

VAUGHAN PRIMARY SCHOOL

PE Policy



Date of Policy: Spring 2023

Date of Review: Spring 2025

Next Review: To be reviewed bi annually

| Review Date | Changes made |
|--------------------|---------------------|
| SPRING 2023 | Assessment |

Introduction

“A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.”

(Physical education programmes of study: key stages 1 and 2. National curriculum in England 2014 Reference: DFE-00176-2013)

At Vaughan our vision is “to prepare our children for a happy future” and we believe that P.E. and school sport contribute to the holistic development of our children; through participation, our children build and learn more about our key values such as respect, responsibility and encouraging others. We recognise the benefits that PE has on the health and well-being of our children.

We believe that Physical Education should involve pupils in the continuous process of planning, performing and evaluating. This can be achieved by providing a progressive programme of study that promotes physical activity and a healthy lifestyle, develops positive attitudes and teaches safe practice while taking into consideration gender, ethnic origin, religious beliefs and ability.

Aims of Physical Education

The National Curriculum provides a basis for us to deliver a broad and balanced physical education programme which helps us to fulfil our main aims which are:-

PE offers opportunities for children to:

1. develop competence to excel in a broad range of physical activities
2. are physically active for sustained periods of time
3. engage in competitive sports and activities
4. lead healthy, active lives.

(Aims of physical education programmes of study: key stages 1 and 2. National curriculum in England 2014 Reference: DFE-00176-2013)

1. Developing competence to excel in a broad range of physical activities

Children should be encouraged to:

- be physically active
- adopt good posture and appropriate use of body

2. Be physically active for sustained periods of time

- engage in activities that develop cardiovascular health, flexibility, muscular strength and endurance
- develop an understanding of the importance of preparations for activity (warm-up) and recovery afterwards (cool down)
- develop an understanding of the importance of physical activity in maintaining a healthy lifestyle
- develop an understanding of changes which occur to the body during physical activity and their links with personal hygiene

3. Engaging in competitive sports and activities

Children should be encouraged to:

- observe the conventions of fair play, honest competition and good sporting behaviour as team members, individual participants and spectators
- develop an understanding of the need for rules in sport
- develop the ability to evaluate and improve on their performance
- appreciate and understand individual differences in levels of skill
- aim for their individual personal best
- evaluate and celebrate their own progress

4. Lead healthy, active lives.

Children should be encouraged to:

- participate and play a part in a lesson, whether engaging in full physical activity, watching and evaluating, timekeeping, scoring or supporting

- access a variety of extra-curricular opportunities
- make links to outside agencies, clubs and governing bodies to foster a continuing passion for sport

We aim to deliver a balanced programme, which provides children with opportunities to promote physical development and competence, and to develop artistic, aesthetic and linguistic understanding through movement.

We aim to give all children the opportunity to extend their range of psychomotor skills and develop their proficiency as well as appreciating the benefits of participation. Through Physical Education, we aim to develop inter-personal and problem-solving skills, develop personal qualities such as self-esteem, confidence, tolerance and empathy and help forge links between the school and its community.

PE and School Sport Premium Funding

What is the PE and sport premium?

The PE and sport premium is a government funding stream designed to help primary schools improve the quality of PE and sport activities they offer. Schools receive PE and sport premium funding based on the number of pupils in years 1 to 6, or in cases where schools don't follow year groups (for example, in some special schools), the number of pupils aged 5 to 10.

Schools with 16 or fewer eligible pupils will receive £1,000 per pupil, while schools with 17 or more eligible pupils will receive £16,000 and an additional payment of £10 per pupil.

This funding should be used to improve the quality and breadth of PE and sport provision.

We will continue to use PESS premium funding to improve;

- the engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
- the profile of PE and sport is raised across the school as a tool for whole-school improvement
- increased confidence, knowledge and skills of all staff in teaching PE and sport
- broader experience of a range of sports and activities offered to all pupils
- increased participation in competitive sport

Detailed annual funding statements and impact reviews are available for review by stakeholders on the school website.

