



Poplar Farm School

Physical Education and Sport Policy

Introduction

Poplar Farm School aims to give all children an outstanding preparation for life through offering a happy, fun and stimulating all-round education.

Physical Education is a practical subject, which gives the children at our school, irrespective of age, gender, SEN, disability or ability opportunities for participation, enjoyment and success. It teaches children about the importance of leading a healthy and active lifestyle, develops their enjoyment, confidence and skill in physical activity, whilst promoting personal, social, intellectual, spiritual and physical development. It can also provide cross-curricular opportunities for children to develop the key skills of communication, application of number, ICT, working with others, improving their own learning and performance, and problem solving.

We offer our children a broad and balanced curriculum to inspire their physical development and to develop confidence, independence, resilience, and flexibility with an ability to take risks; where they aim for the highest success. We provide an excellent learning environment with a wide range of academic, sporting, artistic, creative and cultural and outdoor opportunities.

Our carefully designed curriculum ensures continuity and progression from ages 4 to 11 in the knowledge, skills and understanding of Physical Education and Sport taught. PE is about introducing children to a wide range of physical activities, combined with an enjoyment of exercise will provide the foundations for a healthy, active adult lifestyle and how to use their body in a range of activities to extend their mental and physical capacities.

Aims

1. To reflect the schools overall aims and ethos (as outlined in the school's mission statement).
2. To assist (through P.E) in the achievement of targets highlighted in the school's development plan.
3. To provide children with opportunities to enjoy and succeed in the subject as well as being stimulated and mentally and physically challenged to foster pupil independence.
4. To promote experiences that capitalise on children's natural abilities and interests, allowing them to discover their own aptitudes and engage in a wide range of physical enrichment activities and competitive activities and games.
5. To build upon the child's natural enthusiasm for movement, teaching them to use this confidently to explore and learn about their world and to acquire new subject knowledge and skills within a range of different contexts.
6. To provide children with the opportunity to be competitive and to respond to a variety of challenges in a range of physical contexts and environments.
7. To encourage enjoyment of and through physical activity and to help children to make reasoned active lifestyle choices on leaving school.

8. To develop pupils' physical competence, skill, intellect and confidence, and their ability to use these in a range of activities and understanding their body in action.
9. To promote physical skilfulness, physical development through perseverance and determination to be active for sustained periods of time.
10. To learn how to select and apply skills, tactics and compositional ideas to suit activities that needs different approaches and ways of thinking through purposeful PE lessons and active learning.
11. To provide opportunities for and encourage positive attitudes towards physical activity, as individual participants, team members and spectators, i.e. to observe the conventions of fair play, honest competition and good sporting behaviour.
12. To promote positive attitudes towards health, hygiene, safety procedures and improving fitness. To provide, through experience, knowledge and understanding about the relationship between health and physical activity, so this can then be sustained through later life.
13. To provide opportunities to develop self-esteem and personal characteristics like initiative, self-reliance and self-discipline.
14. To provide opportunities for children to acquire, plan, perform, evaluate and develop a wide range of motor skills, whilst developing communication skills and use of the correct terminology. To allow children to set targets for themselves and to evaluate their own and other's performances.
15. To encourage acceptance of success and failure and to develop understanding of what it takes to persevere, succeed and acknowledge others' success.
16. To provide students with the ability to foster leadership skills in a broad range of roles to extend knowledge and understanding.
17. To be able to perform basic water skills and swim 25 metres by the end of Key Stage 2.
18. To use technology to enhance knowledge and understanding and to instantly assess and evaluate their own and other's performances.

Entitlement

All pupils should have the opportunity to develop their Fundamental Movement Skills and Core Principles through non-competitive and competitive situations:

Locomotion Skills - Walking, Running, Dodging, Jumping, Hopping and Skipping.

Stability Skills - Landing Balance, Rotation: twist, turn, roll and spin

Manipulation Skills - Throwing and Catching, Striking with Feet, Striking with Hands, Striking with an Implement

These are to be developed through:

- Acquiring and Developing Skills
- Selecting appropriate skills and application in a variety of scenarios
- Developing Physical and Mental Capacity
- Evaluating and Improving Performance
- Fitness and Healthy Lifestyles

This will be delivered within the following contexts:

- Outwitting Opponents, i.e. Games
- Problem Solving, i.e. Outdoor Education

- Movements Replication, i.e. Swimming & Gym
- Performing at Maximal Levels, i.e. Athletics
- Exploring and Communicating Ideas, Concepts and Emotions, i.e. Dance
- Exercising Safely and Effectively

Progression

- Dance, Gymnastics, Athletics and Multi-Skills in KS1 and the Foundation Stage.
- Dance, Gymnastics, Swimming, Athletics, Outdoor Education and Games in KS2.

