

Falconhurst School

Physical Education

Policy and Handbook



Reported to Teaching and Learning Standards Committee: 25th June 2020

Review date: June 2024

Section 1

Falconhurst School Policy for Teaching Primary Physical Education

Foreword

Physical education (PE) is a statutory subject in the new National Curriculum at all key stages. PE has benefitted from a high political profile over the last decade with the conviction that investing in sport offers wider benefits, in terms of health, educational achievement, social inclusion and combating crime. The London 2012 Olympics has also raised sport to a higher level on the political agenda, and both the leaders of 2012 and government ministers have hailed the opportunities which hosting the Olympics provide for helping to engage and sustain young people's participation in sport.

Equal Opportunities

All children should be provided with equal opportunities to participate in a curriculum where there are no barriers to access based on race, sex, religion, culture or ability. PE lessons should aim to provide quality experiences, which challenge all children.

More Able and Talented pupil Support:

At Falconhurst School we provide some specialist coaches to help in curricular and extra-curricular time in addition to ensuring the school enters the appropriate Milton Keynes sporting events so that pupils have the opportunity to compete. In addition, information on local clubs are given to the pupils.

Sport Premium Funding:

This grant is used across our school to enhance both the direct and indirect pupil impact of Sport and PE. An annual report detailing impact of grant expenditure and proposed expenditure is produced by the PE Leader for the Governing Body and School Website.

1. Introduction

At Falconhurst School 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. A broad and balanced physical education curriculum is intended to provide for pupils increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. The selection of suitably differentiated and logically developed tasks, will help pupils, irrespective of their innate ability, enjoy success and be motivated to further develop their individual potential and take

part in lifelong physical activity.

Providing a balanced range of individual, paired and group activities, in addition to, co-operative, collaborative and competitive situations aims to cater for the preferences, strengths and needs of every pupil. These activities, experienced within a broad physical education curriculum, aim to promote a broad base of movement knowledge, skills and understanding. They also intend to develop the pupils' ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.

The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop holistically focusing their creative and social abilities, through improvisation and problem solving. Pupils are encouraged to appreciate the importance of healthy and fit body, and begin to understand those factors that affect health and fitness.

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 school's planning for the development of pupils' literacy, numeracy, PSHE and ICT skills.

At Falconhurst, we pride ourselves on offering opportunity for our students. We believe that all children have the right to access a supportive and differentiated curriculum as well as sport and physical activity where extra-curricular. Together we strive for success in academic, creative, sporting and personal accomplishment.

2. Curricular Aims:

1. To develop skillful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.
2. To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
3. To improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance.
4. To develop an understanding of the effects of the exercise on the body and an appreciation of the value of safe exercising.
5. To develop the ability to work independently and communicate with and respond positively towards others.
6. To promote an understanding of safe practice and develop a sense of responsibility towards their own and others' safety and well-being.

3. Entitlement

All children are entitled to a progressive and comprehensive Physical Education programme, which embraces the Statutory Orders of the National Curriculum (NC) and Early Years Foundation Stage (EYFS) Guidance, which takes account of individual interests and needs.

In the **EYFS Stage**, practitioners:

- Plan activities that offer appropriate physical challenged. Provide sufficient space, indoors and outdoors, to set up relevant activities.
- Give sufficient time for children to use a range of equipment and whenever possible teach just half the class in each session.
- Provide resources that can be used in a variety of ways or to support specific skills.
- Introduce the language of movement to children, alongside their actions.
- Provide time and opportunities for children with physical disabilities or motor impairments to develop their physical skills, working as necessary with physiotherapists and occupational therapists.
- Use additional adult help, if necessary, to support individuals and to encourage increased independence in physical activities.

In **Key Stage 1**, Pupils are encouraged to 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 are able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

In **Key Stage 2** Pupils 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 are encouraged to enjoy communicating, collaborating and competing with each other. Teaching enables them to develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils have access to all components of the National Curriculum Programme of Study: Athletics, Dance, Games, Gymnastics, Outdoor Education and Swimming* so that they can develop flexibility, strength, technique, control and balance throughout these activities.

