teaching and learning styles in P.E. lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children

and we encourage the children to evaluate their own work as well as the work of others'.

Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results, e.g. timed events;
- children by ability and setting different tasks for each group, e.g. different games;
- setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump;
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

Children will be given the opportunity to demonstrate their learning, using a range of communication styles, for effective assessment. This assessment will be used to inform planning and promote greater learning.

Physical Education is a very practical subject in which pupils learn from first-hand experience. In view of this, pupils are physically active for the substantial majority of all their Physical Education lessons.

Good lessons should contain the following elements:

Purpose: lessons should have clear objectives and defined learning outcomes which should be explained to the pupils at the beginning of the lesson; learning objectives should be taken from the four strands of the P.E. National Curriculum and children should understand the objectives for each lesson and unit of work.

Progression: pupils' capabilities should be developed, with increasing demand made on the physical and mental processes. Building on previous learning is essential; so too is working to achieve successful outcomes through repetition, application and refinement of skills; It is also important to make links of learning in and beyond the sequence.

Pace: lessons should be appropriately paced depending on activity, with suitably challenging activities.

Coherence: all teachers should reinforce previous understanding and establish links between curriculum experiences.

Differentiation: is achieved through using tasks and equipment that enable pupils to be challenged appropriately and which ensures good progress for all ability groups;

Pupils' responsibility: in lessons, pupils are encouraged to make decisions. They are given responsibility for equipment, group organisation, and, at times, their own learning, as they practise and repeat movements in order to improve efficiency and the quality of their performances.

Support Staff: Learning Support Assistants and resources are well deployed.

The ethos of Oak Cottage is that pupils should be praised for their achievements and that all feedback is as positive as possible. Wherever possible any comments made are constructive and therefore encourage and support those pupils struggling, ensuring they feel a degree of success. Teachers and pupils will be actively encouraged to evaluate other pupils' performances in a positive manner. In such an environment, it is hoped that all pupils will have the confidence to attempt new activities and thus develop the skills necessary to execute them.

Opportunities within our P.E. curriculum are used to develop other areas of the curriculum. These are:

ICT: To aid the teaching of key skills, peer assessment, analysis of performance, self-evaluation, record of progress and as a stimulus. Various resources are available e.g. iPad, internet resources, video clips etc.

Literacy: Speaking and listening skills are prompted through evaluating and appraising work produced by themselves and their peers. Children are encouraged to offer constructive criticism and discuss methods to improve their work. Literacy is also promoted through the children recording their sequences, games and ideas as reminders; or as a working document for other groups of children to use.

Numeracy: Elements of problem solving are approached through creating dance sequences and new games. Dance and gymnastics also extends opportunities for shape and pattern. At Key Stage One number work is evident through practical games and warm up tasks.

Science & Personal, Social and Health Education: Physical Education contributes to the children's personal and social skills throughout the subject, encouraging children to interact with all and abiding by game rules. It offers the children opportunities to develop acceptable behaviour in a variety of situations. Health education is promoted through delivering the benefits of exercise and healthy eating. Physical Education gives the children the opportunity to experience how their body works in different situations.

Spiritual, Moral and Cultural Development: The structure of our Physical Education curriculum, and after school clubs expects children to work with others' irrespective of race, sex or ability. This enables the children to gain respect for everyone therefore gaining a better understanding of themselves and others.

DIFFERENTIATION

Physical Education at Oak Cottage complies with the three basic principles for inclusion in that it will:

- Set suitable learning challenges.
- Respond to pupils' diverse learning needs.
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils.

The action necessary to respond to an individual's requirements for curriculum access is met through greater differentiation of task and materials. Some pupils may need specialist equipment and approaches, or access to alternative or adapted activities, consistent with school-based intervention or in exceptional circumstances, with a statement of special education needs. There are also annual competitions, run by our SSP (School Sports Partnership), for children who may not be as confident in PE and for children with SEND, which we attend each year as they meet the needs of some of our children and provide a positive sporting experience for them.

Our scheme of work (GetSet4PE) also provides a wealth of support and guidance for teachers to support with tailoring their lessons for their SEND pupils.

Pupils recognised as gifted and talented may also be catered for by specialist coaches, during and after school hours. There are also a wide range of school and district teams, performing in competitive competitions, which can be used as an avenue of encouraging and developing more able pupils further.

EQUALITY OF OPPORTUNITY AND INCLUSION

All pupils shall have the same access to the subject, regardless of their gender, disability, race or cultural background. Pupils shall have opportunities to study physical activities from multi-cultural sources, for example through dance. All pupils should be provided with learning experiences that are aimed to enable them to experience success and pleasure, gain confidence and acquire competence.

Families whose cultural and/or religion directs specific standards of dress in school will be encouraged to determine appropriate clothing for Physical Education, which supports our duty of care to the health and safety of learners. (See PE Kit and Jewellery section below.)

RESOURCES

Resources are recorded, stored, monitored and maintained. These are regularly reviewed in order to ensure they are appropriate to the range of ages, abilities and needs of the children in order to enhance learning. Most resources are kept in the PE cupboard, location within the school hall, with gymnastic equipment being located around the outside of the hall. Resources should be returned in good condition and working order. The pupils are encouraged to:

- Look after resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place
- Be told of any safety procedures relating to the carrying or handling of resources

Any damaged, breakage or loss of resources should be reported to the PE Leader as soon as possible. Any damage done to a piece of apparatus that could cause subsequent injury must be isolated from use, and reported. No other groups or individuals should be able to access the resource until such time as it has been made safe.

