

	<p><b>North Wootton Academy</b>  <b>Priory Lane</b>  <b>North Wootton</b>  <b>Kings Lynn</b>  <b>Norfolk</b>  <b>PE30 3PT</b></p>
<p><b>Name of policy:</b></p>	<p><b>Physical Education</b></p>
<p><b>Lead member of staff with responsibility for this policy:</b></p>	<p>Teresa Turner</p>
<p><b>Date of implementation:</b></p>	<p>18<sup>th</sup> January 2022</p>
<p><b>Details of dissemination:</b></p>	<p>The policy is available for all staff, visitors, pupils and parents on the school website.</p>
<p><b>Linked Policies:</b></p>	<p>Curriculum Policy</p>
<p><b>Frequency for review:</b></p>	<p>Annually</p>

**POLICY STATEMENT**

The academy believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil’s physical development and well-being. A broad and balanced physical education curriculum is intended to provide for pupils’ increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying, competitive and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and logically developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential. Pupils will achieve and enjoy through PE. Pupils will be given the opportunity to make a positive contribution to their learning.

A balance of individual, paired and group activities; co-operative, collaborative and competitive situations aims to cater for the preferences, strengths and needs of every pupil. Such activities, experienced within a range of areas of activity, aim to promote a broad base of movement knowledge, skills and understanding. They are also desirous of developing a pupil’s ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.

The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem-solving. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness. This information and approach will help keep pupils healthy inside and out of school time and lead to an appreciation of the need to adopt a healthy lifestyle.

Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the whole academy's planning for the development of pupils' communication, numeracy, PSHE and ICT skills.

### **CURRICULAR AIMS:**

The purpose of study and the aims of the national curriculum for physical education (2014) state:

**Purpose of study:** *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 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.*

### **National Curriculum Aims**

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.

### **North Wootton Academy Aims:**

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To improve observation skills, the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance.
- To develop an understanding of the effects of exercise on the body, an appreciation of the value of safe exercising, as well as the need to sustain this throughout life.
- To develop the ability to work independently, and communicate with and respond positively towards others whilst making a positive contribution to their own and others learning.
- To promote an understanding of safe practice, and develop a sense of fair play, responsibility towards their own and others' safety, respect and well-being.

## PE AND SPORTS PREMIUM FUNDING

This year the school has received £ **19,130** PE and sport premium. The school will use this funding to meet the following requirements, reporting back annually on the impact of its plans to:

- *Meet national requirements for swimming and **water safety***
- *KI 1 - The engagement of **all** pupils in regular physical activity (60 minutes a 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*

## ENTITLEMENT

The academy aims to provide all pupils with the full entitlement of two hours high quality Physical Education a week. This is delivered through two lessons of 1 hour duration. Units of work are blocked so that for a set period of time all the lessons are on the same area of activity e.g. Seven weeks on gymnastics. (This is now recognised as the most effective way of promoting learning in PE)

- **Foundation Stage:** x2 sessions a week. One session is PE based and the second session is learning to ride a bike. Each session is approximately 45 minutes long in duration and both are aimed at achieving the Early Learning Goal in Physical Development. In addition to this, children have daily access to the outdoor area where they can explore and use the large physical play equipment to develop their gross motor skills.
- **Year 1/2:** (x 2 lessons - 1 hour duration each lesson).
- **Year 3/4:** (x 2 lessons – 1 hour duration each lesson).
- **Year 5/6:** (x 2 lessons – 1 hour duration each lesson).

As there are three classes engaged in PE at one time, each unit has to be carefully planned so that both halls can be used effectively. During inclement weather, alternative arrangements will be made for the class/classes that would have been outside.

Lessons are enhanced by the use of coaches and others who are experts in their area of activity and are also enriched by planned access to lunch time and after-school clubs to allow the pupils to extend their learning and develop towards excelling in sport. This is further enhanced by links to outside sports clubs wherever possible.

