

West Park Primary School

PE Policy



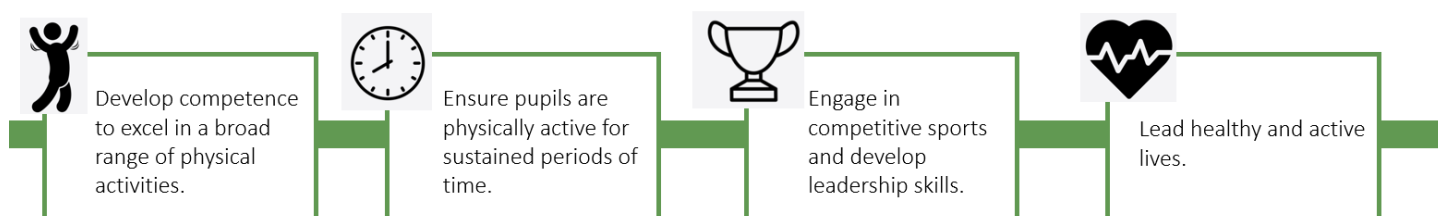
Together, Honesty, Respect, Inspire, Valued, Excellence

Aims:

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 (National Curriculum of England 2014: Physical Education).

At West Park Primary School, children engage in a carefully planned curriculum that encourages healthy active lives, improves agility, balance and co-ordination, develops knowledge of the body in action and teaches the rules of games. Through a high quality, safe and challenging Physical Education curriculum, the school aims to develop successful confident individuals that can perform independently and as part of a team; engage positively in competitive sport with respect and fairness; develop a resilience to competitive or challenging activities and develop a love of being physically active.

Intent:



Implementation:

- All pupils take part in a broad and balanced curriculum providing all pupils with appropriate challenge and risk.
- A carefully planned curriculum has been designed to take pupils through progressive stages of learning enabling them to develop competence in a range of physical activities.
- High quality PE lesson plans following the PE Passport scheme are delivered twice a week by class teachers or a HLTA PE specialist from EYFS through to the end of Key Stage 2.
- Teachers are provided with a small steps progression map to ensure that pupils develop declarative knowledge (knowledge) and procedural knowledge (skills) alongside one another to ensure pupils can confidently demonstrate and apply understanding to a broad range of sports.
- Teachers endeavour to develop a passion for being active through a well-rounded physical education curriculum; every opportunity is taken to improve children's understanding of the importance of physical and mental health and wellbeing.
- Children are involved in the process of risk awareness and encouraged to work independently during physical activity and establish a good awareness of safety of themselves and others.
- From EYFS, children are provided with a range of opportunities to use imaginative ways to express and communicate ideas, solve problems and overcome challenges as individuals and as part of a team.
- Children in Early Years and Key Stage one focus on the fundamental movement skills to develop agility, balance, co-ordination, control and fluency in all areas of the PE curriculum.
- Key stage 2 children apply the above skills in competitive games and performance situations, Pupils have opportunities to demonstrate that they know and understand how to apply their competence and make decisions by themselves with a focus on tactics, compositional ideas, resilience, fairness and respect.
- In Key Stage 2, children are introduced to Outdoor Adventurous Activities (OAA) to ensure pupils have a good understanding of map reading skills and are capable to work as a team to solve problems.

- Pupils in year 4 swim fortnightly at Central Baths to ensure pupils are able to competently swim at least 25 metres using a variety of swimming strokes and perform safe self-rescue in different water situations.
- Children are supported to give feedback and evaluate on their own and others physical performance.
- School supports pupils by establishing links and pathways for children to engage in life-long activity through extra-curricular clubs, sports festivals, enrichment days and local sports clubs.
- Pupils in year 5 and 6 become Sports Ambassadors. They develop leadership skills , lead lunchtime activities for key stage one and assist in sporting events.

Assessment:

Withing the PE Passport platform, teachers must complete half termly assessments. At the end of each topic, staff will assess pupils in 5 areas. Performance, Social and Development, Competition, Procedural knowledge and Declarative knowledge.

To complete assessments. Staff should click on the topic they are assessing. Within the topic, staff click on unit assessment and then select their current class in the top right hand corner. Staff then select working towards (WTS), expected standard (EXS) or exceeding (EXC) for each pupil.

		Working Towards	Expected	Exceeding
Performance	×	+	+	+
Social and Development	×	+	+	+
Competition	×	+	+	+
Procedural (Skills)	×	+	+	+
Declarative (Knowledge)	×	+	+	+

PERFORMANCE
Can run, hop, jump and balance with control
Uses space and awareness within their performance
Shows increasing understanding of different ways of doing things (techniques)
SOCIAL / DEVELOPMENT
Knows what success looks like for themselves and others
Begins to demonstrate taking the lead in activities and games
Can communicate effectively and work well with others
COMPETITION
Applies basic skills in a range of physical activities and games
Shows awareness of rules and boundaries during the activity / event

Staff are provided with unit outcomes within medium term plans for performance, social and development and competition (see image left).

Staff are provided with small steps progression documents for each area of the curriculum, which breaks down the unit outcomes into procedural knowledge and declarative knowledge (see image below).

Staff use this knowledge to assess children and inform future planning.