THE SCHOOL

(A) STAFFING

- (a) Each class teacher will take his or her class for PE and, in addition, support teachers may take PE during a class teacher's PPA time. Learning support staff will be involved in supporting of PE lessons.
- (b) The PE Coordinator is a member of the teaching staff and has the following role:
- to work in collaboration with other colleagues to develop guidelines for PE to encourage good practice, high standards and meet agreed aims and objectives for all children.
 - to evaluate and keep up to date the schemes of work and other matters relating to PE including use of equipment, teaching methods and approaches.
 - to ensure that the needs of all children are met and be committed to equal opportunities.
 - to ensure all equipment is up-to-date and appropriate and to order and maintain PE equipment and resources.
 - to monitor standards and attainment of PE across the school.
 - to liaise with linked secondary school and cluster primary schools to assist continuity.
 - to encourage others and be prepared to organise and develop out-of-school sports activities.
 - to disseminate information and promote discussion on issues arising from attendance at appropriate courses and be prepared to organise school based INSET.
 - to link with parents and governors.
 - To organise and attend competitions with the relevant children.

NB: a full range of extra curricular activities can only take place with support of other staff. Any such activities which do take place must be organised and run in consultation with the PE co-ordinator.

(B) PHYSICAL RESOURCES AVAILABLE FOR PE IN EACH YEAR GROUP

- (a) For indoor PE activities the school has a hall and for outdoor PE activities the school has a playground and field in EYFS/KS1 and a playground and grass area in KS2. In addition we have use of a football pitch and the local park for football practices and matches as well as cross country practice.
- (b) The hall contains a good quantity of gymnastic apparatus including a fixed climbing frame and a variety of moveable and hook-on pieces.
- (c) The hall contains a PA system through which music and programmes for dance may be transmitted.

- (d) There are a good quantity of games resources in separate outdoor stores for the two departments as well as indoor resources to use in the hall for warm-ups and indoor games
- (e) The school uses a local pool (Hatch End) for weekly swimming sessions.
- (f) For KS2, there are playground markings for netball, football and basketball. For EYFS/KS1 there are playground markings of tracks, number and letter grids, designated areas and other fun shapes, targets and colours to stimulate both curriculum and playtime activities.

(C) NON PARTICIPANTS/WET WEATHER PROVISION

- (a) Children are expected to participate in all PE lessons unless unable to due to physical injury. Where this is the case, they will be provided with resources to carry out observations for peer reviews (see below), keep time, plan layouts, devise games activities and develop refereeing skills.

(D) ALLOCATION OF TIME FOR PE FOR EACH YEAR GROUP

Each year group has an allocated session time for indoor and outdoor PE each week. Year 5 attend swimming lessons in a local pool during the Autumn and Spring Terms and Year 4 for the Summer Term. These sessions replace their indoor PE time for these terms (see Curriculum Map for PE for more detail – also available on website for stakeholders)

(E) ALLOCATION OF TIME FOR SPECIFIC AREAS OF ACTIVITY FOR EACH YEAR GROUP THROUGHOUT THE YEAR (Curriculum map)

In EYFS, PE is be delivered as part of the short and medium term planning for physical development.

In key stage 1, years 1 and 2 will deliver games, gymnastics and dance in termly blocks with the addition of athletics in the summer term for Year 2.

In key stage 2, years 3, 4, 5 & 6 will deliver games, gymnastics and dance in termly blocks. In addition, all years deliver athletics in preparation for borough sports competition. Furthermore, a block of outdoor & adventurous activities is delivered. As previously stated, swimming is delivered to Year 4 (Summer) and Year 5 (Autumn, Spring) throughout the year.

HEALTH AND SAFETY FACTORS IN PHYSICAL EDUCATION

Please refer to the whole school Health & Safety policy for clarification of duties and responsibilities, codes of practice, safety procedures and first aid.

Safety should be paramount when planning PE activities. All teaching and non-teaching staff should be aware of the following document which is kept in the Indoor PE store:

Safe Practice in Physical Education afPE, ISBN 978-1-905540-94-5
(update to follow 2020)

(1) Suitable Clothing and Footwear

- (i) Clothing worn by children will take into account the activity, the weather and religious observations, but priority will be given to health and safety factors. For indoor PE children should wear well fitting shorts and t- shirt. Barefeet, legs and knees allow freedom of movement and a full and natural grip on apparatus and should be encouraged except in cases of religious or cultural requirement. Plimsolls or trainers should be worn for indoor games activities. At the discretion of staff, children may wear a sweatshirt and tracksuit bottoms or leggings outside in cold weather. All children must change for PE. The wearing of school uniform items is not permitted.
- (ii) For swimming, trunks or shorts should be worn (not long shorts) swimming costume (one piece) and hats.
- (iii) Gymnastics and dance will be done in bare feet. For games and outdoor activities each child will have a change of footwear appropriate for the activity to include socks and well fitting plimsolls or preferably trainers, which are securely tied.
- (iv) Staff will also wear suitable clothing and footwear, which allow freedom of movement and are safe for the environment.

