



Physical Activity

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Approved By:	Headteacher

Introduction

Physical Education is a foundation subject within the National Curriculum. This policy outlines the purpose, nature and management of the physical education taught and learned at Moss Lane

The Aims of Physical Activity

- To build on children's natural enthusiasm for being physically active
- To encourage positive attitudes and habits as foundations for later life
- To develop a range of social and physical skills
- To ensure that children receive a well-balanced curriculum incorporating gymnastics, games and dance
- To provide a safe, structured environment in which children can develop transferrable skills
- To develop understanding of how physical activity affects our bodies
- To be offered opportunities to take part in different sports/clubs

"High Quality Physical Education in schools plays a significant role in improving the physical health, emotional well being, mental stamina and resilience of young people, as well as providing a wide range of transferrable skills. High Quality Physical Education offers young people a breadth of activities and learning experiences which can develop their confidence, self esteem and social interaction as well as their physical development, which can then be transferred into other curriculum areas."

High Quality PE provides an opportunity to develop children's ability to:

- *Become independent learners through developing their cognitive and creative abilities such as being able to create, plan, review, analyse, consider, predict, explore and problem solve. **(Thinking Me)***
- *To work well with others by developing their social skills and qualities such as communication, empathy, respect, collaboration, cooperation, listening, supporting, motivating and leading. **(Social Me)***
- *Improve their physical and mental health through an increased understanding of the benefits of becoming and remaining physically active. They will know how to achieve through greater independence in learning how the body works and the effect of exercise on it. **(Healthy Me)***
- *Move effectively and efficiently through improving their agility, balance and co-ordination in order for them to become competent and confident movers and performers. **(physical Me)***

From-School Games: Primary School Guide 2011

Health and Safety

Health and safety is an integral part of children's learning in PE. Staff work to the expected codes of practice in PE (See Surrey Health and Safety Manual: Physical Education and Safe Practice in PE, BAALPE 2004) All children should know how to handle all equipment safely and with adult supervision. All staff adhere to the Surrey Guidelines for clothing, jewellery, long hair and footwear in lessons.

Clothing & footwear

Children should have a PE kit consisting of shorts, t-shirt, plimsolls or trainers and in winter month's tracksuit bottoms or leggings.

Jewellery

Children are not allowed to wear necklaces or bracelets in school and parents will be asked to remove earrings on the day the children have PE. Staff should not take the earrings out or put them back in for the child.

Each teacher should check the safety of apparatus to be used in any lesson. Any apparatus deemed unsafe should be reported to the PE coordinator, Health and Safety Representative and clearly marked or removed. The apparatus will be checked regularly by Surrey County Council or other appointed companies, who will make repairs.

The Physical Education Curriculum

Physical Education forms an integral part of physical activity. As such, time is allocated to maximise the learning opportunities for children and to meet our statutory obligations for the successful delivery of the National Curriculum.

Provision - Timings

The time allocation for PE is as follows:

Reception: Children have a total of 1 hours per week of timetabled PE activities, including Gymnastics, Dance and Games.

However in Foundation Stage Physical Development operates throughout the day and through a range of mediums other than PE e.g. bicycles, gross motor activities and fine motor activities.

Wake and Shake Activate Programme adds another 50 mins per week.

Key Stage 1: 2 hours (2 x 1 hour lessons including changing time)

Activate Programme adds another 50 mins per week

For half a term Year 2 receive 30 mins per week Swimming.

Provision – Ethos

A broad and balanced Physical Education curriculum is offered to maximise every child's learning opportunities and develop fully their movement understanding in a range of activities. Progressive learning objectives, combined with varied teaching approaches, will provide a stimulating, enjoyable, satisfying and appropriately challenging learning experience for all children. The curriculum will be presented in such a way as to engage children in a range of activities that fully support whole school development (and within it, other curriculum areas). Problem solving, communication skills, leadership, organisation ability, literacy, numeracy and science (to identify a few examples) all have place within Physical Education. These will be key in developing children's community and life skills as well as a deeper understanding of different subject areas. Children learn through being physically active.

Short, Medium and Long Term Planning

Long term planning is set out in the Moss Lane Scheme of work. Teachers and other adults delivering PE (Energize Kids) should use this as a basis for medium and short term planning (Showing PE lessons on weekly timetable). There are a number of resources available to support planning and delivery of PE lessons

Schemes of Work:

Real PE

Val Sabin Key Stage 1 Gym
 Key Stage 1 Games
 Key Stage 1 Dance

Activate 7 program

Recommended Teacher Resources

Re PE

Top cards: Games
Gymnastics
Dance
Outdoor Education
TOP Play
FUNS Folder and Cards

These resources are located in:

The Staffroom Main Bookshelf

The subject leader will monitor medium and short term planning to ensure coverage of PE.