ASSESSMENT

Class teachers maintain a record of pupils' progress in PE lessons. An assessment is made at the end of every term and recorded on SIMS our assessment tracker. Teachers assess the pupils' responses to tasks set in lessons and across the school day to provide formative assessment, which goes towards the formal summative assessment.

HEALTH AND SAFETY

Teachers are responsible for safety in their own lessons and are, therefore, familiar with procedures associated with the teaching of particular activities and the area in

which it will take place. All resources should be safe and fit for purpose and so teachers check them beforehand. All pupils are taught how to handle and carry apparatus and equipment appropriately. They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.

Staff who lack confidence in teaching areas of activities are supported by the PE Leaders and should be provided with appropriate training and development.

If an accident occurs during Physical Education lessons, which is deserving of first aid, the teacher involved is to follow the school's first aid procedures. Risk assessments for resources and locations are carried out annually and equipment is also maintained annually.

The PESSPA publication 'Safe Practice in Physical Education, School Sport and Physical Activity' is also kept by the PE lead and is available to all staff.

PE KIT AND JEWELLERY

Children must be dressed appropriately for P.E. lessons. Children in Years 1-6 are allowed to come into school in their PE kits ready for their PE lessons. Reception, however, do come into school in their normal school uniform and must change for P.E. due to it being one of their early learning goals. It is expected that teachers are to set a good example by wearing appropriate clothing and footwear when teaching P.E. e.g. trainers, tracksuits, which in-part is also for their own safety.

PE kit:

Maroon shorts (optional maroon games skort for KS2 girls)

Plain white polo shirt

White socks/grey socks

Black pumps for indoor P.E.

Trainers for outdoor PE

Plain NAVY BLUE OR BLACK tracksuit for use in cold weather (optional)

School maroon jumper with the school logo

Children can wear trainers for outdoor PE and pumps for indoor sessions. They will also be required to be barefoot for gymnastic and dance sessions in the hall.

Jewellery:

Jewellery may not be worn and long hair needs to be tied back. Earrings should not be worn at school during the day but this is especially important on PE days. Earrings cannot be taped up for PE as they still pose a health and safety concern. Any children wearing earrings on PE days will be required to remove them for PE. If a child is unable to remove them, they will not be able to participate in the PE lesson that day. Religious jewellery including bangles, bracelets or necklaces must also be removed for PE lessons as they are also a health and safety concern.

EXTRA CURRICULAR ACTIVITIES / EXTENDED CURRICULUM

A wide range of extracurricular activities are available ensuring there is the opportunity for all pupils to enjoy the weekly recommended 5 hours of P.E./sport per week, which can be achieved through after school clubs and out of school sports/activities e.g. swimming, dance and karate. These clubs/sports are signposted in school and on the school website and are ongoing throughout the year. Outside

agencies and professional sports coaches are welcomed into the school to work with children both in curriculum time and after school.

Activities that are catered for over the academic year include:

- Football
- Netball
- Dance
- Martial Arts
- Athletics
- Gymnastics
- Rounders
- Cricket

Where sports coaches or leaders are working within the school, providing support for curriculum PE or running out of school hours learning activities and clubs, we ensure that activities are safe and of a high quality. All voluntary and paid staff must:

- Provide a DBS certificate
- Be qualified or working towards a nationally recognised qualification in the appropriate sport or activity
- Keep a register of all pupils attending each session
- Be aware of any medical conditions among children and the first aid procedures in the school
- Report any accidents and incidents to the PE Leader and First Aider.
- Ensure all sessions are inclusive to all children
- Ensure the school rules regarding behaviour are adhered to
- Adhere to all safety and accident procedures
- Discuss activities with the PE Leader on a regular basis

STAFF CONTINUING PROFESSIONAL DEVELOPMENT

All staff, especially ECT's, are encouraged to take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up-to-date knowledge of activities. Staff should be comfortable and competent in the area of activity being taught. Staff are expected, through informal channels, staff voice questionnaires and through performance management meetings and reviews, to indicate where they feel they need training so that appropriate support can be given by either the subject leaders, through demonstration lessons observations or team teaching sessions, or the PE advisor through the LA or the School Games Co-ordinator (SGO) for Oak Cottage's cluster partnership school.

All staff are given the opportunity each year to receive a range of CPD opportunities in PE. This is provided by a qualified sports coach providing 6 week blocks of CPD and through our annual membership with the South Solihull School Sports Partnership.

All staff who attend any CPD courses are encouraged to provide feedback and make information available to staff.

PARENTS

Parents are made aware of the P.E curriculum for the academic year. Achievements are communicated to parents via the newsletter and parents are informed of what extra curricula clubs are on offer for the forthcoming academic year. Parents are

informed of any inter school competition and receive all necessary information in the form of a letter prior to the event.

GOVERNORS

The link governor for P.E is responsible for meeting at least twice a year with the P.E leader, for discussing subject strengths and areas for development, discussing and agreeing how the sports premium has been spent and for reporting these to the governing body.

GENERAL

Monitoring and evaluation of the policy is undertaken by the subject leader through the school's cycle of self-evaluation.

Revised by Stephanie Hosier September 2024
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