(2) The removal of jewellery and the tying back of hair

- (i) All jewellery and watches will be removed for all PE lessons (including swimming) and given into the safekeeping of the teacher while still in the classroom. Jewellery will be placed in the safe box. This will be stored safely or taken to the activity area e.g. hall/playground. Jewellery worn for religious or cultural reasons will be removed at the discretion of the teacher who will place a priority on health and safety (FAITH MATTERS IN HARROW - SACRE update 2015 – see below for details). Soft, close-fitting religious wristbands may be taped in place or covered by a sports sweatband. Earrings should always be removed (unless newly fitted when they should be covered with medical tape).
- (ii) Hair will be tied back at the discretion of the teacher with regard to health and safety issues.

(3) A suitable environment

- (i) Unnecessary furniture will be removed from the working space and the storage of apparatus, the piano and any IT equipment in the hall will be checked to ensure that free and safe PE work may take place.
- (ii) The floor surface in the hall will be checked so that barefoot work can safely take place. It will be clean, non-slippery, free from litter or other hazards and of a suitable size.
- (iii) The outdoor surface will be checked for loose stones or gravel, uneven surfaces, holes in the tarmac or grass surfaces so that games can safely take place. It will also be checked for safety in wet weather conditions.
- (iv) Floor markings for games will be sufficiently far away from fences and walls to prevent accidents

(4) Suitable organisation of apparatus

- (i) The gymnastic apparatus will be stored in an organised manner, spread safely around the hall to allow for its safe and efficient handling by children
- (ii) Apparatus will be carried slowly and carefully with the correct grip and posture by the correct number of children.
- (iii) Games equipment is stored in suitable containers, easily accessible for safe handling. Containers and storage areas are named so that resources can be kept safe and tidy.
- (iv) The Sports Technician should be contacted at least a day in advance if specific equipment and resources are required for a physical activity.

(5) Risk assessment

Risk assessment is a legal requirement under the "Management of Health and Safety at Work Regulations 1992".

Risk assessment is largely a process of logic, common sense and sound planning and should be applied to any activity that forms a part of the PE programme. It requires a careful examination of what could harm pupils, colleagues or others in the teaching and learning situation (i.e. THE HAZARD) Once 'the hazard' is identified then RISK control means that precautions should be implemented which minimise or prevent harm.

Regular checks and risk assessments should be made by all teachers, as well as ongoing risk assessments, which are being made every day. For example annual safety checks and repairs are carried out on gymnastic equipment but in every lesson, staff should check apparatus as it is being taken out and used. If a significant hazard is identified such as an item of broken equipment

it should immediately be taken out of use and reported to the PE Coordinator or Head Teacher.

Risk assessment should be included when planning lessons and safety aspects should be considered with the children prior to the tasks. Children should develop their own abilities to assess risks. Children should be made aware of safe practice when undertaking any PE activity.

(6) Lesson delivery

- (i) all forms of physical activity should be preceded by an appropriate warm-up and followed by an appropriate cool down. Pupils should be given tasks which are challenging but not unreasonable within the scope of their abilities.
- (ii) the teacher should be aware of any medical conditions and make provision for these pupils in the planning and implementation of the activity.

(7) First Aid

The school has a welfare room which is supervised by first aid trained staff throughout the day.

A regularly checked, prepared first aid bag will be stored in the Welfare room ready to be taken by a member of staff accompanying groups or classes of children leaving the school premises to go on a school trip to a sporting or other extra-curricular event.

(8) Swimming

Vaughan children have swimming lessons at a local pool (Hatch End).

In the case of an emergency, procedures are followed in line with the policy in place at the pool.

For children requiring medicines kept at school these will be taken with the children by a supervising adult.

