



Physical Education Procedures

Agree on: October 2019

Review date: October 2020

PE lead: Harley Foley (Future Stars)

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. Varied and flexible teaching styles aim to provide appropriate, challenging, stimulating and enjoyable learning for all pupils. The benefits of exercise are promoted through teaching of physical education, through a range of activities in lessons and in special events throughout the year. Cross-curricular links to other subjects also show the dedication to delivering good physical education. Our vision is to create a school that values PE & School Sport and places this at the heart of their learning, in order to develop physically confident and physically literate pupils able to use and value physical activity within their 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 fitness, health and hygiene
- Develop an ethos of sportsmanship and know what fair play looks like
- Develop and practice skills learnt in physical education lessons and correctly apply them to sports and movement based activities
- Develop psychomotor skills through a range of movement based activities - *practical*
- Be given the opportunity to develop co-operation, leadership skills and communication – *teamwork*
- Be aware of their body in relation to others during physical education – *kinaesthetic*
- Recognise and describe how their bodies feel during exercise
- Have the opportunity to develop their skills, if they choose to, in extra-curricular activities, including participation in the calendar of Sainsbury's School Games competitions
- Develop the enjoyment of physical activity through creativity and imagination
- Develop an understanding of how to succeed in a range of physical activities and how to evaluate their own success

Resources and Organisation

Frome Vale Academy have access to a sports hall, two school playgrounds, large playing fields in the school grounds used for orienteering activities and a small wooded area used for Forest School and outdoor adventurous activities. The PE cupboard is resourced well with athletics equipment, portable gymnastics equipment, like benches and mats, a table tennis table, football goals, basketball and netball nets, footballs, basketballs and netballs. This equipment is regularly checked by the PE lead and new equipment is ordered yearly. All staff are able to access the equipment and the planning resources, via the lead and are fully supported when needed.

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

Planning

The physical education curriculum at Frome Vale Academy covers all areas of activity outlined as statutory in the PE National Curriculum 2014. Every year group covers particular aspects of the curriculum during school time. The scheme of work used to aid planning is provided by Future Stars, who also support in the delivery of lessons. This provides ideas and activities for OAA, athletics, games, gymnastics and dance. 'Frome Vale PE skills progression Year 1-6' document is also used to support age appropriate and thorough delivery. An agreed whole school Long-Term Planning document is used to sustain the consistency and coverage.

Teaching

Lessons throughout the academy are taught as class groups following the scheme of work. Lessons are taught by the class teacher, but some year groups will have the PPA teacher, a visiting professional or a CPD coach to plan and team-teach physical education. Similarly, outside sports coaches will visit the school at certain times of the year and deliver specialist sports training to the children. This will be assisted by the class teacher or PPA teacher. Some year groups also take their classes swimming that will be taught by a specialist swimming instructor alongside the class teacher.

All children will receive at least 2 hours of physical activity during curriculum hours which shows the academies commitment to the delivery of PE.

Assessment

The 'Frome Vale PE skills progression Year 1-6' document will act as a guide to assessment at Frome Vale to help teachers to keep a running record of children's development during physical education. Using the CLF assessment format provided, each child's name is entered

on its class record sheet, along with their attainment level for the National Curriculum strands, in the core areas of activity - Gymnastics, Athletics, Dance, Outdoor and Adventurous activities, Swimming and Games.

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 Lead and SENCO. An SEN calendar of Sainsbury's School Games intra-school competitions will be provided by the area SCo.

Training

PE staff meetings and regular drop-in sessions with the PE leads will support teaching staff with the delivery of physical education. Network nights with other PE leads at academies in Cabot Learning Federation will also aid the PE lead 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 PE Improvement Plan. This includes on-going formative and summative evaluation.

Being ready for PE

Students should wear clothing that is fit for purpose according to the physical education, school sport and physical activity, environment and weather conditions. 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.

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). These parts include listening to the learning, designing, planning and evaluating. In this case, children will be required to make notes on the PE reflection form.

KS1

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.

KS2

Children will be issued a 'spare' physical education kit from the PE cupboard. 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 for each term. Outside sporting coaches may be invited to deliver an after school physical education activity, when agreed by the Lead and The Principal.

Children will also be given the opportunity to take part in Sainsbury's School Games intra-school and inter-school competitions either after school or during school hours. These competitions are open to children of all abilities who are interested, provided parents' consent to their participation. For more information go to <https://www.yourschoolgames.com/>

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.

Personal, social and health education (PSHE), Design and Technology and Citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about 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 work with each other, and develop 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 the lead

The role of the PE lead 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
- 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

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.

The updated 2016 document ‘Safe Practice in Physical Education and Sports’ will be available to all members of staff from January 2018. Attached is a poster highlighting the main points.

Risk assessments are also written and signed off for any sporting competitions or classes e.g. swimming, before attending.

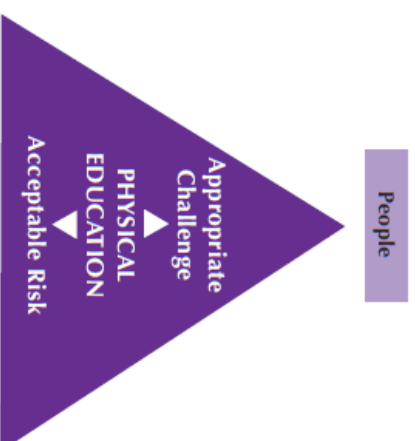
Appendix 2F: Safe Practice in Physical Education Poster

- 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.

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



- 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.

- 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.

- 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.

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children, schools and families