| Planning overview for PE | | | | | | |
|--------------------------|-------------------------------|---------------------------|-------------------------------------|---|--------------------------------------|---------------------------------------|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Reception | Introduction to PE: Unit 1 | Dance: unit 1 | Fundamentals: Unit 1 | Gymnastics: Unit 1 Ball skills: Unit 1 | Ball skills: Unit 2 Games: Unit 1 | Games: Unit 2 Fundamentals: Unit 2 |
| Year 1 | Fundamentals Team building | Dance Ball Skills | Gymnastics Sending and receiving | Net and wall Fitness | Athletics Target games | Yoga Striking and fielding |
| Year 2 | Fundamentals Team building | Invasion Fitness | Gymnastics Sending and receiving | Dance Ball skills | Athletics Striking and Fielding | Yoga Net and Wall |
| Year 3 | Fundamentals Fitness | Ball skills Gymnastics | Tag Rugby Dance | Yoga Basketball | Rounders Athletics | OAA Dodgeball |
| Year 4 | Fundamentals OAA | Handball Gymnastics | Swimming Dance | Swimming Ball skills | Athletics Football | Cricket Fitness |
| Year 5 | Fitness OAA | Dance Netball | Hockey Gymnastics | Dodgeball Badminton | Athletics Basketball | Rounders Handball |
| Year 6 | Fitness Golf | Volleyball Gymnastics | Dance Football | Cricket Tennis | Athletics Tag Rugby | Rounders OAA |

Teaching and Learning

Our PE lessons are planned using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues and pupils in each year group. Together we create a broad and balanced curriculum that is exciting for our children to learn through.

Our medium-term plans give details of each unit of work for each term. These schemes of work provide an overview of the unit, links to other areas of the National Curriculum and assessment criteria for that unit.

The short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area.

Curriculum Overview (started September 2020)

The teaching of Physical Education and Sport is designated 2 x 60 minutes of curriculum time per week for Years 1-6. Reception have 1 PE session and other opportunities for outdoor play are timetabled in. In EYFS, Early Learning goals and targets will be focused upon throughout the year.

Teaching Methodology

Physical Education is a practical subject and the emphasis should be on practical work with children actively learning through movement and purposeful PE lessons. However, the attainment target for Physical Education identifies planning, performing and evaluating as processes that contribute to learning. Teachers should identify strategies that will allow the development of these strands, whilst still remaining essentially practical. Our Curriculum identifies five central aspects of learning: acquiring and developing skills, selecting and applying skills, developing physical and mental capacity evaluating and improving performance and knowledge and understanding of fitness and health. Teachers will use a variety of teaching styles in order to provide the opportunities for all children to achieve and to develop the particular focus of the lesson. These will include directed teaching and free practice, some partner teaching, self-targeted activities and problem-solving work. It is for the teacher to decide upon the most appropriate teaching style/s to achieve a particular purpose.

Teaching Strategies

Children should be given the opportunity to work:

- In whole class groups
- Group Work - size dependent on age/ developmental specific
- Paired work
- Individually
- Co-operatively
- Competitively
- Teams of various sizes
- Mixed ability group

Children need to have experience and opportunity

- To lead
- To make decisions/choices about their work
- To assess their own work and the work of others
- To praise the work of others and offer constructive advice
- To use accurate and appropriate vocabulary

Progression

Progression is developed by:

- Moving from single task requirements to multiple.
- Increasing the complexity of skills.
- Moving from independent work to working with others.
- Moving from simple performing to adapting, refining and reviewing.
- Moving from simple spontaneous responses to making judgements.

- Performing tasks that require increasing physical maturity and strength.
- Making connections between activities.

At Key Stage 1, progress is characterised by:

- Watching and copying actions and then choosing their own answers to tasks which they can repeat to improve.
- Performing simple, single actions and putting two or more of these together to form a series or sequence.
- Working individually with increasing control and confidence before working with a partner or in a small group.
- Recognising safe spaces in which to work away from other people and recognising how to adapt this for safe working practice.
- Talking about what they did and then describing what someone else has done and what was good about it.
- Recognising the changes that happen to their bodies as they exercise with strong cross-curricular links.

At Key Stage 2, progress is characterised by:

- Learning discrete skills and then being able to use them in a variety of changing situations to suit the nature of the activity.
- Making decisions increasingly more quickly, especially in simple competitive situations and evaluating where they have made progress.
- Being able to use a wider variety of equipment and apparatus safely and with control and how to use ICT to reflect upon their own learning.
- Gradually adopting simple, technical language to describe what they and others are doing and being able to suggest how improvements might be made.
- Moving from being largely concerned with their own performance to gradually responding to partners, group or team members and adapting their performance where necessary.
- Persevering for longer during activities to promote mental toughness at improving physical fitness and adapting skills
- Demonstrating increasing sensitivity, accuracy and technical efficiency in response to a range of stimuli through creative and exploratory practices.
- Being able to sustain energetic activity for longer periods in a number of activities.

