



Physical Education Procedures

Introduction

Frome Vale Academy believes that physical education is vital to a pupil's physical, emotional and social wellbeing. The physical education curriculum aims to provide pupil's with self-confidence and sporting skills that can be built upon by working as an individual and in a team competitively and co-operatively. Frome Vale strives to deliver an inclusive physical education curriculum, catering for all pupil's needs and abilities. Our broad curriculum is progressive through the school, providing appropriate, challenging, stimulating and enjoyable learning for all pupils. Pupils develop fundamental physical skills and games knowledge which are transferrable to a full range of sports and activities. The benefits of exercise are promoted through teaching of physical education but also through wider school sports and events throughout the year. Our vision is to be a school that values PE & School Sport and places this at the heart of learning, in order to develop physically confident and physically literate pupils able to use and value physical activity within their active lives.

Aims and Objectives

The National Curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

Frome Vale Academy endeavours to support these aims so all pupils can:

- Demonstrate positive attitudes towards physical activity, fitness, health and hygiene, led by the "I am an athlete" slogan.
- Develop an ethos of sportsmanship and know what fair play looks like
- Transfer skills from physical education lessons and apply them correctly and confidently to a range of sports and other physical activities
- Develop a wealth of skills in balance, agility and coordination through a progression of fundamental movement-based activities
- Develop personal and social skills, including communication, decision making and leadership.
- Enjoy the creative, imaginative and expressive aspects of physical activity through dance, gymnastics, and non-standard games.
- Control their physical movements and be aware of their body both in space and in relation to others during physical education
- Recognise and describe how their bodies feel during exercise, understanding what is happening internally and externally, and the role physical activity plays in healthy bodies and minds
- Have the opportunity to develop their skills, if they choose to, in extra-curricular activities, including participation in the calendar of intra and inter School Games competitions
- Understand how to succeed in a range of physical activities and how to evaluate their own success through self-agency.

Resources and Organisation

Children at Frome Vale Academy have access to a wide range of facilities: a sports hall (separate from the dining hall); two school playgrounds with fixed climbing and play equipment; a designated ball games area; large playing fields in the school grounds used for team sports, athletics and competitive events and a small, wooded area used for Forest School and outdoor adventurous activities. The school is well-resourced, and our inventory currently includes equipment for archery, athletics, badminton, basketball, boccia, cricket, hockey, indoor curling, netball, rounders, rugby, table tennis, tennis and a variety of non sport-specific games and activities. This equipment is regularly checked by the PE lead and new equipment is ordered annually to enhance the delivery of all PE and physical activity. All staff are able to access the equipment, and the planning resources are all available online..

Planning

Early Years, Key Stage 1 and Key Stage 2 have up to date resources for planning physical education available to them, which cover all aspects of the National Curriculum.

The physical education curriculum at Frome Vale Academy covers all areas of activity outlined as statutory in the PE National Curriculum 2014. The whole school curriculum coverage document outlines what is to be taught in which terms and shows the broad and balanced curriculum delivered in our school. PE curriculum is divided into 2 distinct parts, with each class having an hour's allocation for each one during the weekly timetable.

Our curriculum is designed to develop the children as athletes and prepare them with the skills to lead an active lifestyle and take part in sport and physical activity into adulthood. Rather than being sport-based, our curriculum focuses on physical literacy, developing core skills, transferrable to any sport, and of course, enjoyment of being active.

The first element of our planning uses the REAL PE programme, owned by Create Development. This is used across the CLF. REAL PE is based on the concept that young people do not need to be trained in sports, but to be physically educated. It uses a set of multi ability cogs which are the same for every year across the school. Each year group has 6 units: personal, physical, creative, cognitive, social, health & fitness. These are the drivers for everything in the unit and against which attainment is measured. In each unit, children work this cog as well as 2 Fundamental movement skills (FUNS) which cover agility, varied aspects of balance, coordination, footwork, ball skills, control and reaction. Each skill has 6 levels of progression, with multiple activities to complete on each level – all to be mastered and executed with fluency, accuracy and control at the child's own pace. All lessons have resources to support adaptations required for inclusion and extension.

The second element is Complete PE. Complete PE is a progressive scheme of work with sequences which build across the year groups. Each class has 6 units across the year which develop the skills required for a variety of invasion games, net & racket games, striking and fielding games, athletics, gymnastics and dance. Lessons are fun and challenging with learning

intentions that are skill based rather than sport specific and success outcomes which measure personal development. All lessons have differentiation embedded and there are links to specific resources for inclusion adaptations and challenge.

