***Dobcroft Infant School*** 

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| ***‘To provide a foundation for fulfilled lives, inspiring confident and happy learners’*** |
| Our Values | Enjoy learning | Try our best | Make good choices | Respect each other & our surroundings | Work together | Celebrate our successes |
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**PE Policy 2020**

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| Document Adopted By Governing Body |
| Signed (Chair): |  |
| Date: |  |
| Print Name: |  |
| Date of Next Review: |  |

Written by Ellie Sutherland

Date: 9th July 2020

Date adopted:

Date to be reviewed:

**The Importance of Geography**

Written by Juliet Murray

**The importance of Physical Education**

*In PE and sports we aim to develop the children’s knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games and gymnastics*

*A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which support their health and fitness. Children should have opportunties to compete in sport and other activities to build character and help to embed values such as fairness and respect.*

*A high-quality physical education curriculum is crucial to the development of PE within schools. Positive and engaging teaching and learning experiences in PE lessons will lead children to have a desire to lead a healthy active lifestyle, and participate in sport. PE lessons should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.*

**Aims for PE**

At Dobcroft Infant School practitioners aim to teach a full and engaging PE curriculum which engages and is accessible to all children. We aim to:

* Promote a love of sport and physical activity.
* Develop children’s competence to excel in abroad range of physical activities.
* Ensure that children are physically active for sustained periods of time.
* Provide opportunities for children to participate in competitive sports and activities both within lessons and through competitions.
* Promote a healthy active lifestyle through positive, engaging experiences.

**Objectives**

Provide a broad, balanced and relevant curriculum that satisfies the needs of the current National Curriculum and provide pupils with appropriate challenge with acceptable risk

Develop a whole school approach to physical development which takes pupils through progressive stages of learning and challenge, enabling them to fulfil their potential, develop competence and control in the gross and fine motor skills that pupils need to take part in PE and sport.

Educate pupils about, and involve them in, the process of risk management, so that they understand their responsibility in this, in order for them to participate independently in physical activity and to establish good habits and awareness of safety and personal hygiene

Ensure pupils have the opportunity to demonstrate that they know and understand how to apply their competence and make appropriate decisions for themselves by challenging pupils to select and use skills, tactics and compositional ideas

Provide pupils with opportunities to use imaginative ways to express and communicate ideas, solve problems and overcome challenges, both as individuals and as part of a team or group.

Ensure pupils understand that PE and sport are an important part of a healthy, active lifestyle and understand the contribution physical activity has on having a healthy body and mind.

Develop pupils’ stamina, suppleness, strength and the mental capacity (determination and resilience) to keep going.

Develop an environment in which pupils have the confidence to get involved in PE and sport and are committed to make it a central part of their lives both in and out of school.

Provide an out of school hours programme of activities which *extends* and *enriches* curriculum provision and provides opportunity for activities to *enable* pupils to make sufficient progress to access curriculum sessions with greater success

Provide opportunities for competition appropriate to the stage of the individual pupil’s development

Ensure that pupils enjoy PE and school sport and establish community links and pathways for pupils to engage in life-long participation

Provide links to other areas of the curriculum and wider school, Local Authority and National agendas.

**Teaching and Learning**

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/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 the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

All classes have children of differing physical attainment, consequently learning opportunities are provided using a range of strategies.

* setting common tasks which are open-ended, having a variety of results;
* setting tasks of increasing difficulty;
* grouping children by ability and setting different tasks;
* providing challenge through a the use of different resources.

Every child is praised for their achievements and encouraged to fulfil their potential by continued support and positive feedback.

The principal aim of teaching within PE is for children to master the fundamental skills as outlines in the national curriculum. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children’s ideas and treating these with respect.

**Foundation Stage**

As an early adopter of the new EYFS framework, Dobcroft Infant School will be working to the new Early Learning Goals. The teaching of PE in foundation stage PE curriculum aims to develop and reinforce the moving and handling area of the early learning goals. It will also link to the health and self-care aspects of the curriculum. Children in FS stage will have one timetabled PE lesson a week which aims to work alongside the development of moving and handling that do daily through access to the high quality continuous provision that exists within the school.

In Foundation Stage all children are assessed on the Super movers program which is a program developed to help support fundamental body movements, and assess the moving skills of each child. The program is then used to support children who need further development of their movement skills.

**Key Stage 1**

The PE curriculum for KS1 aims to provide a high-quality physical education program that inspires all children to enjoy and feel the benefits from being physically active so that they lead healthy and active lives.  We also aim through high-quality teaching to develop children's fundamental skills across a broad range of activities so that children become confident and competent while having access to a range of different experiences. As a school we aim to provide a positive attitude towards sport no matter which sport a child is interested in or their ability. We ensure that all planning is inclusive of the needs of all of our children and athletes from a range of backgrounds, sports and disabilities are promoted.

