



## Swallowtail Federation of Church Schools

**Our Federation's mission is to work together to create successful learners, confident individuals and responsible citizens.**

With our values we aim to:

- Provide a Christian ethos relevant to all areas of school life
- Ensure a happy and caring environment in which all children and adults feel safe and can express their individuality
- Have high expectations for children in our care by providing an appropriate challenging curriculum which is inclusive and accessible to all
- Expect high standards of behaviour throughout the federation
- Ensure equal opportunities for all
- Model and nurture good social, physical and spiritual development
- Celebrate achievement in all areas
- Ensure Governors are committed and involved in the life of the federation
- Liaise effectively with parents, guardians, carers and the wider community
- Foster an awareness of and respect for the environment

## Physical Education Policy

<b>Formally adopted by the Governing Body/ Trust of:-</b>	<b>Swallowtail Federation of Church Schools</b>
<b>On:-</b>	<b>March 2018</b>
<b>Chair of Governors/Trustees:-</b>	<b>Sheila Watts</b>
<b>Last updated:-</b>	<b>February 2018</b>



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### 1 Introduction

- 1.1 Physical Education (P.E) develops the individual pupil's physical competence and confidence, and their ability to use these to perform in a range of activities.
- 1.2 High quality P.E. is achieved by combining the physical activity with intellectual processes such as decision-making, selecting and applying skills, refining, adjusting and adapting. It also teaches the qualities of commitment, enthusiasm, fairness and integrity.
- 1.3 P.E. also contributes to other subjects across the curriculum and can have an impact on children's attainment.

### 2 Aims

- 2.1 To provide a broad, balanced and relevant education which incorporates the requirements of the National Curriculum 2000 for all children to reach their full potential, regardless of their race, gender, cultural background or physical ability.
- 2.2 To develop the "whole" child through encouraging self-respect and an awareness of strengths and needs of others. That respect for others' levels of ability, better or less than their own should be recognised alongside the acceptance of success or failure on one's own part.
- 2.3 To promote a positive attitude by developing the self-esteem of the child to have confidence in their own abilities.
- 2.4 To promote the enjoyment of physical activity for all. To ensure that a child's entitlement to physical education is realised through other curriculum areas also with an aim of each child achieving between 2-3 hours (including after school clubs and community sports).
- 2.5 To provide personal, social and health education and to promote positive attitudes towards active and healthy lifestyles.
- 2.6 To encourage the child to become a skilful performer, with the acquisition of skills and techniques, and to develop teamwork, co-operation and safe practice within the school community.
- 2.7 To help children to know and to understand risk and how to participate safely.
- 2.8 To develop the appreciation of qualities through creative, adventurous activities and a range of competitive and non-competitive activities.
- 2.9 To develop physical activity from the early years to the end of key stage two by implementing LEA guidelines through a range of sports within each generic activity.
- 2.10 The deployment of external coaching expertise in curriculum time.

### 3 Teaching and learning

- 3.1 The federation provides each child with on average 2 hours of P.E. a week. The halls are timetabled for each class.
- 3.2 Lessons are blocked into units of work and stated on the curriculum map. Teachers and coaches work alongside the P.E. coordinator to ensure correct coverage.

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- 3.3 Pupils spend sufficient time on each area of activity as to secure the learning and enough depth to secure their understanding. This is approximately 8 – 12 hours per unit of work in line with guidance from Norfolk County Council.
- 3.4 Children will be presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams. They will learn how to think in different ways to suit the different challenges.
- 3.5 They will be given the opportunity of demonstrating their learning, using a range of communication styles, allowing for effective assessment. This assessment will be used to inform planning and promote greater learning.
- 3.6 At key stage 2, swimming is taught by the Swimming Instructor with support from the staff. Information on progress, assessment of attainment is provided by this person in consultation with the lead TA.
- 3.7 A specialist sports coach will deliver some of the PE for each Key Stage. Class teachers will also teach a session a week following an agreed scheme of work.
- 3.8 Early Years follow the Early Learning Goals for Physical Development.
- 3.9 The PE Subject Leader will conduct sampling of lessons across the year. Using the subject specific exemplification material from Ofsted or other agreed criteria, they will look at what they observe and compare that with the exemplification material to ensure standards of teaching and learning and pupil achievement are high.
- 3.10 The additional PE Premium funding is being accessed here to release the subject leader to ensure that this happens in accordance with best practice and this policy.