Teaching

Lessons throughout the academy are taught as class groups following the schemes of work. Lessons are taught by the class teacher and in some classes for some terms, an HLTA. External companies also visit the school at certain times of the year and deliver specialist sports training to the children. Swimming is provided for year 5 and as a booster opportunity for those in year 6 who are yet to meet the national curriculum requirement of 25m. Swimmers are taught by school staff and a specialist swimming instructor.

All children will receive at least 2 hours of physical education and activity during curriculum hours which shows the academy's commitment to the delivery of PE.

Assessment

From September 2022, a record of children's attainment in PE will be recorded at the end of each term within the school's Complete PE portal. At the end of each termly unit, teachers will make a judgement for each child as to whether they are below, emerging, expected or exceeding the age-related curriculum expectations. Each attainment band provides information, in the form of statements, as to what has been achieved by the pupil.

Class lists are embedded within the Complete PE portal and all data analysed within the site to enable class teachers, the PE lead and management team to see results and note patterns which may inform the PE action plan.

Numbers of pupils taking part in other physical activity in school such as clubs, playground games, events and competitions is also recorded on the portal.

Alongside this, teachers keep a record of children's attainment of the REAL PE cog and their progress in the 2 FUNS skills for each term. Attainment is recorded using the terms many, some and most against the criteria, with the names or initials of children who are below or above the expected attainment noted on the grid. The colour that children achieve in their FUNS skills is noted and they use this as their starting point in the following year group.

Inclusion

All children with special needs, as stated on the SEN register, will be included in any physical education lesson. If a lesson or programme needs to be adapted, then the teacher in charge will do this in consultation with the PE coordinator and SENCO. Both REAL PE and Complete PE have a wealth of resources and teacher support to ensure that all children's needs are met within lessons. The PE lead will ensure that inclusive opportunities are planned into the events calendar, such as school games participation events and specific inclusion events.

Training

Staff are fully supported with planning and delivery of PE when required. The PE lead completes regular training and courses are offered to staff to support their professional development. PE staff meetings and regular drop-in sessions with the PE coordinator will support teaching staff with the delivery of physical education. Network opportunities with other PE leads at academies in Cabot Learning Federation will also aid the PE coordinator who can provide feedback to other members of staff at Frome Vale. All teachers and teaching partners expected to cover PPA will receive an up-to-date, relevant and dynamic CPD in areas they have identified for themselves, or areas linked to the Academy Improvement Plan.

Being ready for PE

Students and teachers should wear clothing that is fit for purpose according to the physical education, school sport and physical activity, environment and weather conditions. Pupils should come to school on their PE days wearing:

- Trainers suitable for sport (ones with grip that do up tightly enough to support the ankle and not fashion ones)
- Plain black tracksuit bottoms, leggings or shorts
- A plain black or white t shirt

All pupils should be encouraged to take responsibility for preparing and checking that all of their kit is fit for purpose for the lesson being undertaken. Children should also have a water bottle in school and an outer layer for outdoor PE. All teachers should wear the FVA PE polo shirt, sports trousers/leggings and appropriate footwear.

Indoor sessions: Children are to wear black bottoms, white tops and daps/appropriate trainers. Light clothing allowing good freedom of movement, without being baggy or loose, is advised.

Classroom-based movement/limited space playground activity (e.g. wake and shake): Children can remain in their everyday clothes.

Outdoor lessons in cold weather: Additional layers are advisable.

Hot weather: Parents will be advised to apply sun cream protection before school.

Gymnastics: Barefoot work is the safest, whether on the floor or apparatus, because the toes can grip. Loose clothing is not advised.

Footwear: All staff and students need to change into footwear that is appropriate for the lesson location. Outdoor and indoor footwear should demonstrate effective grip, support and reasonable protection for PE activities and games. All footwear should be of the correct size and correctly fastened in the manner of its design.

Earrings and personal effects: Personal effects, such as jewellery, watches and hair slides should ideally be removed to establish a safe working environment. All earrings should be removed at home for younger children, and at home or prior to the lesson for older pupils. Staff are not required to remove or tape earrings for pupils, but are to supervise **to ensure the taping is effective to prevent the stud post penetrating the bone behind the ear.**

When the kit is not at school:

Depending on the PE activity, pupils can still participate in particular parts of the lesson, by removing some of their daily clothing (e.g. jumper or cardigan).

Children will be issued a 'spare' physical education kit from their class teacher. A text will be sent from the school office as a reminder. This part of the policy will be made available via the whole-school newsletter and parents will be given a choice to opt out.

Extra-curricular Physical Education

At Frome Vale, we believe that children should have the opportunity to further develop their skills through a range of extra-curricular activities. Extra-curricular sporting and fitness clubs are to be run and planned throughout the year. Outside sporting coaches may be invited to deliver an after school physical education activity, when agreed by the coordinator and The Principal. Some clubs will be open to all and others will be by invite depending on the purpose and intended outcome for the club participants.