- (i) Use of goggles – although we encourage children to swim without goggles (due to the lifesaving element of these lessons) this should be judged on an individual basis and will require a letter from parents to express the medical necessity for these to be worn.
 - Beginners and intermediate swimmers should be advised not to wear goggles as these can distract them during lessons. However, more confident swimmers (spending more time under water) can wear goggles (with a letter as above).
 - As part of these lessons more confident swimmers will practise life saving skills for all situations . Therefore during these sessions

children do not wear goggles, unless there are medical reasons for so doing (validated by a letter from their doctor).

(9) School Policy for verrucas

In line with current medical opinion on the transmission of verrucas the School allows children with verrucas to take part in swimming and barefoot gymnastic sessions unless the activity causes pain.

PLANNING THE PHYSICAL EDUCATION PROGRAMME

- (a) The teaching and learning objectives for PE will be discussed and approved by all staff at inset sessions
- (b) The long term planning of topics and areas of activity will be identified to show progression and development of skills in line with the National Curriculum and discussed by all staff at inset sessions
- (c) The delivery of the long term planning will be built into the medium term planning of each year group to show development, progression and continuity from one year to the next and from one key stage to the next.
- (d) Where PE has links with other areas of the curriculum, year group teams will use opportunities to plan work, which reinforces and complements work in other subjects. This should be documented in year group curriculum maps.
- (e) The Scheme of Work for PE- Complete PE, as outlined in HSIP Teaching & Learning Toolkit, will provide specific guidance on the work to be done in each year group, including the key learning experiences planned for the pupils.
- (f) Staff will have access to current information, training and developments which will inform their short term planning
- (g) Staff will also incorporate 'My Personal Best' aims in their short term plans for PE lessons to develop the whole child.

Equal Opportunities and Inclusion

Within PE all pupils have equal access to all areas of the curriculum with due regard to ethnicity, gender, background and special educational needs and taking into account the need to be sensitive to any specific individual circumstances and to make provision for them.

Pupils with English as an additional language will be identified and provided for, as will those with learning and physical needs.

Activities will be planned to be acceptable to pupils of all religious affiliations, taking into account cultural norms and religious observances, including fasting and the celebration of particular Festivals (as per FAITH MATTERS IN HARROW – SACRE guidance 2015 – see below for details).

Activities and programmes will enable all pupils to develop qualities and skills relating to sensitivity, respect, co-operation, fair play, the acceptance of decisions and rules and the handling of success and failure with dignity.

Differentiation and Special Needs within PE

The short-term planning of physical education units of work addresses the ever present need for differentiation. Within each of the areas of activity, broad task setting allows for differentiation by outcome. Differentiation by task can also be used in which the more

able child can be challenged by extending the specific task and the less physically able can be encouraged to achieve success by breaking the task down into simple progressive stages to be addressed as appropriate.

In games, differentiation can also be achieved through choice and use of appropriate apparatus and group sizes and/or personnel by:-

- (a) setting suitable learning challenges
- (b) responding to pupils diverse needs
- (c) overcoming potential barriers to learning and assessment

It is possible to operate an inclusive policy in Physical Education.

The differentiation of PE sessions can broadly be thought of following the STEP principle:

S – SPACE (adjusting the playing area to be bigger or smaller depending on the needs of participants.

T – TASK (changing the desired outcome and expectations)

E – EQUIPMENT (changing the equipment being used e.g bigger or smaller balls for catching)

P – PEOPLE – (changing the number of participants in an activity)

Changing one or more of these areas will change the level of the activity being performed.

If, however, a child is behaving in a way, which constitutes a risk to themselves or others, they should be withdrawn from a lesson or activity for a period of time subject to the discretion of the teacher.

Apart from this, a child may be withdrawn from a lesson at the written request from a parent but again at the discretion of the teacher.

For the small proportion of children who may need more provision, teachers recognise that they need not teach rigidly within the programmes of study for each key stage. In order to enable such individuals to progress, demonstrate achievement and succeed, teachers should be aware of the pupil's statement of educational needs and select materials and strategies which enable inclusion.

Material may also be selected from earlier or later key stages and presented in a context which is suitable for his/her age (unless disallowed).

Children within our designated special provision may be supported by a classroom assistant or nursery nurse to aid their achievement, or further differentiated tasks on an individual basis.

Achievement is possible for all children.

