

Elveden C of E  
Primary Academy



*Physical Education  
Protocol*

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## **Ethos and Purpose**

Physical Education at Elveden Academy encompasses more than just being active, it's about developing the necessary skills needed to confidently compete in sports, understanding the importance of physical and mental health and also the ability to push oneself to achieve a personal best. Therefore our aim is to provide our children with a breadth of memorable P.E experiences where they can boost their wellbeing, improve their physical skills, inquire sporting knowledge and develop their culture capital and competitive spirit.

By the time our students leave us, they will be well equipped with the skills, the knowledge, and the confidence required to actively participate in the competitive sporting world around them. They will be made familiar with various different sports, the rules, skills and tactics needed to play them, so that they can confidently be part of any sporting activity offered to them.

The policy aims to provide guidance on the teaching of physical education across the schools. It should be used in conjunction with the 2014 National Curriculum for Physical Education and the Complete PE Schemes of Work for each sport to be found in the PE cupboard and on the staff share google drive (these resources include rules, set up and recommended activities to ensure progression to a high standard).

The policy will:

- Provide a corporate statement of purpose for the schools, setting out the high expectations to be modelled by all members of staff teaching physical education.
- Ensure that each pupil's entitlement to physical is realised.
- Provide a clear basis from which to plan programmes of work.
- Make clear expectations for the safe delivery of physical education.
- Provide a source of reference for visitors to the school.

## **Aims and Objectives**

Engaging all pupils in regular physical activity is paramount to our policy- as the Chief Medical Officer Guidelines recommend that all children should engage in at least 60 minutes of physical activity a day, 30 minutes of which should be in school. Our ethos is that Physical Education should play a part in the whole education of the child. It makes a significant contribution to pupil's self-esteem and interpersonal skills. Physical Education involves pupils in a continual process of planning, performing and evaluating so that they can perform with increasing competence and confidence in a range of physical activities. These activities are in line with the 2014 national curriculum, which include: gymnastics, dance, games, swimming and water safety. Physical education should promote an understanding of their bodies in action. It should build upon foundations laid in the early years to develop competent movers and build positive attitudes towards a healthy lifestyle, which will allow children to make informed choices about physical activity. Competition is encouraged at all levels. Children compete against each other, for it is recognised that all children should be given the opportunity to be challenged, to succeed and have their personal bests acknowledged.

## **Teaching and Implementation**

In line with the National Curriculum (2014) we believe that Physical Education should provide opportunities for all to:

### Key Stage1:

- 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 and becoming aware of rhythm

### Key stage 2:

- 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 tactical principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance [for example, through athletics, gymnastics and Fundamental skills (Real PE)].
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Swimming:

- Swim competently, confidently and proficiently over a distance of at least 25 meters.
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- Perform safe self-rescue in different water-based situations.

We use a variety of teaching and learning styles in PE 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 and group performance as models for the other children. A variety of "models" are to be used to ensure the same aren't always selected; this can even be the teacher. 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. Teachers should aim to make competition more competitive, narrowing the gap between more and less able pupils.

### **The class teacher is expected to:**

- Prepare fully for all aspects of the lesson, including retrieving equipment from the cupboard and relevant resources/planning.
- Adhere to school policies and guidelines.
- Help develop the agreed scheme of work and follow the agreed long and medium-term plans for physical education; teaching two lessons a week to develop the relevant knowledge and skills in PE.
- Have due regard for safe practice and procedures to follow by reading the relevant sections of the 'safe practice' document.

- Attempt to achieve the highest standards of achievement and quality of learning.
- Be suitably dressed with appropriate footwear and ensure hair is tied up.
- Monitor progress and assess in accordance with the school assessment policy, delivering assessments to the subject leader in accordance with the assessment overview.