Children will also be given the opportunity to take part in pupil-led, structured playground games, intra-school and inter-school competitions either after school or during school hours. There will be a whole school sports week each year, planned around a theme, which will engage pupils in activities to broaden their experiences further e.g. orienteering, yoga, martial arts or outdoor & adventurous activity.

Contribution of PE to teaching in other curriculum areas

English

PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance. Vocabulary is developed in PE lessons such as prepositions, movement verbs, actions and instructions.

Personal, social and health education (PSHE) and Citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Children learn leadership skills, communication and teamwork. They learn the benefits of exercise and healthy eating, and how to make informed choices about these things. The teaching of PE offers to support the social development of our children through the way we expect them to work with each other in lessons. Children learn to respect and encourage others and gain a better understanding of themselves and of each other.

Mathematics

Links between PE and Mathematics include measurement, shape and space, sequences, number, angles, position and movement, rotation and time. At Frome Vale Academy, many of the numeracy warm-up and engagement activities are planned to be active and delivered outdoors.

The Role of Coordinator

The role of the PE Coordinator involves:

- Supporting other members of staff in all aspects of the curriculum.
- Maintaining and replacing equipment when necessary.
- Ensuring areas for lessons and activities are safe.
- Assisting with recording, keeping and assessment of the subject.
- Monitoring the teaching of the subject at Frome Vale by informally observing lessons planned
- Attending meetings and courses, which will inform future development of the subject and ensure other staff are aware of courses themselves
- Ensuring that pupils have the opportunity to become involved in extra –curricular clubs to develop their skills
- Planning a varied calendar of intra and inter school events
- Ensure standards remain high in each year group through effective monitoring of the subject and securing high-quality and on-going CPD opportunities

Healthy and Safety

The updated 2020 document 'Safe Practice in Physical Education and Sports' is available to all staff.

It is noted that in the event of an emergency, there are phones within a short distance of all PE lesson locations and basic First Aid boxes are available to all members of staff in their classrooms. All teachers will carry a walkie-talkie with them to be able to quickly contact a first aider.

Risk assessments are written and signed off for any sporting competitions or classes before the event.

Making Physical Education Safe



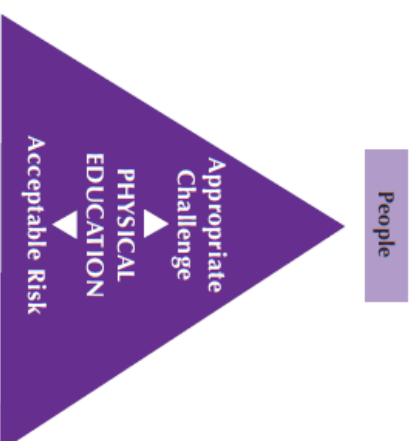
Appendix 2F: Safe Practice in Physical Education Poster

safe practice in physical education and school sport

- School staff** delivering physical education need to:
- understand their obligations relating to their duty of care
 - be suitably experienced and competent to teach the physical activity being offered
 - use regular and approved practice
 - be aware of any child/pupil at risk
 - ensure acceptable pupil behaviour at all times
 - clarify the role of and monitor the work of other support staff.

- Physical-education facilities** should provide:
- hazard-free playing surfaces
 - sufficient space allocated to the activities and be subject to:
 - a regular and systematic maintenance programme
 - appropriate usage.

- Procedures** should involve:
- safety rules and regulations clearly understood by both pupils and staff
 - attendance and assessment records consistently maintained
 - all accidents and 'near misses' comprehensively logged and reported to the appropriate body where required
 - communication with parents about school policies and practice.



Context

Organisation

- Physical-education equipment** should be:
- inspected annually
 - regularly maintained
 - regularly monitored for wear and tear
 - checked before use
 - used appropriately and stored safely
 - disposed of when condemned.

- Pupils** engaged in physical education should be:
- given opportunities to think about safe practice in relation to themselves and peers
 - guided to develop their knowledge and understanding relating to responsible participation and progress
 - sufficiently skilled and confident in the tasks set
 - appropriately supervised when undertaking a leadership role.

- Preparation** requires:
- comprehensive schemes of work in place, differentiated to meet the needs of all pupils
 - a safety policy and guidelines
 - up-to-date risk assessment.

- Teaching style and class organisation** should ensure that:
- pupil capability is matched to task
 - the methodology is appropriate to safety demands inherent within the activity
 - pupils are always appropriately prepared and confident through progressive practices.

Available at: www.aape.org.uk or hard copies of this poster are available from: DCSF Publications or telephone 0845-602 2260

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