

Zouch Academy



Physical Education Policy January 2016

PE Vision statement

At Zouch Academy, we believe that Physical education and sport have a vital role to play in the physical, social, emotional and intellectual development of children. Physical education and sport are important in giving children the knowledge, understanding and the tools to make informed choices about healthy living and have a positive impact on their own health and well-being. The physical education curriculum at Zouch Academy aims to provide for pupils' increasing self-confidence through an ability to manage themselves successfully in a variety of situations. Children will have the opportunity to take part in a wide range of sports and physical activities, carried out in a safe and supportive environment, where effort and hard-work, as well as success, is celebrated and enjoyment and working together is promoted.

Objectives

- To provide a curriculum that satisfies the requirements of the National Curriculum.
- To provide up to two hours of high quality physical activity per week for all pupils.
- To provide an environment in which pupils enjoy and are committed to PE and sport.
- To provide opportunities, within the school and between schools, for pupils to participate in a range of competitive, creative and challenge-type activities, as individuals and as part of a team.
- To develop competence in the fundamental movement skills and control in gross and fine motor skills.
- To develop stamina, suppleness, strength and agility and the determination and resilience to keep going.
- To provide meaningful links to other areas of the curriculum and to national and international agendas.
- To establish good habits: an awareness of safety and hygiene and being responsible for PE equipment.
 - To ensure pupils understand that physical activity is an important part of a healthy lifestyle, including social and emotional well-being; both in and out of school and now and in the future.
 - To provide all pupils, irrespective of ability, opportunities to experience and succeed in positive, enjoyable and stimulating PE and sport.

Curriculum

Overviews for each year group can be found on the school website or paper copies on request. These overviews identify the outcomes for each year group and the progression with these. Time Allocation Government stipulates all children should have a "Five hour offer" of PE and Sport. This is: 2 hours of PE lessons per week in curriculum time, an additional 1 hour through clubs and extra-curricular activities on the school site and a further 2 hours through a mixture of school and community/club organised sport. All children access 2 hours of PE in school which is planned and taught by Chelsea FC Foundation (CFCF). The planning from CFCF is accessible by all staff and staff are encouraged to familiarise themselves with these before their classes sessions. Key Stage 1 teachers also lead Wake and Shake sessions with their classes.

The Foundation Stage

The physical development of children in the Foundation Stage is an integral part of their school work and is related to the objectives set out in the Early Learning Goals. The children are encouraged to

become Competent Movers, developing their Fundamental Movement Skills in the way they move, balance and handle equipment, both indoors and outdoors.

Extra-Curricular

Pupils have opportunities to develop their skills in a range of activity areas. They benefit from PE and Sport opportunities provided by the Chelsea FC Foundation; these include lunchtime games, after school clubs and holiday activities. They are also given the opportunities to take part in activities ran by school staff after school. These clubs include net and wall gams, invasion games, multi-skills and teaching the children about healthy lifestyles.

When appropriate, parents and children are sign-posted to local sports clubs and leisure centres. Participation and success is celebrated in assemblies.

Teaching, Learning and Planning.

Basic Lesson Plan

1. Warm up - 3 to 5 minutes' gentle exercise or stretching.
2. Introduction (or Revision) - individual or pair work.
3. Development - more challenging tasks in small groups.
4. Conclusion - transfer of skill/s learnt to final activity e.g. playing small sided games or performing a sequence in Gymnastics.

Differentiation

Planning for differentiation is based on the STEP principal (making changes to the space, the task or time, equipment and people). Flexibility in outcome is also allowed for - encouraging the pupils to compare their own improvements and setting their own targets. As well, the children are taught to consider what they themselves might need to do to simplify or challenge and so initiate their own differentiation.

In addition, the Physical Education overviews for each year identify the outcomes for each year, therefore enabling appropriate planning and the short term plans differentiate the Learning Objectives for each year.

Equality, Diversity and Accessibility

All pupils will access a broad and balanced PE curriculum, which meets the specific needs of individuals and groups of people, including those who have diverse special educational needs, who are disabled, who have English as an additional language and who are gifted and talented. This will be carried out by effective lesson planning, delivery and assessment and using support staff and appropriate resources.

Assessment and Recording

Teachers have a responsibility to assess and record progress during PE. Teachers should be discussing with their Teaching Assistant and the CFCF coach to gain an accurate understanding of their class and individuals progress against the age related outcomes. Every teacher makes an annual assessment of each child – at, above or below - and this is used to inform parents and the child's next teacher. The teacher may also make specific reference regarding attainment or progression in their general comments to parents.

Monitoring and Evaluation

Subject monitoring including the monitoring of general PE and Sport activity and the use and impact of the Sports Premium will be carried out by the PE Subject Leader with support from the Head Teacher, using the following strategies:

- Observation of teaching and learning
- Tracking and assessing pupil progress and achievement taking into account specific groups, including special educational needs and pupil premium children
- Obtaining views of pupils, staff and parents
- Analysis of fitness testing results
- Analysis of records of club attendance

Health and Safety

Zouch Academy currently manages all risks in accordance to the schools Health, Safety and Welfare Policy. The site will be checked daily by the schools site manager and actions taken where necessary. Equipment will be checked regularly by the PE Leader but all staff have the responsibility over this. It is the responsibility of each teacher to ensure that all curriculum activities are safe. If a teacher does have any concerns about pupil safety, they should draw them to the attention of the head teacher before the activity takes place

Accidents

For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes the teaching assistant should accompany the children to apply first aid. For serious accidents (head injuries, serious cuts or suspected fractures) the adult must stay with the child and send a responsible child (or two depending on age) to get a first aider and contact the school office.

Medical Conditions

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. When sessions are outside or may cause shortness of breath (e.g. long distance running) the teacher or teaching assistant should have their inhalers at hand if necessary.