### 4 Curriculum Planning

- 4.1 Where appropriate PE is organised in themes to promote greater cross-curricular planning, teaching and learning.
- 4.2 Contribution of PE to teaching to wider curriculum

#### **English**

*PE contributes to the development of Speaking and Listening skills by encouraging children to:*

- *follow instructions*
- *understand and respond to instructions*
- *understand the task and terminology used to express it*
- *act on advice given*
- *learn from others*
- *ideas exchanged, team tactics, peer evaluation*

#### **Personal, social, health and citizenship education (PSHE)**

- *Children are taught the benefits of exercise, healthy eating, and how to make informed choices about their lifestyle.*
- *In PE children are encouraged to work cooperatively across a range of activities and experiences. They learn to respect the views and abilities of others.*

#### **Numeracy / Maths**

- *Children learn to apply numeracy skills when counting, measuring and timing.*
- *They are also encouraged to use mathematical terminology for shapes, space and position.*



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***Links to other curriculum subjects are made where meaningful.***

4.3 The school follows a progressive scheme of work provided by \*Val Sabin scheme of work in Gymnastics, Dance and Games at Key Stages 1 and 2 and Real PE, Get Set 4 PE .

4.4 Relevant units will be made available to all staff who teach them and they will be expected to evaluate these units, feeding back to the subject leader. This allows for curriculum review in relation to content, progression, continuity, teaching and learning.

4.5 Teachers and staff will also be asked to feedback via a skills audit on their confidence, competence to teach PE to facilitate the planning of staff CPD in line with the national indicator (NI3) associated with the PE and Sport Premium.

4.6 Individual lessons should be evaluated to inform planning and ensure differentiation.

4.7 At key stage 2, swimming is taught by the Swimming Instructor with support from the staff. Information on progress, assessment of attainment is provided by this person in consultation with the class teacher.

4.8 Teachers must ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas and fitness and health.

### **5 Assessment**

5.1 Pupils' work will be assessed throughout each unit of work using formative, summative, peer and self-assessment methods.

5.2 Pupils' progress will be monitored and recorded by the individual class teacher to set realistic targets for the individual pupil, based on their strengths and weaknesses and in line with national guidance and expectations.

5.3 At the end of each unit an indication of whether children are working below, at or above age related expectations will be recorded – this is reflected as having achieved the expectation, gone beyond it or working towards it.

5.4 Pupils will also use ICT where appropriate to record their achievements and to enhance learning. This should include digital photography/ video and data handling.

### **6 Sports Premium**

6.1 The school receives £16K PE and sport premium. The school uses this funding to meet the following requirements, reporting back annually on the impact of its plans to:

- KI 1 - The engagement of **all** pupils in regular physical activity (30 mins/day)
- KI 2 - The raising of the profile of PE and sport across the school
- KI 3 - The increased confidence, knowledge and skills of **all** staff teaching PE
- KI 4 - The broader range/experiences of sports and activities offered to **all**
- KI 5 - The increased participation in competitive sport

6.2 Our PE coordinator and governor is Natalie Fiske.



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6.3 Our detailed plans are available on our website,  
[http://www.swallowtailfederation.co.uk/pe\\_s.html](http://www.swallowtailfederation.co.uk/pe_s.html)

### 7 Equipment and resources

7.1 All resources are recorded on the resources for PE list (available from the PE coordinator). These are regularly reviewed in order to ensure they are appropriate to the range of activities undertaken, pupil ages, abilities and needs of the children in order to enhance learning.

7.2 Resources are kept in the store cupboard in the hall.

7.3 Resources should be counted out and counted in, returned in good condition and working order. The pupils should be encouraged to:

- Look after resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place (staff should oversee)
- Be told of any safety procedures relating to the carrying or handling of resources.

**7.4 Any damage, breakage or loss of resources should be reported to the PE Coordinator as soon as possible. Any damage observed done to a piece of apparatus which could cause subsequent injury must be isolated from use, and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.**

### 8 Safe Practice

8.1 All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching.

8.2 This school follows the “Safe Practice in Physical Education, Physical Activity and School Sport” (2016) guidance provided by the Association for Physical Education (afPE). A copy of the afPE manual is located in the staffroom.

8.3 The School employs the P.I.E. model extolled by afPE – ‘Prevent, Inform, Educate’.

All pupils must be taught how to handle and carry apparatus, resources appropriately. They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.

**8.4 Specific guidance on all areas of activities is given by afPE- additional local authority guidance is available on the website. The PE Coordinator will provide all staff teaching PE with the appropriate guidance and access to the risk assessments.**

8.5 The afPE Safe Practice Posters are displayed where staff teaching PE will be able to study it.

8.6 Staff who lack confidence in teaching areas of activities will be supported by access to INSET training either in school or on appropriate courses.

### 9 Equal opportunities and inclusion



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- 9.1 Every pupil has equal access to national curriculum physical education.
- 9.2 Learning experiences are differentiated in such a way as to meet the needs of all pupils.
- 9.3 The school will take care to ensure potential barriers to any group, such as gender stereotypes will be removed.
- 9.4 All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

### **10 Staff CPD**

10.1 All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be confident and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader or the PE Adviser through INSET.

### **11 Foul weather and loss of teaching time/space**

11.1 In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made. These may include class based activities around the objectives, or rescheduling the activity for another day. If the indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning intentions to be achieved.

11.2 Whenever it is impossible to teach the planned PE lesson, this should be recorded and teachers should endeavour to revisit the learning as soon as is practical.

**Review Date: March 2021**