



# PE Policy

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Mr J Fleet

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Review Date	
Approved by which committee	
Chair of Committee Signature	

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**Loxdale Primary School**  
**P.E. Policy**

The PE policy at Loxdale Primary School is designed to reflect the primary PE entitlement as defined in the *National Curriculum 2014*. PE lessons offer opportunities for children to:

- **Acquire and develop skills: explore basic skills, actions and ideas with increasing understanding; remember and repeat simple skills and actions with increasing control and coordination;**
- **Learn how to select and apply skills, tactics and compositional ideas: explore how to choose and apply skills and actions in sequence and in combination; vary the way they perform skills by using simple tactics and movement phrases; apply rules and conventions for different activities;**
- **Take the initiative, lead activity and focus on improving aspects of their own performance: describe what they have done; observe, describe and copy what others have done; use what they have learnt to improve the quality and control of their work;**
- **Develop a knowledge and understanding of fitness and health: how important it is to be active; to recognise and describe how their bodies feel during different activities;**
- **Receive teaching which ensures that when 'evaluating and improving performance', connections are made between 'developing, selecting and applying skills, tactics and compositional ideas', and 'fitness and health'.**

At Loxdale, we also feel that our Physical Education lessons allow our children to:

- undertake activities which need a different approach and way of thinking;
- develop their ideas in a creative way;
- set targets for themselves and compete against others, individually and as team members;
- understand what it takes to persevere, succeed and acknowledge others' success;
- respond to a variety of challenges in a range of physical contexts and environments;
- become skillful and intelligent performers;
- discover their own aptitudes and preferences for different activities;
- make informed decisions about the importance of exercise in their lives;
- develop positive attitudes to participation in physical activity.
- understand and develop the social skills required to succeed
- become reflective learners
- gain valuable leadership experience

### **1. Rationale**

At Loxdale Primary School we believe that the Physical Development which we provide forms an essential foundation for the growth of the whole child through the teaching of PE and Dance. As well as academic learning, pupils will be provided with the opportunity to develop their personal and social skills by promoting character building, cooperation, teamwork and self-esteem. In addition to this, spiritual and cultural understanding will also be developed. Emphasis is also placed upon leading a healthy lifestyle. We value Physical Education and the sporting activities we as a school provide during lessons, school clubs, break times and lunch times. We are committed to quality PE provision (see 3 below).

## 2. Aims and Objectives

At Loxdale Primary School, we aim to achieve high quality PE and school sport. We provide this through the teaching of outstanding PE which is delivered by class teachers and a full time internally employed PE and Sports Development Officer. Our lessons are driven by the Primary PE Planning resource and Loxdale PE skills progression document. As a result, we aim for each child to:

- Enjoy P.E. and school sport;
- Improve and achieve;
- Have confidence;
- Take responsibility for healthy and active life choices;
- Acquire social and reflective skills;
- Make independent decisions;
- Show commitment and resilience;
- Become confident leaders;
- Develop mental and physical stamina, suppleness and strength;
- Participate in activities which are competitive, creative and provide challenge - regardless of ability;
- Show a passion to develop the Commando Joe RESPECT characteristics.

## 3. Current Provision and Staffing

All children in Foundation Stage, Key Stage 1 and Key Stage 2 are allocated 2 hours hall time for P.E (with the exception of Year 3 who receive weekly swimming instruction).

Curriculum time for P.E. and school sport each week per year group is indicated in the table below:

<b>Year group</b>	<b>Time in minutes</b>
<b>Nursery</b>	In excess of 120
<b>Reception</b>	In excess of 120
<b>Year 1</b>	120
<b>Year 2</b>	120
<b>Year 3</b>	120
<b>Year 4</b>	120
<b>Year 5</b>	120
<b>Year 6</b>	120

As of September 2020, our PE provision is delivered by class teachers and an internally employed sports coach. Professional discussions regularly take place to ensure that class teachers are fully aware of the children's needs and their targets. Class teachers are continually informed of how the children are progressing towards these targets.

Our sports coach delivers a lunch-time club, as well as an after school club. The Football Team are coached by our internally employed sports coach and Football Development Squad are coached by AFC Wolves coaches. This is a hugely subsidised cost and gives our pupils the opportunity to participate in clubs which they may not have access to outside of school - clubs offered will include football, multi-skills, dance, gymnastics, fit for life and multi-sports.

We provide at least one sporting after-school club each night.

## 4. Swimming

Swimming and water safety is an important part of the PE curriculum at Loxdale Primary School and another way of helping children to lead healthy and active lives. Throughout the academic year, pupils in Year 3 attend swimming lessons once a week at Bert Williams Leisure Centre. At Loxdale we aim to give children the opportunity to become long life swimmers.

During the year pupils in year 3 are grouped according to their ability and are taught to:

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

As of October 2017, schools have the responsibility of publishing swimming data. This data should express how the children have met the National Curriculum expectations in KS2. By the end of Year 6 children should be able to: swim 25m, use a variety of different strokes (breast stroke, back stroke, front crawl) and be able to perform a safe self-rescue.