Assessment

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. In our school we are continually assessing our pupils and recording their progress. We see assessment as an integral part of the teaching process and strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress. Teachers plan, deliver and evaluate lessons they deliver from the PE curriculum; these can then be monitored by the PE subject leader. Assessments will record teachers' own judgments of children's performance in class activities. These assessments are shared with the parents in parents evenings every term and once a year through the child's written report.

Children recognised as Gifted and Talented in Physical Activities will be offered programmes suitable for their skills wherever possible within the scope of the school's general provision. Their exceptional abilities will be discussed with parents and opportunities for further development will be signposted by the school.

Resources Provision and Facilities and Staff Co-ordination / Development

Facility Provision

Moss Lane School is a 2 form entry infant school. Physical activity is viewed as an essential strand of a child's development and as such facilities are deployed to maximise the activity opportunities for our children. We actively advocate children should be active and provide our facilities in such a way that can maximise the possibility of children being active for at least 60 minutes per day.

Equipment and Resources

Much of the school's PE equipment is stored in the school hall, which is used primarily for indoor PE although it also serves as the school dining room. An outdoor cupboard also provides storage for the play equipment/ PE. Equipment used during playtimes and lessons Through our involvement in the Surrey Sports Partnership, we can benefit from expertise in the form of team teaching, additional OSHL opportunities and shared CPD. There is a vast range of equipment available for the teaching of games skills and music for the delivery of dance. Any damage, breakage or loss of resources should be reported to the PE coordinator as soon as possible. Any damage observed done to a piece of apparatus which could cause subsequent injury must be isolated from use, and reported. No other groups or individuals should be able to access the resource until it is made safe.

Pupils should be encouraged to:

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

Facilities available for use at Moss Lane School include

1 x Main hall (which doubles up as an eating area at lunch-time) – providing space for PE (dance, gym, indoor games, fitness and problem solving games)

1 x Hard court playing area providing space for PE, creative play (foundation stage), break-time games with lunch-time supervisors and after school clubs

1 x Off-site sports field, owned by the County Council (which is used for Sports day)

6 x Classrooms in which brain gym type activities are held regularly

Facilities used by the school off-site include

Godalming Leisure Centre -swimming pool (Year 2 swimming)

Physical Activity – Annual Budget

The budget for Physical Activity is set on an annual basis by the Head teacher and Governors. This is often supplemented by schemes such as Sainsbury's Active Schools

Staff Continued Professional Development (CPD)

All teachers within the school are required to teach PE. It is the responsibility of the PE co-ordinator to identify areas in which staff expertise and confidence needs to be developed, and to arrange the necessary CPD through the appropriate authority. We continue to raise staff awareness and development through PE inset and the sharing of staff expertise. This is an area we are looking forward to developing as a benefit of our involvement in the School Sports Partnership, and links with our confederation of schools. Through this partnership we have already arranged mini play ground leader training and team teaching opportunities as well as involvement in inter-school competitions.

Staff Co-ordination

Member of Staff Responsible for Physical Activity: Amy Betterton

Physical Education Subject Leader (if different): Amy Betterton

Member of Staff in-charge of Active Play / Playground Leaders: Amy Betterton

Equal opportunities & Inclusion

All children receive the same opportunities within PE irrespective of gender, ethnicity, disability or special educational needs. Children are taught in mixed ability and gender groups in order to develop social cohesion, confidence and raise their self-esteem. Learning experiences within lessons are differentiated in such a way as to meet the needs of all pupils, with planned activities matched to the abilities, needs and interests of pupils, enabling them to answer tasks at their own level, and all pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources and access to extra curricular activities. There is no gender discrimination in activities such as dance and games. Clubs may be run according to gender to maximise the learning of the skill but will be offered to both genders on separate occasions. There is no discrimination regarding religious beliefs, if parents request we will allow children to wear appropriate longer length sports clothing for PE activities. Teachers will be aware of children who are showing signs of being able in an area of sport and will add these

children to the register. Teachers will encourage these children to take part in any relevant clubs being offered by the school. Teachers will encourage parents to involve their child in the area they could be developing and be aware of any funding available for these clubs.

Differentiation

Physical activity provision within the school is developmentally appropriate and a variety of teaching and learning approaches and organisational management are adopted to ensure that. Tasks are matched to pupils of different abilities, needs and interests by balancing challenge with the likelihood of success. Pupils at different starting points all make progress. The achievements of all pupils are maximised by providing variations in:

- Tasks (e.g. providing a range of tasks with differing degrees of difficulty).
- Resources (e.g. using a variety of equipment to make tasks more/less difficult).
- Support
- Response (allowing children to work at different paces).
- Group Structure (permitting small group work, selecting mixed ability or setting, as appropriate).

