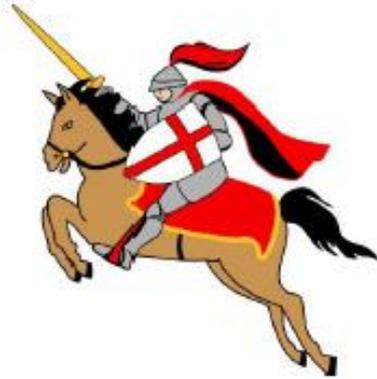


Conisbrough Ivanhoe Primary Academy



P.E Policy

Our Vision

At Ivanhoe we aim to inspire and engage children's interest in sporting activities by providing a wide variety of opportunities and experiences both in school and off site.

Through physical education and sport we aim to teach our pupils new skills and show them how to improve in a fun, safe and motivating environment. We strive to give children the opportunity to compete internally, and with other schools to encourage values of determination, respect, friendship, courage, equality and inspiration. In correlation to physical and skill development, an emphasis is placed on a holistic approach to P.E. Through stimulating and engaging activities it is intended that all learners, irrespective of their innate and physical ability, will enjoy success and be motivated to develop their individual potential. We endeavour for our pupils to develop a healthy attitude towards sport and physical activity which will lead to them fostering a physical wellbeing and a healthy lifestyle in order to establish long lasting lifestyle messages.

By creating experiences, broadening sporting opportunities and instilling a passion for P.E our pupils will become healthy, determined, confident and active young people ready for the next stage of their lives.

Aims

- To provide children with a selection of sporting and physical activity experiences which they may not otherwise get the opportunity to do.
- To introduce children to a wide variety of sports and physical activities.
- To encourage children to adopt physical activity as a natural factor of life.
- To include all pupils in physical activity and give them the opportunity to reach their full potential regardless of ability, age, gender, cultural or ethnic background
- To increase pupils' participation in and enjoyment of physical activity within and outside the curriculum meeting the Government's recommendation.
- To develop skilful use of the body.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- 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.
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.
- To improve pupils' health and develop an understanding of the importance of activity in maintaining a healthy lifestyle.
- To develop the ability to work both independently and co-operatively.
- To promote an understanding of safe practice and develop a sense of responsibility towards the safety and well-being of themselves and of others.
- To allow pupils to work and compete in environments which are safe, familiar, different and challenging and to be concerned with their own and others' safety in all activities.

Teaching and Learning

Scheme of Work

The school follows the IPEP scheme of work. This scheme was adopted to aid teachers with an abundance of resources and lesson plans that are easy to follow therefore, increasing staff confidence in delivery and overall having a positive impact on PE provision. In addition to this, the skill content and wide variety of sports involved in the scheme allow children to be introduced to new opportunities and experiences – from previous pupil surveys and observations this was an area that was in need of improving. The scheme clearly defines curriculum maps and long and medium term planning which can be easily

accessed by staff and the P.E coordinator online. The lessons can be adapted to meet the needs of each individual class and are supplemented with ideas and activities which correlate with the assessment programme used (Active Fusion: Head, Hands Heart). Lessons are blocked in units of work to promote greater depth of understanding, developing skills, contextual application of these skills and the ability to perform reflectively. Experienced Sports Coaches (Premier League, Allstars Cricket) are often invited into school to support our curriculum because at Ivanhoe, we recognise the advantages and benefits of working alongside and delivering outside agencies; such as creating developmental pathways.

Both the IPEP scheme and assessment programme are in accordance with the current National Curriculum guidelines.

Curriculum

Early Years Foundation Stage

Physical development within the EYFS framework is one of three prime areas for learning.

The two related early learning goals are:

- Expected
 - Moving and handling – Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
 - Health and self-care – children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
- Exceeding
 - Moving and handling – Children can confidently hop and skip in time to music.
 - Health and self-care – Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

Children access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. In addition to this, they also have a weekly PE lesson that follows the PE scheme of work as set out by IPEP.

Key Stage 1

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.

Key Stage 2

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 [for example, through athletics and gymnastics]
- 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.