National Curriculum Standard 2014	Year 6
How many pupils within your Y6 cohort can swim competently and proficiently over a distance of at least 25 metres?	58%
How many pupils within your cohort can use a range of strokes effectively?	49%
How many pupils within your Y6 cohort can perform a safe self-rescue in different water-based situations?	58%

Three members of staff hold the ASA Certificate for Teaching School Swimming (Key Stages 1 and 2). The Year 3 class teacher takes the Year 3 pupils swimming and teaches them alongside the two swimming Teachers from the Leisure Centre weekly.

### 5. PE curriculum planning

Curriculum planning is provided by Primary PE Planning, overseen by the PE Coordinator, and adapted to suit the year groups and ability levels of our pupils. The long-term plan and curriculum skills progression document have been developed by the PE Co-coordinator, PE link governor, Deputy Head and sports coach. As a result, breadth and continuity within year groups and across school can be maintained. Our class teachers and sports coach are encouraged to use their own medium term planning and assessment wheels match the needs of their own learners on a lesson by lesson basis.

Assessment of learning is carried out by class teachers and our sports coach using the assessment wheel framework and professional discussions. This information is then used to make a half termly judgement which is collated on the Primary PE Planning data section.

All planning is shared with teachers and sports coach via the Primary PE Planning link. It is the PE Coordinator's responsibility to ensure that these are being used appropriately by monitoring. Monitoring procedures in PE are in-line with school policy. Any PE monitoring is uploaded onto Perspectives.

The children in Year 3 have weekly swimming lessons at Bert Williams Leisure Centre in Bilston.

Assessments in swimming takes place, as the children achieve their swimming awards, certificates are then presented to the children on a termly basis, in our Awards Assembly. Certificates, medals and/or trophies are also awarded to all participants during after-school clubs and at the termly Awards Assembly.

Outdoor Education is undertaken at Kingswood and Boratten Park where children participate in outdoor pursuits e.g. orienteering, nature trails etc, as well as experiencing a residential stay overnight.

## **6. The Foundation Stage**

We encourage and expect as much physical development in the Foundation Stage. We relate the children's physical development to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes moving confidently and imaginatively with control and coordination, recognising the changes that happen to their bodies when they are active and using a range of small and large equipment.

## **7. Cross-Curricular links**

Opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas can be exploited through:

- aspects of **numeracy** such as counting and measuring;
- aspects of **music** such as recognising and responding to a beat;
- aspects of **PSHE** such as health and well-being;
- and aspects of **science** such as forces and the human body.

In addition, the Primary PE Planning resource provides teachers with ideas for further cross curricular links in areas such as history, geography, ICT, PSHE, literacy and maths.

## **8. Inclusion**

We aim to provide equal opportunities and educational entitlement for all children, regardless of creed, culture, age, gender or ability. We strive to give all pupils equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities. We believe that children should be given the opportunity to experience success in PE and to achieve as high a standard as possible.

If a child has a particular need, it may be necessary to modify activities where necessary:

- By changing rules/ playing area/ equipment to allow inclusion.
- By providing parallel activities which enable all pupils take part in the same activity but in different ways, e.g. pupils in ability matched games or, in the case of pupils with a disability, grouped according to the way in which they play, such as standing or seated.

A record is kept of all pupils with medical conditions which may either affect their ability to participate in physical activity or which may be adversely affected by physical activity (e.g. asthma). Whenever a pupil is unable to participate due to health reasons (for example, a broken leg/arm) they should be involved in the lesson whenever possible by operating the stop watch, making critical evaluations etc.

P.E. kit is made available to all pupils so no child is excluded from P.E. lessons through having no kit.

In addition, task cards are provided for children who cannot take part in PE lessons. This ensures that children can engage with PE lessons in a less active capacity.

### **9. Assessment for learning**

Assessment of learning is carried out by class teachers and our sports coach and support staff. To ensure the most accurate assessment of pupil progress, class teachers use the Primary PE assessment criteria along with their own teacher judgements.

Opportunities for children to complete regular self and peer assessment are planned into all Primary PE Planning units, which enables our children to develop their peer and self-reflection skills on a regular basis.

The information collated through the above methods, is then used by the sports co-ordinator to keep accurate, half termly assessment data. As a result, data analysis can be used by the sports co-ordinator to highlight the children who need extra support or further extension within PE lessons.

### **10. Resources**

Loxdale Primary School has a hall which is also used as a dining hall. There is fixed large apparatus and large floor mats located here. A PE store room is located in the school hall. All equipment is kept in here. A full audit of equipment can be found in the P.E. coordinator's file which is updated annually.

There is one tarmac outside playground for both Key Stage 1 and 2. There is a large field which is used by Key Stage 1 and Key Stage 2.