Risk Assessments

The importance of safety in PE is made clear to all pupils, lesson planning allows for health and safety consideration and every teacher is expected to carry out an informal risk assessment of every PE lesson to minimise risk. Risk assessments exist for the school environment and attending swimming and a risk assessment is completed by the PE Subject Leader for pupils attending an off-site sporting event.

PE Equipment

Equipment for PE lessons is kept in the relevant halls PE cupboard. Staff are responsible for setting up and down the session, children may help where suitable but should not be given access to the PE cupboards. Staff and pupils are encouraged to look after resources by using the equipment correctly and ensuring that the resources are returned and stored in the right place and tidily. Also, the pupils are taught to carry and handle resources safely.

An annual audit of PE resources is undertaken by the PE Subject Leader, checking availability, condition and appropriateness. Once an audit has been completed, a list will be placed in each cupboard identifying what equipment is there and how many of each is available.

Any damage to PE equipment is reported to the PE Leader as soon as possible and if the damage could cause injury the equipment is isolated from use. If any new equipment is required, a request should be put in to the PE Leader who will assess the need and priority for the item before putting a request to finance.

PE Clothing

The children have a PE uniform as detailed in the school prospectus. If a pupil repeatedly forgets his or her PE kit, a letter is sent home by the class teacher. The school has sets of spare PE clothes to enable those who do forget their kit, access to the lessons.

PE (whole school)

Boys	Girls
Bottle green school top (current) or new	Bottle green school top (current) or new
Bottle green round neck T shirt	Bottle green round neck T shirt
Black PE shorts/tracksuit bottoms	Black PE shorts/tracksuit bottoms
Plimsolls or trainers for outdoor activities	Plimsolls or trainers for outdoor activities

Hair

All long hair is tied back for PE lessons. There are spare bands in school to enable access to the lessons for those who forget.

Jewellery and personal effects

Jewellery should be removed before children participate in a PE lesson. Where jewellery is worn for religious reasons the teacher should take action to make the situation safe. This may mean adapting an activity or taping over them.

Clear expectations have been established with all children and parents about the removal of jewellery and management of the removal. For example, parents are encouraged to ensure their children come to school without earrings when taking part in any PE activity.

Staff

Staff are to model the expectations to children by wearing appropriate sports clothing during PE session and where necessary hair should be tied back. Staff should actively join in and encourage children in a supportive manner to engage all children with the PE session.

Non-Participation

In the event of a child not able to participate in a PE lesson, a record is kept by the teacher and the note from the parent, if there is one, explaining the situation. If this is a regular occurrence, the teacher will set up a meeting with the parent to negotiate a way forward. The teacher will also find an alternative role for the pupil such as team manager, score counter, equipment manager, recording supervisor or lesson report writer.

Inclement weather

Where weather renders an outdoor lesson non-viable, every effort is made to move the lesson into the hall. The lesson may be adapted or suitable indoor games played instead.

Staff Training

The PE subject leader will have access to specific training to support and develop their role. All staff will be encouraged to attend courses and review resources alongside the PE subject leader. The PE subject leader will be available to support staff throughout the year and targeted sessions will be arranged. Training and support will be targeted to new staff and in areas where existing staff feel unconfident or require refresher training.

Dissemination and Review

All staff and governors will receive a copy of this policy. A copy will be available on the School Web Site. The policy and schemes of work will be available on request to parents, LEA, OFSTED and others working for the school.

Use of sports premium funding 2014-2015 and 2015-2016

Sports Premium Funding

The Government is providing funding to support the development of sport in schools. This funding is being jointly provided by the Departments for Education, Health and Culture, Media and Sport, and will see money going directly to primary school head teachers to spend on improving the quality of sport and PE for all their children. This funding is ring-fenced and therefore can only be spent on provision of PE and sport in schools. Eligible schools Funding for schools will be calculated by reference to the number of primary-aged pupils (between the ages of 5 and 11), as recorded in the annual school's census in January 2014. Purpose of funding Schools must spend the additional funding on improving their provision of PE and sport, however schools have the freedom to choose how they do this. We received £9,125 Sports Premium in 2014 – 15.

How will the funding be spent?

Schools will have to spend the sport funding on improving their provision of PE and sport, but they will have the freedom to choose they do this. At Zouch we are using the funding to help us enhance Sports and P.E. provision:

1. We have commissioned the Chelsea FC Foundation to support and enhance our PE/Sport delivery through:
 - The delivery of targeted curriculum input to enhance the quality of our delivery and PE/sport engagement.
 - To provide professional development/coaching for our staff.
 - To deliver Y5 & Y6 extracurricular activities during lunchtimes focussed throughout the year on the development of team sports and competition.
 - To provide after school extracurricular clubs
2. To provide access to swimming lessons in KS2.
3. Providing release time for our PE coordinator to runs competitions with local schools.

Impact assessment July 2015

All our children enjoyed the opportunities offered. As they were delivered by specialist coaches across a range of sports and physical activity the skills developed were of a higher quality that if delivered by non-specialists. The lunchtime clubs regularly have 35+ pupils attending and we ran two after school clubs for football across both Key Stages. The general fitness level of children improved and they increased their understanding of our core values including co-operation, respect, tolerance, and leaning to develop good sportsmanship. All our swimmers achieved at least their 10m qualification.

Sports Premium 2015 – 2016

This academic year we will have received £7,500 Sport Premium funding and we are intending to spend the money on:

- Subsidising Chelsea FC Foundation (CFCF) to deliver two hour of PE for all pupils.
- Commissioning CFCF to run after school clubs.
- Commissioning CFCF to deliver lunchtime football clubs.
- Proving swimming lessons for KS2 pupils