***Swimming and water safety**

As all schools **must** provide swimming instruction either in key stage 1 or key stage 2, we currently ensure that swimming lessons take place at Woughton Leisure Centre, for all KS2 pupils, for at least a half-term, with a view to begin embedding sessions into the year 2 summer curriculum. Pupils are encouraged to swim with a level of sophistication commensurate with their ability. Water reluctant children are encouraged to enter the water and work towards swimming competently; whilst more confident and proficient swimmers are encouraged to use a range of strokes and perform safe self-rescue.

4. Planning the PE Curriculum

The PE curriculum is planned to provide a broad and balanced menu of physical activities. Falconhurst predominantly uses the Primary PE Passport schemes of work to inform from long term to short term planning and resources. This is online bank of planning will allow for videos to be played alongside as appropriate teaching aids. MKSSP schemes of work and planning is also available for use at school for all year groups and by all staff.

The school long-term plan as well as all planning will be found on the Primary PE Passport app which is available on all iPads. The additional MKSSP lesson plans, can be found on the teachers' server in the PE file. Each class teacher is responsible for their own planning and resources, examples can be found on the app or through the PE Leader. Teachers identify their risk assessments, differentiated learning tasks and assessment opportunities which can be inputted on the app.

Lessons using the app are set out using the format of:

- **Introduction and Lesson objectives** with an opportunity to check previous knowledge and discuss technical language. Videos will demonstrate appropriate techniques for skills.
- **Warm-up** is a recap of previous week's skills and aims to keep all children active and prepared for the lesson.
- **Main session** involves a range of activities to support the learning objectives. Children work in small groups to practice the focus skill in different scenarios.
- **Game based learning** is the opportunity for children to use the skill they have learned in a competitive environment, normally in small groups with the opportunity to discuss team performance. Tactics to improve and performance analysis will be more evident in upper school.
- **Conclusion** gives the children time to self-assess their ability against the objectives with the teacher giving feedback on performances of individuals and groups.

When using MKSSP resources the following layout will need to be used unless it is an activity to support the Primary PE Passport framework:

“On your marks” activities such as active starters, heart-rate raising warm-up activities, mobility exercises and stretches before the main task and the warm up should be closely related to the main activity.

“Get set” activities to develop subject knowledge and skills with clear learning objectives with & outcomes stated.

“Go” activities where the pupils can go play, create or plan activities to develop their skills in game or performance activities.

Opportunities are taken where appropriate to make links between aspects of PE and our pathways and other subjects across the curriculum.

Implementation and Challenge

The following are considered when planning lessons to ensure progression:

- Making links between previous experiences and new skills
- Setting tasks which develop new knowledge and understanding
- Moving from familiar to unfamiliar contexts
- Planning to include elements of difficulty, variety and quality within each activity
- Make cross-curricular links to enhance learning

As children become older and more mature, progression involves:

- The application of existing skills and knowledge to more complex situations, e.g. working in larger groups, using different apparatus etc.
- Increasing confidence to work independently
- Developing children's ability to assess their own work and that of others, against criteria decided by themselves.

Quality PE lessons at Falconhurst include challenges for pupils, which involves developing:

- Feeling of improvement and a sense of accomplishment/ achievement
- Learning something new and wanting to learn more
- Physical well-being
- A feeling of independence
- Wanting to perform well and with imagination and flair

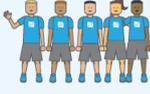
5. Differentiation via STTEP method

As all children have differing needs, abilities and interests, it is necessary to develop differentiated tasks so that all children are appropriately challenged to achieve successful outcomes. Children's self-confidence in their abilities within PE is crucial, and teachers must be identified on the short-term plans.

Teachers decide their own pupil groupings for PE. These may be sometimes be ability, behaviour and or friendship. (Literacy and Numeracy groups are seldom used.) Children knowing their 'PE groups' helps the organisation of lessons, particularly in small group

games and dance and gymnastics compositional work.

Use of the STTEP framework (Space, Task, Time, Equipment and People) is an effective tool for differentiating to meet all individual needs and is readily available from the PE Leader.