**All P.E lessons should contain the following elements:**

- **Active:** lessons should be **active for at least 80% of the lesson** and should aspire to higher than this.
- **Model:** Teachers should be wearing the appropriate kit, demonstrating enthusiasm and demonstrate a positive attitude to exercise.
- **Purpose:** Lessons should have clear objectives and defined learning outcomes, which should be explained to the pupils at the beginning of the lesson and revisited throughout.
- **Progression:** Pupils capabilities should be developed with increasing demand made on physical and mental processes. Building on previous learning is essential and so to be working to achieve successful outcomes through repetition, application and refinement of skills.
- **Pace:** High levels of activity, avoiding children staying stationary for too long, having clear expectations for high work rate. The physiological benefits of exercise should be explained and understood and their association with health emphasized. All children should understand how their body reacts to exercise and why it is important.
- **Coherence:** All teachers should reinforce previous understanding and establish links between curricular experiences.
- **Challenge:** High Expectations will be set for individual and group achievements. Pupils extended both physically and intellectually through interesting and competitive tasks.
- **Differentiation:** Will be achieved through using equipment appropriate to their ability and confidence, ensuring safe progression. Activities will challenge and extend, whilst also ensuring confidence and chance to succeed for all.
- **Pupil's responsibility:** children should be encouraged to set up and tidy away equipment, construct their own warm ups, exercises, practices and devise their own games with scoring systems. They will be aware of what they wish to achieve and how they can through training, practice and producing quality performances. They will become responsible for improving their own performance and monitoring improvement in their personal best skills.
- **Feedback:** Teachers will provide constructive feedback and the opportunity for children to reflect on their learning through key questions to ensure children make significant gains. Children will also peer coach and positively assess skills of others.
- **Coaches:** When a coach has been funded through the sports grant, teachers are to work alongside the professional, providing behaviour management support, learning the rules and necessary skills to upskill in that sport and eventually working in partnership to ensure sustainable allocation of the sport grant.

## Curriculum Time

Early Years Foundation Stage: Year R 1 x 45 minutes, but due to the EYFS curriculum including Physical Development, it is provided for everyday in continuous provision with equipment specifically bought for this purpose through the sports grant. Children also have the opportunity to develop physically at Forest Schools.

KS1 and KS2 2 x 1hour – 2 hours per week.

We encourage the physical development of our children in the early years as a prime area for their development. We relate the physical development of the children to the objectives set out in EYFS curriculum, which underpin the planning for the curriculum planning for children aged three to five years of age. We teach dance, games, gymnastics and athletics at KS1 and 2, as well as swimming and water safety in KS2. KS2 children swim weekly for 30 minutes for one term each year at Thetford Leisure Centre Swimming Pool. The children receive Swim England Award badges and certificates for their achievements.

The school follows the Complete P.E scheme of work for PE, as outlined by the national curriculum, which is tailored to meet the requirements of the FHSSP tournaments; this is supplemented by supporting materials from courses, coaches and schemes of work for each sport (all of which are kept in the PE cupboard).

## **Equal Opportunities**

All children are provided with equal opportunities to participate in a curriculum in which there are no barriers to access based on race, sex, culture or ability.

### **Special Educational Needs**

Wherever practical, provision will be made for children with special educational needs where it affects their performance in PE, and work in PE will take into account the targets set for individual children in the Individual Support Plans (ISPs). It is important to concentrate on children's abilities and needs, not their disabilities. The aim is to improve their movement skills and helps to change feelings of disaffection, under-achievement and low self-esteem. In some cases, it may not be practical to provide sufficient physical activities within school, so the SEND Subject leader, in liaison with the PE Subject leader, will contact appropriate agencies to make additional arrangements for these pupils.

### **More Able**

We believe in creating opportunities and experiences to extend and develop our **more able** and talented PE pupils. A register is collected and activities, coaching and contacts are given to these pupils to extend and develop their talents further, **see more able protocol.**

## **Cross Curricular Links**

PE contributes to a variety of other areas of the curriculum including:

- **English**- Encouraging children to describe what they have done and to discuss how they might improve their performance through key questions.
- Mathematics -measuring, distance, time and counting.
- Computing- through the use of cameras, recording through photographs and playing back video footage of self/peer performance and skills learnt..
- PSHE – benefits of exercise and healthy eating and how to make informed choices.
- Science – movement and physical development of the body in action.

## **Differentiation**

Physical Education is an entitlement for all, so programmes are planned and implemented to enable learning for each individual to progress at the optimum rate, as in all classes there are children of differing physical ability.

This can include:

- Different grouping or equipment within the class.
- Tasks, skills and drills which allow a different range of outcomes.
- Various levels of support by the teacher or peers.
- A range of different tasks [for example, circuit cards].
- Having available a range of different resources.
- Ensuring resources used are appropriate for ability and confidence level.

## **Assessment**

The class teacher carries out assessment as they observe children working during lessons. The 2014 national curriculum clearly states the expectations of a child based on age phase and children will be assessed as having acquired the skills or not. Records are kept and annual reports sent home.

The PE subject leader keeps photographic evidence of children's skills and progression (in PE subject leader's folder on google drive). All Teachers assess skills and knowledge in P.E using the assessment model on Complete P.E.. Assessment data is then uploaded termly to Pupil Asset by class teachers after they have taught each area of learning. This demonstrates whether children are making progress appropriate to their age. Subject lead to monitor this progress. Swimming assessments are also carried out by the subject lead and children's swimming achievements are celebrated and shared on the school website.