ASSESSMENT IN PHYSICAL EDUCATION

The main method of gathering evidence and assessing achievement is made through a continual process of teacher observation. This is informed assessment based on a knowledge of the pupil and the content of the work. Appropriate activities/skills have been identified for assessment (PESSYP documentation in each year group), following agreed criteria (HSIP), and judgements are made on the ability of the children to plan, perform and evaluate in physical education.

At the planning stage of the units, staff will discuss material content and points for assessment and agree criteria for that assessment from the complete PE scheme and national curriculum. Opportunities for assessment will be incorporated into the whole school programme as well as individual teachers' planning. This will inform the short term planning, thus ensuring continuity and progression.

1. Assessment Approaches

At Vaughan we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

4.1 In-school formative assessment

Assessment for Learning (AFL) provides opportunities to elicit real-time evidence of what students are learning and involves both teacher and learners in ongoing dialogue, reflection on learning and decision-making. This formative assessment process is central to classroom practice. Teachers gather evidence of where the learners stand in their learning. They use this evidence to make the necessary instructional adjustments by providing constructive or quality feedback that moves learning forward. Teachers are expected to use this formative assessment to update our assessment tracker, Arbor, as they are teaching. Effective in-school formative assessment is the day-to-day assessment which is carried out by teachers and is key to effective classroom practice. It enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or challenge, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

A range of day-to-day formative assessments will be used including, for example:

- Rich questioning
- Written and verbal feedback of children's work
- Observations
- Pupil self-assessments and peer assessments
- Peer marking
- Pupil conferences

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **Senior Leadership Team** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to make progress and attain personal learning goals
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Pupils at Vaughan are assessed periodically and progress and attainment data is recorded on the assessment system 'Arbor'. These assessments are carried out three times a year in December, March and July. Teacher Judgements on Arbor for **PE** will relate to the National Curriculum age related expectations and will state whether a child is working, Pre Key Stage, Below age related expectation; At the Expected Standard, or at Greater Depth. These assessments are used to monitor the performance of individuals, groups and cohorts; to identify where interventions may be required; and to work with teachers to ensure that children are supported to achieve at least sufficient progress and expected attainment.

A range of in-school summative assessments will be used including, for example,

- Short end of topic or unit tests or tasks
- Reviews of progress against individual targets for pupils with SEN
- Teacher judgements on Arbor relating to the National Curriculum age related expectations

PHYSICAL EDUCATION DEVELOPMENT PLAN

Areas for development are identified within the curriculum action plan (based on Youth Sport Trust Quality Mark outcomes) and school improvement plan.

In addition to this, provision will be made to provide staff with adequate training and information to enable them to deliver the curriculum successfully.

P.E Kit

Full P.E kit must be worn at all times:

White T-shirt or polo shirt

KS1 – Black or maroon shorts

KS2 – Maroon shorts only

ALL – White or black plimsolls or well fitting trainers with laces which tie up securely.

Long hair must be tied back.

All jewellery must be removed including watches.

Bare feet in the hall for dance and gymnastics activities. Plimsolls or trainers for games.

Policy on religious or cultural jewellery and kit

Details can be found on school website. Hard copies in PE Coordinators classroom and Staff Workroom.

Faith Matters in Harrow – September 2015

<http://fluencycontent2-schoolwebsite.netdna-ssl.com/FileCluster/VaughanPrimarySchool/Mainfolder/Curriculum/PE/PE-2015-16/Faith-Matters-in-Harrow---SACRE-Guidance-for-PE.pdf>

NON-PARTICIPANTS IN PE - OBSERVATION SHEET

Name: _____

During the PE lesson, answer the following questions by observing the activities that occur. You will need to use the back of this sheet to record some of your answers.

1. The reason I am not taking part in PE today is:
2. Where did PE take place today? _____ (indoors/outdoors).
3. Write down the warm-up activity/activities done during the beginning of the lesson.
4. In today's lesson we are learning about: (indicate names of activity area, skills, etc).
5. Does the activity seem easy to learn/play? On the back of this sheet, explain in your own words why or why not?
6. Pick one person to watch throughout the lesson. Do not identify them by name. On the back of this sheet, describe some of the things they are doing best.
7. What do you think they need to improve most? How might they achieve this?
8. On the back of this sheet, write a short paragraph about what you know about today's activities. Tell about strategies and/or skills involved in the activity, if you have played it before, your like/dislike for the activity.

9. What are some things you can do next time so that you **can** participate in PE?