



## **Kirkby Avenue Primary School – Physical Activity Policy 2022-2023**

### **What is P.E.?**

P.E is the development of knowledge, skills and understanding of physical activity through a continuous process of planning, practise, exploring, performing and evaluating.

### **Aims and purposes**

All children will be provided with opportunities and encouraged to...

- develop an enjoyment of physical activity.
- develop confidence and competence in performing a wide range of skills and using a range of PE equipment.
- develop their understanding of how to lead an active, healthy lifestyle and to have an understanding of the effects of exercise on the body.
- enjoy opportunities to compete in sport and other activities, and to take part in a range of out of school hours PE clubs.
- develop a sense of fair play and sportsmanship.
- develop social and interpersonal skills, such as cooperation and teamwork.
- develop an increasing ability to select and apply tactics and compositional ideas.
- develop evaluation skills - increase children's ability to use what they have learnt to improve the quality and control of their performance a thee performances of others.
- Apply rules and conversations for different activities.

### **Adults Supporting Learners (ASL's)**

Qualified coaches are used to deliver some of the PE curriculum and some Out of School Hours physical activity. ASL's are CRB checked and we ensure that they have the correct coaching qualifications. ASL's will be monitored and supported as necessary to ensure that high quality PE is being delivered.

### **Entitlement**

#### **Early Years Foundation Stage**

Physical Development is one of three Prime Areas of Development within the EYFS curriculum. The subject should therefore be given sufficient emphasis.

The following statements explain the expectation of achievement at the end of EYFS.

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively and safely.

## **The National Curriculum**

### **Key stage 1**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

### **Key stage 2**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball and rounders), and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## **Swimming and water safety**

All schools must provide swimming instruction either in key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres

- use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)
- perform safe self-rescue in different water-based situations.

### **Time allocation**

We offer each child the chance to participate in at least 2 hours of high quality PE per week. Further opportunities for physical activity are provided out of school hours and children are signposted to after school clubs and local clubs where appropriate.

### **Equal Opportunities and Inclusion**

At Kirkby Avenue Primary School, we feel that it is essential that all children's efforts are valued and supported in a safe and secure environment. All children are entitled to participate in the P.E. curriculum regardless of ethnicity, gender, religion and special educational need.

When planning and selecting materials, tasks, resources and teaching styles we will take into account the needs of all pupils in terms of abilities and stages of development. Where children have specific sensory and physical needs, adaptations to the curriculum may be necessary to ensure that children have every opportunity to succeed at their particular stage of development. Where abilities fall significantly outside of the expected level, children may have IEP targets in place and these targets may include specific PE objectives.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:-

- setting common tasks that are open-ended and can have a variety of results
- setting tasks of increasing difficulty, where not all children complete all tasks
- grouping children by ability and setting different tasks for each group
- providing a range of challenge through the provision of different resources

### **Diversity**

Through our hard work we strive to ensure that every young person has the opportunity to participate in high quality physical education and sport, regardless of their background, ethnicity, ability or indeed any other personal characteristics. Our aim is to enable children to strive for brighter future through sport and have a positive impact on well-being, children's leadership skills and health. During our sports week we also talk about lots of athletes from different diverse backgrounds and how this impacts their participation within sport.

## **Planning and progression**

Teachers use the "Striver" to support their planning for PE activities - this helps to ensure continuity and progression. The scheme outlines skills to be taught in each year group. There is scope for teachers to adapt the activities, to take advantage of cross curricular topic links, as long as the appropriate skills are covered. With "Striver" there is also an assessment tool, this is to be completed at the end of the 6 weeks to see if children have improved.

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole class teaching and individual or group activities.

Teachers draw attention to good examples of individual performance, as models for the other children, and we encourage the children to evaluate their own work as well as the work of other children.

Within lessons we give children the opportunity to both collaborate and to compete with each other. They are also encouraged to compete with 'themselves'. Children have the opportunity to use a wide range of resources.

## **Assessment and Recording**

Teachers are responsible for keeping their own assessment records, the assessment record is all online. Children's progress in PE is observed during lessons and planning is adapted to meet the needs of the children. Any adaptations are then recorded on planning. Instantaneous assessment, in the form of verbal feedback during lessons, is also an essential and integral part of P.E. At the end of a unit of work, teachers make a judgement as to whether each child has met, exceeded or is working towards expectations. These records enable the teacher to plan the following unit of work and to make an annual assessment of progress for each child. Any particular successes and participation in competitive activities are reported to parents as part of the child's annual report. The teacher also passes assessment information on to the next teacher at the end of each year.