All children will experience 2 hours of PE a week, with there also being strategies in place to encourage and support all children to be active for at least 30 minutes during the day to tie in with the 5 key indicators used to drive forward the development and progress of PE and sport within school. This includes use of sports leaders, active lessons, use of continuous provision, personal challenges, outdoor learning and our Mile Challenge alongside a high quality provision of lunchtime equipment.

Detailed curriculum maps for both FS and KS1 can be found in the attached appendices and teachers planning folders. All planning is kept within folders within each class and adapted by teachers to meet the individual needs of their pupils.

**Health and Safety**

In order to ensure the safety of pupils taking part in physical activity the following steps must be taken:

* All equipment is regularly checked by the PE coordinator / Head teacher
* Gymnastics apparatus is annually checked by an external Health and Safety organisation
* There are sufficient qualified first aid trained staff in school including paediatric first aiders.
* Class teachers should keep a record of all children with a medical condition that may affect their ability to participate in physical activity and that they know where the appropriate medication for individual pupils is located.
* All pupils should be appropriately dressed for physical activity: All jewellery must be removed. If earing studs are worn they should be covered with micro pore tape. Gymnastic sessions should be done in bare feet. This will give children strong physical contact with the floor and apparatus. Training shoes must be worn for outdoor games.
* Safe and effective exercise procedures are taught and adopted in all activity sessions within and outside school hours – this includes a warm up and cool down

Pupils are taught:

* To respond to instruction immediately in a safe and controlled manner
* To work confidently and safely with regards for themselves and others at all times
* The importance of warming up and cooling down
* How to lift, carry, place and use all equipment safely.

**Management of PE**

The PE coordinator is responsible for leading the subject, managing and monitoring the delivery of the curriculum.

**The PE Co-ordinator’s role includes:**

* Being responsible for the formulation and updating of the PE policy and ensuring its implementation consistently throughout the school.
* Auditing, purchasing and maintenance of PE resources.
* Monitoring the standards of teaching and learning in PE across the school and producing and actioning an annual action plan to ensure the continued development of the teaching and learning of PE throughout the school.
* Providing advice and assistance to other members of staff.
* Monitoring the use of planning formats and assessment within school to ensure consistency.
* Monitoring and evaluating the spending of sports premium money within school.
* Ensuring staff have access to relevant and necessary CPD.
* Arranging opportunities for children to participate in competitive sport.
* Ensuring the school is adhering to government guidelines for the improvement of PE.
* Being aware of the latest information on curriculum updating and statutory guidelines.
* Monitoring out of hours clubs provided within school to ensure a broad and engaging range are provided.

**PE and Inclusion**

All children will have access to the PE curriculum regardless of ability, gender and race. The whole school policy on Equal Opportunities will apply through the PE curriculum. Pupils of all abilities will be taught with their own class. Their skills will be supported or extended through targeted questioning and scaffolded resources, which will allow for their physical development at the appropriate level. As well as drawing on materials from different levels of study, teachers may plan further differentiation by extending or reducing the breadth of study. Teachers provide students with key PE vocabulary, which is sometimes pre-taught to certain pupils. Very occasionally special arrangements will be made for an exceptionally gifted pupil or a pupil with complex and significant needs. They may follow an individualised program of work or may receive adult support. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

In FS stage children who are not making the expected progress towards the early goal are targeted with the super movers intervention to support their learning. Children who do have complex and significant needs across FS and KS1 may also attend a sensory circuit’s session in a morning giving them opportunity to self-regulate and settle into the school day. This also provides them with an opportunity to further develop their physical abilities.

**Assessment and monitoring**

Teachers assess children’s learning in PE by making assessments as they observe them working within lessons during a variety of activities. These observations will help teachers to record the children’s development towards the end of year expectations. All teachers should track children against these at the end of a unit of work.

Assessment of Physical Education will be in line with the national curriculum guidance provided by the government. In Foundation Stage 2, assessments are made against the areas of development framework. In key stage 1 each child will be assessed against the end of year expectations as outlined in the KS1 assessment tool.

At the end of a whole unit of work, we make a summary judgement of the work of each pupil in relation to the National Curriculum levels of attainment. We assess whether a child is ‘Significantly Below’ the expected year group standard, is ‘Working Towards’ the expected year group standard, is working ‘At’ the expected year group standard or is working at ‘Greater Depth’ within the expected year group standard and we inform parents of their child’s progress in the Annual Report. This information will also be passed on to the child’s next class teacher.

A copy of the assessment framework for KS! Is included in the attached appendices.

**How will this policy be monitored and evaluated?**

Subject leaders, the SLT and external consultants regularly conduct work scrutiny as part of our planned quality assurance. Senior leaders ensure that teacher’s moderation is confident in its application of national standards. As our practice develops and improves, we will add to the policy to ensure that it reflects current practice. Governors are accountable for reviewing the policy.