## **Continuity and progression**

Continuity is achieved through coherent planning across each key stage, communication between teachers within parallel classes and across key stages, monitoring of lessons and planning by the subject leader and use of record keeping and documentation. The monitoring of standards in the delivery of PE and the quality of children's work is the responsibility of the PE Subject leader. It is also the responsibility of the PE Subject leader to induct and support new staff in the safe running of a PE lesson and ensure they have the appropriate kit to wear.

The PE Subject leader provides the head teachers with an annual action plan, which includes the planned allocation of the sports grant, which is continually evaluated and updated throughout the academic year.

## **Non-Participant**

If, for any reason, a pupil is unable to take a practical role in the lesson, he/she should provide a note of explanation signed by the parent/carer. The child should still accompany the class for the PE lesson in the role of coach/referee/equipment monitor, so that they may still learn through observation and in helping others. In KS2, pupils can take on an active role using the Complete P.E non-participant activity. If it is unsuitable for them to join, alternate arrangements will be made with another class, a child should never be left behind in the classroom unsupervised.

Children without a PE kit will simply need to borrow a spare kit, which will be kept in the P.E cupboard. Where spare kit is unavailable, children should make suitable alterations to their uniform. i.e remove school ties in KS2.

## **Clothing, footwear and jewellery**

It is essential that this is consistent throughout the school to maintain high standards and reinforce behavioural expectations. Children can come to school in their P.E. kit on P.E. days to allow us to maximize the time children are active.

P.E kits should consist of the following:

**For indoors:** Plain white t-shirt, black shorts and plimsolls /trainers

**For outdoors:** Trainers, plain white shirt, black jumper and black tracksuit bottoms/shorts

**Additional winter:** Plastic studded boots, gripping gloves, hat, thermal, Outdoor school P.E jacket (Elveden).

Children **must not** wear scarves or hooded tops to ensure safety.

**No jewellery to be worn during PE.** In the event that studs cannot be removed, these are to be covered with tape by parents. Teachers are not to remove the tape once applied.

## **Health and Safety**

Each lesson should begin with a check of the children's kit, the boundaries and procedures established to ensure a safe PE lesson. As they progress through the curriculum they should develop their own ability to risk assess.

Teachers must ensure that asthma pumps are brought to the lesson if required.

The wearing of glasses is dependent on advice from parents and opticians.

Headbands that have teeth may not be worn and long hair must be tied back.

First aid kit equipment is available throughout the school and staff are trained in what to do and will follow the school's first aid policy. Mrs Mathers is our medical lead and holds medical records and each class teacher has a copy of these

Regular checks are made on all equipment and an independent safety officer, who carries out all repairs, makes an annual check. The subject leader should make frequent visual checks for wear and tear and all staff are responsible for reporting any items that are damaged or missing.

## **Extracurricular activities**

The school provides a range of PE-related extra curricular at the end of the school day. These are run by both staff and hired coaches and allow for 50 % participation by girls and boys. Clubs aim to both further the opportunities of more able and encourage any child who wishes to participate. These opportunities foster a sense of team spirit and co-operation amongst our children, as well contributing to the wider enjoyment of school.

## **Partnerships**

Elveden are members of the Forest Heath School Sports Partnership as led by the excellent Forest Heath School Sports Subject leader. This enables us to access a calendar of tournaments, staff training and shared equipment. Being an active member requires attendance to termly meetings held at schools across the partnership and completion of central entry forms for tournaments and special events by the PE Subject leader.

Successes of school teams within FHSSP tournaments will also open the way for competition at county level, as enjoyed by previous teams such as Football, Athletics, Gymnastics, Rounders, Dance, Cheerleading and Swimming.

## **Resources**

Resources are available across both schools and have been heavily invested in thanks to the sports grant.

All indoor equipment can be found stored, boxed and clearly labeled in the PE cupboard. It is the responsibility of the member of staff who used the equipment to ensure it is returned correct and in order. It is the responsibility of the PE Subject leader to monitor this, perform audits and make arrangements for the repair or replacement of damaged or missing equipment. The same applies to the outdoor PE equipment stored in the shed only to be accessed by adults and locked of a night. There is a locked storage box at the MUGA, where tennis nets are securely stored. All other equipment is taken over to the MUGA for each session. The hall contains a range of apparatus and it is expected that children help in the set up and put away as part of their work. By doing so they learn to handle equipment safely and spot when it is unsafe to use the apparatus.

The children use the school field and the adjacent cricket field (Elveden Estate have granted permission for this) for games to take place on there, which is to be monitored for health and safety by the PE Subject leader and any issues reported to the caretaker. The new MUGA area on the cricket ground is also used by the pupils for P.E lessons; this area is also monitored by the PE Subject leader and any issues reported to the caretaker.

## **Review**

This policy will be reviewed as necessary and amendments made by the PE Subject leader in consultation with the Senior Leadership Team at Elveden Academy.