Out of Hours School Learning (OSHL)

We are committed to providing a range of activity for our children at Moss Lane School. This includes formal and informal activity (including both recreational and competitive opportunities). We fully support the National recommendations relating to Physical Activity and OSHL. These are:

- To provide a minimum of two hours high quality physical education and school sport within and beyond the curriculum
- To provide all children and young people with access to a varied menu of study support activities beyond the school day including Physical Activity

At the very heart of our policy is the unique child, we think every child does matter. As such, children will have a central voice on current provision and future developments. Consultation and feedback will occur through the school council and informal discussion with staff.

In order for us to help achieve our aspirations within OSHL we will engage with the local community, parents, governors and staff. Key members of our local community include:

- Our attached School Sport Co-ordinator
- Active Surrey Sports Partnership (to identify recommended local clubs and coaches)
- Borough Sports Development Officer
- Local Sports Clubs
- Sports and Activity Organisations offering after school activity

Monitoring & Consultation

On-going consultation and review are considered vital in ensuring our Physical Activity provision meets the needs and aspirations of our children, staff, parents and governors. To this end we aim to liaise closely with the school council to ensure that children are at the very heart of our development. This regular consultation and review will be supported by wider and in some cases targeted questionnaires and information gathering. A main summary is provided below:

OSHL

Consultation and Review through:

School Council

Child, parent and staff questionnaires (what provision would everyone want?)

OSHL registers monitor take-up and participation (particularly amongst target groups).

HT to ensure children from low income families are represented in paid activities.

Informal meetings with parents and staff in establishing parent and staff school teams or clubs.

Annual review with attached Subject Governor and Head teacher

Requests for parental feedback through school newsletter and questionnaires

Appendix

Physical Education - Health and Safety

Guidance from Surrey

For a more detailed response, please refer to the orange 'Health and Safety in Schools' folder which is usually located in the admin office, head teachers office or PE department.

1. Jewellery in PE – 'Are earrings allowed in PE?'

Response:

The county guidance for PE is very clear in its advice on jewellery. No jewellery should be worn. Plasters over earrings or piercings are not deemed acceptable. This reflects national advice from the British Association of Adviser and Lecturers in Physical Education (BAALPE).

Advice:

Schools can communicate this message via a whole school newsletter, school prospectus or via a departmental letter. The best time to advise pupils to have their ears pierced is over the summer holidays so that the ears have time to heal and earrings can be removed for a short period of time.

Non-participation in PE due to earrings should be followed up via the schools discipline procedures. For children that are very young and have difficulty in removing earrings should be dissuaded from wearing this type of jewellery to school.

2. Gymnastics – 'Should we place mats underneath gymnastic apparatus?'

Response:

No mats should be placed underneath gymnastic equipment. The exception to this is if we specifically ask pupils to land following a flight action such as a half twist from a table top or a through vault.

Advice:

The reason for this advice is that we encourage pupils to work under control when using apparatus. Safety mats next to wall bars can actively encourage pupils to jump as they can provide a false sense of security.

3. Gymnastics – 'Should pupils always work in bare feet in gymnastics?'

Response:

Bare foot work in gymnastics is advocated by the county guidelines.

Advice:

The reason for advocating bare foot work is so that the pupils are provided with a tactile sense on the apparatus. This helps provide tactile feedbacks and an understanding of where the body is in relation to the environment. In addition to the tactile feedback, working in bare feet avoids any potential for trainers or plimsolls to get lodged on any gym equipment such as the wall bars.

4. Verruca – 'What do you do with a pupil with a verruca in PE?'

Response:

Where possible, steps should be taken to cover a verruca. However, certain children will be naturally susceptible to infection. Therefore, infection will occur. Some verruca can be very painful; therefore additional steps may also be required.

Advice:

Swimming = Ask a pupil to wear a verruca sock.

Gymnastics = Some types of treatment can provide a protective barrier over the infection. This still provides the necessary tactile feedback for pupils accessing the equipment whilst providing 'protection' to other pupils in the class.

In the case of a painful verruca, plimsolls or trainers may be advised. This should be an exception as opposed to the norm. If a pupil is wearing trainers that they should not use high gymnastic apparatus for reasons mentioned earlier. They may work on gymnastic mats but care should be taken in group work (to prevent contact with the feet). This will be particularly important in activities such as the headstand where a partner may be required to support.

5. Adventure Play Equipment – 'We are considering installing new play equipment. What steps do we need to take?'

Response:

Please refer to the guidance on play equipment as part of the Four S web-site. In all new builds, schools will be required to comply with EN1176 and EN1177. These provide guidance on heights and impact absorbing surfaces. In addition to the European guidelines, there is clear advice from the LEA.

Advice:

Refer to the five steps to install new play equipment.

6. Using an external coach – 'What steps do we need to take as a school?'

Response:

There are new guidelines relating to the use of external coaches and AOTTS (adults other than teachers). These guidelines have been written jointly between the DfES and BAALPE.

Advice:

Within this document there are clear routes for schools' to follow from pre-employment checks to monitoring.