	S SPACE	T TIME	T TASK	E EQUIPMENT	P PEOPLE
ORGANIZATION	Space	Duration	Roles Interaction		Grouping
PRESENTATION	Tidy & Safe Environment		Teaching style Response	Resources	Support (TA) Learning Style
CONTENT		Pace	Task Level Style		

Source:MKSSP

6. Assessment of Pupil Progress and Attainment in PE

Falconhurst uses Primary PE Passport to track the progress and attainment of all children. Each lesson outlines specific learning intentions in line with the 2014 National Curriculum Guidelines. Lesson objectives and unit objectives are outlined at the beginning of each lesson and are communicating with the children using the correct technical language.

Teachers will assess children during the lesson (where possible) or shortly after the end of a lesson based on the skills they have seen. Assessments are separated into three key components:

- Performance: Focus on skill based learning.
- Competition: Focus on experiencing a competitive scenario
- Personal and Social Development: Focus on technical language and discussion of skills and teamwork

Teachers will assess children using the specific learning objectives for that lesson using Bronze, Silver, Gold and Greater Depth. Children judged to be working towards an objective will be assessed as Bronze, working at corresponds to a Silver award, children working above the expected standard will be assessed at Gold or Greater Depth.

Teachers will use the Conclusion part of the lesson to discuss the learning with children and allow them time to self-assess their own and group performances. Teachers will be mindful of the objectives across the three components and use ongoing assessment to build a profile for each individual child. Photographs are taken throughout the lesson to add to the assessment profile of the class and individual children. These photos are shared with the children to allow for discussion about skills and techniques before, during and after lessons.

Further information on measuring progress in PE can be sought from the PE Leader.

7. Time Allocation for PE

At Falconhurst School we aim to provide all of our pupils with at least 2 hours of high quality PE, sport and physical activity each week (see sections below on active lunchtimes, out of school hours learning and the school sports partnership). We will also be working on increasing this to reflect the Department of Health guidelines for daily physical activity as follows:

Early Years/Under 5s: Children of pre-school age who are capable of walking unaided should be physically active daily for at least 180 minutes (3 hours), spread throughout the day.

All children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day.

5 to 18 years: All children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes an up to several hours every day. Vigorous intensity activities, including those that strengthen muscle and bone, should be incorporated at least three days a week.

The hall is timetabled to allow each year group to have access for curriculum PE time at least once a week. There is no timetable for outdoor PE due to the size and accessibility to the playground and field. The latter takes place throughout the year with pupils suitably dressed.

PE is rarely cancelled. The school values regular and frequent lessons to develop children's skills and abilities. In the event of weather conditions making it unsuitable to complete the activity planned, alternative arrangements should be made. These include class based activities around the activity (e.g. evaluating and improving work based on watching video clips from previous weeks, class activities based on knowledge and understanding of fitness and health) or rescheduling the activity for another day. If the indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning intentions to be achieved.

In addition to curriculum lessons every class offers at least 15 minutes intense physical activity every day through the use of the dance or a daily mile run to prevent sedentary learning.

On no account is PE used as a sanction.

9. Active Learning Outside of 'taught sessions':

At lunchtimes pupils are supervised by Midday Supervisors with access to the playground, field and courts, provide purposeful skill and health enhancing activities that aim to improve behaviour, attitudes to learning and healthy living. Music and play equipment is accessible and available to promote and encourage active lifestyles. In addition, Year 5 and 6 'Lunch

Leaders' zone and organize activities to encourage active participation in physical activities, games and dance.

Falconhurst offers a wide range of extra-curricular sports clubs for KS1 and KS2 students by staff and external coaching at lunchtime and after school. Sports will vary and be seasonal. They may also include opportunities for competitions as one-off matches, tournaments and festivals or as part of a league.

All clubs are open to any pupil in the relevant year group. Staff will assist lunchtime supervisors by providing lists of pupils who will need early access to the dining hall etc. Staff will notify pupils of any cancellation or rearrangements of clubs as soon as possible.