Extra-Curriculum

The government guidance recommends 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 – 30minutes of those to be achieved at school. At Ivanhoe we endeavour to contribute to this target by embedding the following into a school day:

- Each class is timetabled so that they can access 1.5-2 hours of high quality PE activities/lessons per week.
- 4 after school clubs run weekly for all children to attend with a different focus each half-term.
- 20 children in KS1 and 20 in KS2 have been trained up as playtime leaders and are timetabled to deliver sporting games and activities during playtimes and lunchtimes.
- Through Active Fusion links and The School Games, the children are all given regular opportunities to participate in school competitive sporting activities.
- The daily mile is completed daily in KS1 and 3 times a week in KS2.
- Active brain breaks are used throughout the school.

The School Office Admin Assistant liaises with teachers/support staff and sports coaches to arrange After school clubs and attendance of teams at External Sporting competitions.

Cross-Curricular

We encourage our teachers to incorporate other curricular links with P.E. across their teaching and learning.

Literacy - sequences, following/giving instructions, oral/peer assessments, speaking and listening, movement within drama and subject-specific vocabulary, tradition tales/fictional characters dance (IPEP)

Maths - measurement, shape and space, sequences, number, angles, position and movement, rotation, time, data handling.

ICT - Children use capturing and recording equipment (cameras and videos) for evaluation/ development of skills. Videos of professional/skilled athletes are also used to help develop good technique.

PSHE - following rules, living healthily, co-operating with others and understanding fairness and equality.

Geography – Mountains/Earthquake Dance (IPEP)

R.S – celebrations dance (IPEP)

Science – the human body, animal/ Magnets/Electricity/Space dance/Materials (IPEP), gymnastics The Water Cycle (IPEP).

History – gymnastics famous people (IPEP), gymnastics Romans/Vikings/WW2 (IPEP), Dance Ancient Egyptians/Stone Age/The Victorians/WW2 (IPEP).

Foul Weather

In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made. If the indoor space is available, the activity could be taught inside with modification or adaption still allowing the learning intentions to be achieved. Each year group is allocated hall space for P.E. If in the case year groups clash (Key Stages), allocation will be shared to 1 hour each. Other alternatives may include class based activity, or rescheduling the activity for another day.

Swimming

Swimming is provided by a qualified coach at Dearne Valley leisure Centre and it is compulsory for our Year 5 pupils. Swimming lessons will begin Spring 2 and last over 2 half terms in order to achieve the National Curriculum badge. These lessons replace a weekly P.E. lesson for this year group. Children are taught to:

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

Any children who do not achieve the above standards will return the following year until their curriculum level has been achieved. Children who have already achieved the above criteria when the lessons begin will be able to partake in further certificates to enhance their swimming ability.

Equality & Inclusion

All learners have equality of opportunity to learn irrespective of their gender, ethnicity, ability, cultural and socio-economical background, experience, physique and their levels of maturation and fitness. All children should have a broad and balanced curriculum consistent to the requirements of the national curriculum. This can be achieved by employing the following strategies:

- Class teachers will ensure that spare PE kit is available for any occasional circumstances where a child does not have their own in school.
- For the purposes of competitions, all children will be given the opportunity to participate in the experience.
- Planned learning experiences should take account of learners differing levels of physical ability, experience and confidence and are suitably differentiated to allow for all learners to access the learning objectives at a level appropriate to them. The range and diversity of resources available should also support the learning needs of individual learners.
- The school believes that young people with SEN should take part in regular physical education, it is vital to their growth and development. The school hopes to ensure that all pupils with special educational needs are presented with a standard physical education programme.
- Children deemed to have Special Educational Needs will be given appropriate help when required, in accordance with the school's SEN policy.
- A register of Gifted and Talented pupils who demonstrate exceptional performance or talent in a sporting area is kept and updated each year and children and parents are given details of sporting pathways.

Assessment and Recording

Teachers assess children's work in PE as they observe them working during lessons. Pupils are given opportunities to assess their own performances using assessment for learning success criteria. Physical development levels and progress are recorded by the EYFS teachers for each child. Levels of attainment are recorded on skills grids for KS1 and KS2 pupils. At the end of a unit of work, teachers make judgements as to whether a child has met, exceeded or is working towards the expectations for each individual area of P.E and this should be recorded and can be used to enable the teacher to make an annual assessment of overall progress for a child. The assessment system used by Ivanhoe is Active Fusion's 'Head, Heart, Hands'.