Athletics at West Park Primary School		
	Declarative Knowledge	Procedural Knowledge
Fine Motor Skill (Nursery)	I know <ul style="list-style-type: none"> - One effect of activity on my body - What a good space to stand in is. - What I need to do with my arms and eyes to balance on one leg - To avoid rushing and do things carefully 	I can <ul style="list-style-type: none"> - Run - Pick up, carry and put down with care - Thread with control

The PE passport platform generates a passport for each pupil at the end of each half term, which informs adults of those on track. Parents are informed of pupil assessments at the end of each academic year in pupil’s school report.

Health and Safety

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. All children must be taught how to handle apparatus and resources appropriately. They should be taught to recognise hazards, assess the possible risks and take steps to control the risks to themselves and others. Any other adults working with the children should be made aware of individual needs of the children they are working with where appropriate.

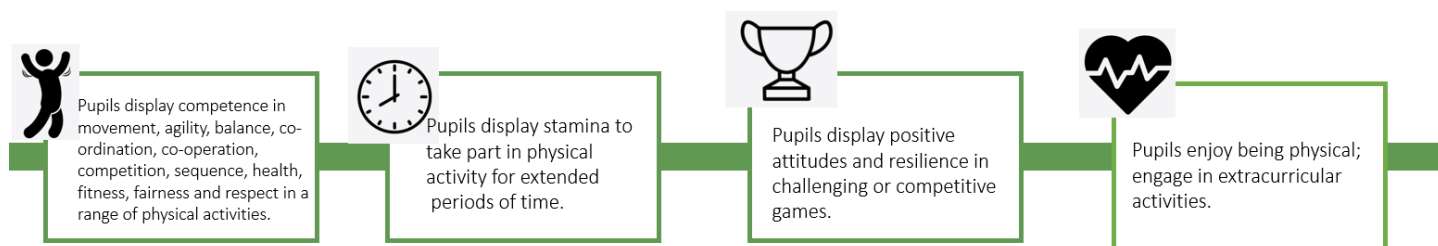
Clothing and correct attire for a particular activity represent important features of safe practice that apply in equal measures to both staff and pupils.

- Staff must change for physical education, wear suitable footwear and clothing for practical activities and remove jewellery, to minimise the likelihood of causing or receiving injury.
- All children must change for PE into West Park Primary School PE kit. Pupils must wear suitable footwear and clothing for practical activities and remove jewellery to minimise the likelihood of causing or receiving injury.
- All jewellery, religious artefacts, watches and hair slides must be removed by pupils before participating in physical activity. Any exception to the policy of complete removal needs to be carefully considered and always comply with a suitable risk assessment. Children MUST remove earrings or cover with plasters if unable to be removed.
- Pupils with long hair must have their hair tied up.
- During indoor PE, children must wear black PE pumps or bare feet. Pupils must not wear socks for physical activity.
- During outdoor PE, children must wear trainers.
- Clothing for PE and school sport should be well suited to its function. It should be light and allow good freedom of movement but will also need to offer some insulation from cold weather in the winter months.

Staff have a duty of care to ensure that pupils are able to actively participate without unnecessarily endangering themselves or those working around them. Systems and procedures must be in place while pupils change for PE to ensure pupils are safe to participate for PE. This is the responsibility of the class teacher. Parents must be informed at the end of the day if pupils did not have the correct equipment to take part in PE lessons.

When pupils consistently do not have the correct equipment for PE lessons, SLT must be informed. In the first instance a parent meeting will be held to identify barrier to Physical Activity. The school can support pupils with PE kit using the Sports Premium Funding.

Impact:



West Park Primary School
Physical Education Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Dance (Nursery Rhymes)	Locomotion	Fine Motor Skills	Dance (Jungle)	Motor Skills (People who Help Us)	Stability
Reception	Locomotion	Dance (Seasons)	Fundamental Skills	Dance (Toys)	Gym (Rocks and Rolls) & Object Manipulation	Stability & Athletics
Year 1	Gym (Points and Patches) & Object Manipulation	Dance (Animals) & Invasion Game Skills	Fundamental Skills & Net and Wall Skills	Gym (Rolls and Balances) & Target Games Skills	Personal Challenge & Striking and Fielding Skills	Dance (Under the Sea) & Athletics
Year 2	Dance (Minibeasts) & Fundamental Movement	Gym (Pathways) & Invasion Games Skills	Gym (Spins and turns) & Net and Wall Skills	Fundamental Skills & Target Games Skills	Dance (Fire of London) & Striking and Fielding Skills	Dance (Pirates) & Athletics
Year 3	Dance (Egyptians) & OAA	Gym (Linking Moves) & Invasion Games Skills	Dance (Around the World) & Tennis	Gym (Receiving Body Weight) & Dodgeball	Health Related Fitness & Rounders	Gym (Symmetry & Asymmetry) & Athletics
Year 4	Swimming & OAA	Swimming & Hockey	Swimming & Dance (Romans)	Swimming & Rounders	Swimming & Gym (Rolls)	Swimming & Athletics
Year 5	Dance (The Victorians) & Hockey	Gym (Match & Mirror) & Flag Football	Gym (Partner Work) & Leadership	Dance (British Values) & Tennis	OAA (Problem Solving) & Rounders	Gym (Synchronisation & Cannon) & Athletics
Year 6	Dance (The Haka) & Basketball	Gym (Counterbalance) & Tag Rugby	Dance (Dance through the Ages) & Leadership	Gym (Group Sequence) & Dodgeball	OAA (Map Reading) & Athletics	Gym (Flight) & Rounders