10. PE Kit

All children should have a clearly named PE kit at school every day. Our PE kit consists of: Navy blue 'Team Falconhurst' round-necked T shirt, Navy blue shorts, Navy Tracksuit and a change of appropriate footwear.

PE kits should be taken home at the weekend / holidays for washing. Swimming kit should be brought to school on the day when swimming lessons take place and taken home afterwards.

Tracksuits may also be worn for outdoor activities in weather. Bare feet for gymnastics and dance produces better quality work, but the teacher should assess the condition of the hall floor before asking children to work with bare feet.

No jewellery should be worn for PE (children wearing earrings that cannot be removed will be asked to cover them with Microspore tape).

Long hair must be tied back (we have a supply of hair bands).

The PE store has spare items for children who forget their PE kit. Children who persistently forget their own PE kit should be reminded of the importance of PE and, if necessary, a note should be sent to their parents asking for their co-operation.

In the summer, children are expected to wear hats and sun cream.

Children should only miss PE lessons on health grounds, if this is requested by their parents, by direct contact with the school or in a note to the teacher.

Non participants should be included in the lessons. They can take the role of an evaluator, coach, score keeper etc. There are non-participant task sheets that are differentiated so that all children are still involved with the learning process. These can be found on the teachers' server.

Teachers and support staff involved in the lesson are expected to wear suitable footwear and clothing for teaching PE and be a role model.

11. Storage of PE Equipment

Most of the games equipment is kept in the PE cupboard in the hall. A range of balls and outdoor specific equipment is based in the store outside of the hall. Gymnastics floor mats is the only equipment to be stored in the school hall itself.

It is the responsibility of all staff to ensure that equipment is replaced in the cupboard tidily.

The PE cupboard is to remain locked with the key to be signed in and out from the office.

Children should not be allowed in the PE cupboard unless closely supervised.

The class teacher holds responsibility for checking and looking after the equipment and should report any missing or damaged equipment to the PE Leader. There is specific equipment that can be used lunchtimes which is stored in the outdoor shed.

12. Staff Development

Opportunities are taken by the PE Leader, and colleagues where possible, to attend courses in order to keep up to date. They then give summaries of information to the rest of the staff and draw attention to any new safety guidelines. CPD forms need to be filled out and handed in to the office to if a member of staff intends to develop their PE CPD.

MKSSP organise a full calendar of CPD opportunities in PE and many of these are held at MK College - Woughton Leisure centre site or local schools.

Further details on what courses are available can be found in the MKSSP CPD brochure with the office or PE Leader.

Section 2

Falconhurst School Protocols for Adults, other than Teachers, working alongside pupils delivering Physical Education

The two principles, which the school uses to influence decisions in respect of the suitability of adults to work with and alongside young people, are:

1. Has the adult got the appropriate specialist knowledge to be able to work safely with young people? (in most cases a national Governing Body Coaching Qualification is the best way of ensuring appropriate knowledge.)

2. That the adult is an appropriate person to work with young people and is known by both the school and wider community. Police checks have been the most common way to ensuring that individuals are 'fit and proper' to work with children and young people. The Head teacher asks for 2 confidential references from people within the local community.

The following procedures are used:

- Check the adult has an appropriate NGB Coaching qualification. See coaching guidance in appendix
- Set up an opportunity to explain school policy and procedure
- Take all reasonable care to ensure that the adult is an appropriate person to work with young people. This should include a police check and 2 confidential references from local people.
- Ensure a system of monitoring the activity on a regular basis is in place so that any problems can be picked up early.

Commissioned Activities

Insurance is a major concern and all adults working with young people must be insured against 3rd party liability. Whether we like it or not, we are part of the 'compensation culture'. All of us whether we are architects, lawyers, teachers or volunteers need to assess the nature and extent of our duty of care to others.

It is therefore essential that all parties are aware of what insurance cover exists to cover the activity. In most cases work with school aged pupils which is associated with school will be insured by the Local Authority providing the correct procedures for screening the adult have been followed.