Head -

THE THINKING PHYSICAL BEING:

Decision maker
Analytical-deep understanding
Confident
Creative

Heart -

THE BEHAVIOURAL CHANGE PHYSICAL BEING:

Involved and engaged
Grows socially and emotionally
Builds character and values
Leads a healthy active lifestyle

Hands –

THE DOING PHYSICAL BEING:

Physically competent
Grows and develops
Physically active
Competitive

Effective delivery of the National Curriculum Expectations through the assistant of the IPEP planning and resources will ensure that children develop into thinking physical beings and doing physical beings which will impact on the behavioural change to equip them for lifelong participation.

Resources

- There is a variety of equipment to enable pupils to achieve objectives, which are best suited for their age and stage.
- Indoor equipment is stored in the P.E stockroom in the hall.
- Large equipment/ mats and some indoor PE resources are stored in the hall.
- Outdoor equipment is stored in the outdoor store (keys are available from the main office).
- Larger outdoor equipment such as netball posts are stored behind Portakabin 2.
- It is important that those responsible for teaching the subject are fully aware of the equipment and resources available to them. It is important all those responsible for teaching the subject are responsible for keeping both storerooms tidy and safe.

- PE equipment should not be stored in the classrooms or shared areas so that the resources will be available for use when needed in lessons.
- No children are allowed in the storerooms unsupervised by an adult due to a health and Safety risk.
- The IPEP scheme of work the school uses is available on iPADS and Laptops.
- P.E. equipment is purchased through the school budget or from Sports Premium Funding. A 'resource order' sheet is attached outside the main stockroom for teachers to add missing resources or low stock for the PE coordinator to order.
- The children are taught the safe methods for carrying and positioning apparatus

Health & Safety

All teachers make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult. They are taught to recognize hazards, assess the consequent risks and take steps to control the risks to themselves and others.

First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident. Inhalers for pupils suffering from asthma are made readily accessible. Children with diabetes are monitored closely throughout and after PE lessons by staff. Regular checks are made on all equipment. The subject leader makes termly visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear. Any items constituting a danger are taken out of use immediately.

Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings. Teachers ensure that no jewellery is worn in lessons and long hair should be tied back. If earrings cannot be taken out, children cannot take part in the physical activity but will assist. Pupils wear suitable footwear when travelling to and from the hall. If a child has no trainers/pumps for outdoor PE they use their shoes if the activities are on the playground. Adults delivering PE sessions should follow the same clothing and jewellery policy.

P.E. Kit

As of September 2019, parents will have the opportunity to order P.E kit from school. Parents are also allowed to purchase their own P.E kit as long as it abides with the school P.E kit policy:

- Plain white T-shirt, preferably with school logo (not polo shirt).
- Plain, black P.E. shorts.
- Black plimsoles for indoor use
- Trainers for outdoor use
- For very cold weather, a track suit or extra sweatshirt may be worn over the top of PE kit.

Teachers are expected to set an example by wearing sport clothing when delivering a P.E lesson.

Children who are persistently without their kit should be reminded of the importance of P.E. and if necessary, a letter should be sent home, asking their parents for cooperation. Children who do not have P.E kit **will not** miss the P.E lesson. Spare kit will be provided unless their current attire is suitable. Children should only miss P.E. lessons on health grounds when it is requested by their parents either directly or by a letter to school. Children not taking part physically can be encouraged to take on an observational role in the lesson. This provides the child with an opportunity to critically analyse the lesson in which they are not participating in.

Role of PE Co-ordinator

- Support colleagues in planning and assessment
- Check and order equipment
- Organise and lead staff training
- Monitor the quality of teaching and learning through observations
- Liaise between outside agencies
- Oversee the continuity and progression within annual and medium term plans.
- Ensure the Sports Premium budget is used effectively and evidence is published to the LA.
- Organise and lead Sports Week (including Sports Day).
- Ensure regular participation in The School Games.

Staff Continued Professional Development (CPD)

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support and they will have the opportunity to be involved in any staff training that they require. All staff who attend any CPD course are expected to provide feedback/disseminate the information. Staff complete an evaluation of skills at the beginning of the year to highlight their strengths and area of development.