Foundation Stage children have their own play area, with climbing equipment, which has a range of different surfaces to provide physical development of fine and gross motor skills:

- Grass
- Tarmac
- Safety surfacing

### **11. Health and safety**

Policies are in place and adhered to from Elite Safety in Education for:

'Before & After-School clubs',  
'Fixed Outdoor Play equipment',  
'PE Activities',

'Climbing Frame Nursery',  
'Lessons in PE',  
'Playground & Recreational Areas'.

Elite Safety in Education Health & Safety policies refer to the document: 'Safe Practice in PE and School Sport'.

When competitions/ Football fixtures are entered a risk assessment is undertaken, VAGRA form completed and submitted to the LA. Transport is provided by Boulton Travel; (minibus taxi) for fixtures and competitions. Boulton Travel are on the LA approved transport list. In order to safeguard our children we do not allow external parties to photograph our children without the express permission of their parents.

Where possible the risk assessments of each area for PE are discussed with the children at the start of PE lessons:

- Teachers and other adults working within P.E. and school sport should promote an understanding of safe practice, and develop pupils' sense of responsibility towards their own and others' safety and well-being.
- Teaching staff should do a risk assessment before the beginning of each lesson to check for spills and hazardous articles, particularly following lunchtime.
- Safe and effective exercise procedures will be taught and adopted in all activity sessions within and outside of school, e.g. including warm-ups and cool-downs.
- Pupils should respond readily to rules and instructions.
- To ensure the safety of each pupil, no jewellery should be worn, either in PE or for sporting after-school clubs. Taping up earrings is not permitted at Loxdale. School follow the guidance set out in afPE, which states: 'The afPE strongly recommends the practice of removing all personal effects at the commencement of every lesson to establish a safe working environment.' Therefore, all earrings must be removed for all physical activity. Where a child has had their ears pierced outside of the recommended summer holidays (in order for them to heal for the 6 weeks), then they can still participate within the PE lesson, with some adaptations. For example, they can practise skills alongside their peers in their own 'workspace' - an area where no physical contact can be made with other pupils or equipment. Where there is opportunity for 'contact' or there is a more physical aspect to the session, this pupil will need to undertake another role within the lesson eg an umpire, a scorer, peer coaching and take part and contribute in group planning, designing and tactical discussions. It is expected that after the 6-week healing process that these earring are removed for all subsequent PE lessons and physical activities, such as after-school clubs, residential etc.
- All pupils at Loxdale are expected to wear their own P.E. kit - burgundy shorts, white t-shirt and black pumps. Outdoor kit includes: a white t-shirt, burgundy jogging bottoms, grey jumper and trainers. All kit is left in school, ready for each P.E. lesson in clearly named pump bags provided by parents. Staff are responsible for ensuring kit is provided by parents and maintained to a good standard (e.g. no broken pumps etc.).
- Long hair should be tied back.
- Staff should wear suitable footwear and be dressed appropriately in PE kit.
- In hot, sunny weather, children should be encouraged to use sunscreen/block if taking part in physical activity outside; wear a hat and drink plenty of water. In cold weather, pupils should be as active as possible and should wear sufficient layers of clothing & appropriate footwear e.g. bare-foot and pumps for indoor PE, trainers (or football boots) for outdoor PE (football).

- Children should always work in a safe environment. When swimming - the pool's regulations on safety are adhered to.
- Staff should not be wearing any jewellery for PE.

## **12. Competitive Sport Selection**

Loxdale Primary School believes in the value of competitive sport and healthy competition. The school runs as many clubs and teams as possible in a wide variety of sports for both boys and girls. We encourage all pupils to take part in sport in general, in order to develop their own fitness, skills and abilities.

Our staff talk to the pupils about the value of good sporting behaviour, including being both good winners and good losers. Competitive sport, by its nature, has winners and losers and it is an important aspect of sport and a lesson for life that pupils, whilst playing to win, must also learn to manage disappointment and failure.

We will continue to verbally inform pupils about selection when upcoming sporting fixtures or tournaments are announced.

We try to encourage excellence and give opportunities for all and we recognise that it can be disheartening for a child not to be selected for a team or a tournament. The coach or teacher will explain to any child not selected, why this has happened and support them to develop their resilience and manage any disappointment. Unfortunately, not all children can be in the team or squad (which will generally be picked on sporting ability and positive role model behaviour when entering competitions).

However, it is also very important that those who are selected, do not boast and show-off, or criticise the pupils who are not chosen as this can be very hurtful and undermining. The school does not in any way condone this kind of attitude and any pupils who are seen to behave in this way, may not be selected for future competitions.

Staff who manage sporting competitions reserve the right to select whoever they believe to be the best team or squad for any particular game based upon sporting performance and attitude in school. We therefore ask parents to respect the decision of the staff member and not question why their child may not have been selected. Whilst we understand that parents may be disappointed if their child is not chosen, we would ask them to encourage a 'can do' attitude in their children for next time.

Should parents wish their child to participate in competitive school sports, this will be the school selection policy at Loxdale.

### **Monitoring and review**

This policy is monitored by the Governing Board, and will be reviewed annually.