The important issue is whether the activity is “Commissioned by the school”. An activity, which is being run for young people on behalf of the school either to provide additional opportunities to young people or to support activities, which are part of the normal school programme.

Activities, which take place on the school site, but are ‘not commissioned’ by the school must have their own insurance cover and would not normally be covered under the LA policy, (e.g. a local soccer club, which uses the school facilities on a Saturday morning). These activities are normally set up as a facility let and run independently.

Adults working in schools can be grouped into 4 categories:

Category 1 – A volunteer NGB qualified adult running a commissioned activity (unpaid). These people are qualified coaches and are working on behalf of the school to provide support and additional activities for pupils. They should hold a minimum NGB level 2 qualifications if working alone, level 1 if whole session is supervised by a member of teaching staff. The duty of care rests with the teacher or Head teacher and the activity should be monitored. The LA volunteer cover, covers insurance. These adults can work with young people within the guidance set out by the school providing the Head teacher is satisfied that the person meets the appropriate requirements, (set out in principles 1 and 2 above).

Category 2 – A NGB qualified adult running a commissioned activity (Paid), holding a minimum NGB level 2 qualifications is working alone, level 1 if whole session is supervised by a member of teaching staff. This category requires the same safe guards as category 1. Because the person is paid to work with pupils they will be insured under the LA insurance for staff. These adults should still be monitored and work within the guidance set out by the school.

Category 3 – An adult without a qualification but willing to support school activities. Adults in this category cannot take responsibility for groups of children, but can work alongside teachers to support activities. It is important that teachers do not ask these adults to run sessions independently of themselves. The duty of care rests with the teachers at all times and cannot be delegated.

Category 4 – A qualified coach wishing to charge pupils to attend their sessions/coaches offering to run activity sessions for schools and charge pupils for attending, are not insured by the LA. It is important that these adults have appropriate National Governing Body insurance and understand that the LA does not cover them.

Where coaches run sessions at weekends or in the evening on school sites, it is recommended that the activity be set up as a club and facilities are formally hired out to the coach. In this way the Head teacher is discharging responsibility for the care of the young people to the coach and removing any uncertainty as to whom is responsible.

Section 3

Safe Practice in Physical Education

“When injury occurs and fault exists it is most commonly down to faulty supervision, unsafe environment conditions or inappropriate activities” (Dougherty 1995)

The 2016 Safe Practice in Physical Education, School Sport and Physical Activity handbook is the guidance document for all matters relating to safety. All teaching and non-teaching staff should be aware of this document and know where it is located in the school.

In PE there will always be an element of risk. This PE handbook aims to help all teachers reduce risks to acceptable levels. Risk management is an increasingly used term for what is often called ‘safe practice’; consequently teachers will have the opportunity of undertaking INSET in risk management/safe practice in PE.

Risk management is about common sense judgements which show reasonable forethought about what could cause injury to a child and, if necessary, doing something about it. In addition, it involves occasional more formal recorded reviews, (this is the statutory aspect of risk assessment). The employee has a legal duty to carry these out. Formal, recorded risk assessments are most effectively done as a whole staff activity rather than by one person and in situ.

In order to ensure that at Falconhurst School **“Safe Practice equals Good Practice”**

- Regular checks are made on all equipment. The Leader makes frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the Leader when any items need replacing or repairing. Any items constituting a danger should be taken out of use immediately.
- All large items of PE equipment are inspected regularly by an independent safety officer under a contract. (The Local Authority organises a service level agreement with schools and ‘Continental Services’ undertake this task).
- Children are taught how to move and use apparatus safely under the supervisions of a teacher or responsible adult.
- Children are made aware of all safety points when undertaking any PE activity, (e.g. not lifting hockey stick or cricket bats dangerously, not jumping or running in front of others, etc).

- Children are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery. It is recommended that children do not wear any jewellery for PE lessons.
- Good class control is fundamental to safety
- Children know the importance of responding readily to instructions (refer to school behaviour policy for procedures in event of unacceptable behaviour).
- First aid equipment is available, and all staff know what to do and who to call for assistance in the event of an accident. Inhalers for children suffering from asthma are readily accessible.