Assessment/Recording

- a. All pupils' progress is assessed, both by making informal judgements, as they observe them during lessons, and through assessing against the specific objectives set out in the National Curriculum and recorded using the Get Set 4 PE assessment software. These resources include the Get Set 4 PE progression of skills document, progression ladders and knowledge organisers.
- b. Pupils are assessed at the end of the Foundation Stage as part of their profile and at the end of every year using the Get Set for PE assessment grids
- c. Pupils are involved in self and peer assessment whenever appropriate.
- d. Assessment informs planning for progress of skills (short-term planning).
- e. Pupil's achievement and progress in PE is reported to relevant staff.
- f. The school keeps a sample of pupil achievement such as photographs, records of athletics/swimming awards, links with cross-curricular topics.
- g. The school uses social media - such as Twitter - to share pupil achievement to parents and carers.

Monitoring and Evaluation

Monitoring will be at times carried out by the PE coordinator, assisted by SLT. Information gathered as a result of monitoring and evaluation is used to improve the provision and impacts PE and Sports premium funding. A copy of the PE and Sport premium report is available online on the schools website and upon request.

Safety

Health and safety awareness is an integral part of children's learning in P.E and Sport. The safety of children in P.E. and sport lessons is of paramount importance. As well as teachers and teaching assistants considering health and safety during PE lessons, the children should be taught to consider their own health and safety and that of others.

Equipment Safety

1. The apparatus must be annually safety inspected and before use to ensure it is in good working order.
2. Apparatus in need of repair should be marked accordingly and put away where it cannot be used until repaired.
3. Apparatus should be carried from place to place rather than being dragged, thus preserving the apparatus, and minimising the risk of damage to the floor.
4. Apparatus should not be placed too near to walls, radiators etc-sufficient space should be left for pupils landing, slowing down etc.
5. Pupils must be taught to handle apparatus correctly, although such handling should only take place with the teacher's permission, under teacher's supervision and be checked by the teacher prior to using.
6. Ensure that floors are clean and dry and clear of litter etc. before starting a lesson.
7. Check that the hall is adequately heated and well lit and that the surrounding chairs tables, and objects, etc are safely stored and well clear of any fire exits. Try to restrict the activity to one metre boundary from the surroundings.
8. Children must be supervised when getting equipment out and putting equipment away.

Pupil Safety

1. All pupils participating should wear appropriate "kit "suitable to each activity.
2. All children in Key Stage 1 and 2 will be required to have a change of clothing for physical education. Children will wear black or navy shorts and a plain white t-shirt for Physical Education. Plimsolls or training shoes must be worn outdoors. All children will be bare footed during indoor activities, such as dance and gymnastics, unless they have foot problems, which require them to wear plimsolls.
3. All long hair should be tied back.
4. Teachers are to set a good example by wearing appropriate clothing and footwear when teaching PE. Change of clothing to take place during lunchtime.
5. During PE lessons no jewellery should be worn.
In the event of a child having an ear pierced and studs, which cannot be removed by the child, a note must be received from the parent/guardian to give the teacher permission to apply micropore tape with padding behind the ear on the neck.
6. Teachers should be aware of any children with medical conditions, asthma etc. which should be noted in class register.

Physical Education and SEND

Teaching PE to pupils with Special Educational Needs is an extension of good practice, via differentiation etc. It is important that the children's abilities and needs, not disabilities are emphasised. This will not only improve their skills but also raise their confidence and self esteem. The curriculum is designed to be wholly inclusive to meet all SEND/disabilities.

The four principles for a PE programme for children with SEND are:

- Entitlement
- Accessibility
- Integration
- Appropriateness

At Poplar Farm School children with SEND and disabilities are successfully integrated into lessons and can be accompanied by support teachers if it is felt necessary.

Adults other than teachers

TA's employed by the school assist in the delivery of PE working either with individuals or small groups of pupils.

They do so under the direction of the teacher. Adults other than teachers who work with children in curricular or extra-curricular time or parents will have appropriate training to work with small groups or larger groups of children, are DBS checked and are covered by their own insurance.

PE and Equal Opportunities

All pupils are entitled to the same PE provision as their peers and adult support is provided so that this is possible.

Boys and girls have the same opportunities.

Where appropriate, pupils are grouped by size or by ability for aspects of games lessons so that all might participate fully.

Extra-Curricular Activities

At the time of writing the school has offered the following sports clubs:

- Dance
- Gymnastics
- Multi- skills
- Football
- Tag Rugby

Equipment

The quantity and quality of equipment changes constantly.

Cross Curricular Links/Health Education

Where possible links are made between PE and other areas of the curriculum:

- Use of stop watches (Maths)
- Cameras and iPads (Computing)
- Fair play, consideration and respect for others (PSHE, SMSC)
- Dance routines/rhythms (Music)
- Health and fitness (Science, PSHE)

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| This policy was adopted on: | September 2020 |
| Review Cycle: | Two Yearly |
| This policy was subsequently reviewed: | February 2022 |
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