In the early years, regular observations are made, of both adult initiated and child initiated activities, and recorded in the individual child's 'profile'. The teachers use Evidence ME for their observations, using this helps them to achieve Early learning goals. Teachers will state, at the end of the year, whether children have achieved the expected level of development, have exceeded expectations or are working at an emerging level.

## **Safe Practice**

- Members of staff, where possible, will change their clothing and footwear to teach PE. If this is not possible all staff members will ensure that they are wearing suitable clothing with a change of footwear.

- Children will wear their PE kits with bare feet for gymnastic and dance activities. If a child has a verruca, they will also take part in bare feet. For outside lessons, and when trainers/ pumps are worn indoors, these must be a change to those worn for the rest of the day and all children, participating in the activity, must be wearing trainers/ pumps.
- Long hair will be fastened back and all jewellery will be removed, with the exception of children who have newly pierced ears who will be made to cover their earrings. Children will only be able to cover earrings for a temporary period - a maximum of 6 weeks.
- To eliminate potential hazards and risks, obstacles will be moved where appropriate. The floor/ work area will be checked and the equipment to be used will be checked for faults/ damage. All faulty or damaged equipment will be reported to the HS, JB and BM. Specific health and safety considerations will be noted on lesson planning.
- Pupils will be taught safe ways to lift and carry equipment. They will always be supervised by a teacher. Equipment used will reflect the age and ability of the pupils. Equipment will be stored safely in a PE store cupboard or around the hall. Equipment will be replaced safely after use.
- First aid equipment will always be available from the staffroom, and all staff members know what to do and who to call for assistance in the event of an accident. Inhalers for children suffering from asthma must be readily accessible and where appropriate taken to the hall. Staff should also be aware of any other medical condition that may affect or limit a pupil's ability to take part in PE - although teachers should ensure that pupils are only excused from physical activity for legitimate reasons.
- Pupils will be supervised at all times and will be encouraged to work in a positive disciplined manner. Pupils should work in silence during apparatus lessons and quietly at all other times. They will not be allowed onto apparatus until the teacher has checked it. Pupils will understand and respond to a clear 'stop' signal and will be made familiar with the rules and behaviour expectations. Health and safety awareness will be an integral part of children's learning in PE.
- Children who work with a 1:1 adult will be supervised at all times. This involves getting changed, travelling to the hall or the playground and during the lesson.
- All lessons will include a warm up and a cool down and pupils will be made aware of the health and safety reasons for warming up and cooling down. Skills will be developed appropriately before being used in a game situation or on apparatus.
- For outside lessons apparatus will be assembled in a safe suitable place for access, boundaries will be marked and all striking/ hitting will be away from buildings. The area to be used will be checked for potential hazards.
- When using an alternative venue or site, written permission will be gained from parents/ guardians, a first aid box will be available, emergency procedures will be taken and details of the event will be left with the school. Emergency contacts will be taken, rules and regulations for the site will be adhered to and LEA guidelines

for staff/ pupil ratios will be followed. An appropriate risk assessment will be made and read by all supervising adults.

- During swimming lessons pupils will follow instructions and walk quietly at all times. They will wear correct clothing and be made familiar with the centres own safety procedures. Members of the public will not be allowed in the changing rooms whilst pupils are changing.
- BAALPE book, this is updates every 4 years with the new legislation.

### **Clothing for Physical Activity**

#### **Indoors:**

- Plain white round neck t-shirt.
- Plain blue/ black shorts.
- Indoor trouser/ pumps for games.
- Dance/Gymnastics will be in bare feet.

#### **Outdoors:**

- Plain white round neck t-shirt.
- Plain blue/black shorts.
- Navy, black, grey joggers or leggings.
- outdoor trainers.
- For football, tag rugby training and school matches, boots with moulded studs only may be worn.

### **Additional Information**

A range of other extra curriculum activities are offered each year and include football, tag rugby, dodgeball, rounder's, basketball, dance and cricket. Coordinated to coincide with a competitions taking place across the Doncaster Borough.

External coaches may be involved but they are not responsible for children's discipline but are made aware of the school procedures.

Weather conditions may mean that outdoor activities may be transferred indoors.

Parent/Carer written permission and emergency contact information is obtained for all offsite sports events.

This policy is aligned to the overview of the School Sport's Premium

**Policy to be reviewed – 2022**

**Date of next review-June 2023**