## **CURRICULUM PLANNING**

The PE curriculum at North Wootton Academy has been planned in accordance with the progressive scheme or work from GetSet4PE to ensure a broad, balanced and comprehensive experience accessible for all children.

All teaching and coaching staff have login in details and are therefore able to access all the resources provided by GetSet4PE, this includes unit scheme of work, individual lesson plans, details of resources need in each lesson, photo and video guidance in some areas, as well as assessment and tracking tools.

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.

A copy of the curriculum map is attached as appendix 1.

## **TEACHING AND LEARNING**

The organisation of PE in the academy promotes teaching and learning. Lessons are blocked in units of work to promote greater depth of understanding, developing of skills, contextual application of these skills and the ability to perform reflectively.

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. 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.

The structure of GetSet4PE promotes teaching and learning as it provides continuity and specifies progression of skills, knowledge and understanding.

## **MONITORING TEACHING AND LEARNING**

The PE Subject Leader will conduct lesson observations 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.

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.

## DIFFERENTIATION

Physical education in the academy will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges.
- Respond to pupils' diverse learning needs.
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils.

The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. Some pupils may need specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists, or in exceptional circumstances, with a statement of special educational needs.

Any classroom support provided must extend into physical education lessons as appropriate. Teachers and Adults Other Than Teachers (AOTTs) working with the children will be made aware of any pupils who have special educational needs or medical conditions. The SENCO will liaise with all staff to ensure all pupils' needs are met in relation to teaching and learning in PE.

## EQUAL OPPORTUNITIES AND INCLUSION

Every pupil has equal access to national curriculum physical education. Learning experiences are differentiated in such a way as to meet the needs of all pupils. The academy will take care to ensure potential barriers to any group, such as gender stereotypes will be removed.

All pupils in the academy have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

## ASSESSMENT AND RECORDING

Pupils work will be assessed throughout each unit of work using formative and summative assessment methods. Assessments conducted by the PE teachers/Coaches must be collected each term/unit of teaching and uploaded onto GetSet4PE, where photographic and video evidence can also be added. This data will be used to track pupils' progress throughout the school year.

This attainment information collected by PE teachers and coaches is required by the subject leader to inform the academy's self-evaluation process and progress reporting as well as allowing an overview of all progress made within that academic year. This also ensures a comparison can be made with national expectations. **Jan 22 – all PE staff to annotate planning (from GetSe4PE) with information about children's progress against the learning intention. PE Lead to monitor planning to ensure assessments and progress is being recorded.**

## EQUIPMENT AND RESOURCES

Resources are kept in the store cupboard in the hall and locked sheds outside. 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.

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.

Using GetSet4PE, staff are able to quickly identify the equipment they will need for the duration of the unit and should report immediately to the PE Coordinator if there is insufficient resources to support that unit. Therefore, a budget of £1,000 has been allocated from the Primary PE and Sports Premium fund, referenced in Key Indicator 4 of the action plan.

**Indoor and Outdoor store cupboards have been tidied and an audit completed – new equipment ordered. Jan 2020**

**Further sorting of both cupboards will take place again in summer 2021**

## SAFE PRACTICE

All teachers and coaches should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. This academy follows the “Safe Practice: in Physical Education, School Sport Physical Activity 2016” guidance (located in the staff room) provided by AfPE and Norfolk County Council (additional guidance found on Norfolk County Council website). A copy of the latest AfPE manual is located in the staffroom for all staff to access (the most up to date version is due to be published in 2020).

Teachers and coaches delivering physical education, school sport and physical activity aim to provide a PE curriculum based around a safe environment using safe practice. To achieve these acceptable safety standards, those leading practical activities, as well as those participating, have a responsibility to undertake actions that will minimise the likelihood of harm occurring.

By abiding to health and safety guidance, staff are able to fulfil the principle of ‘duty of care’ and attain safety outcomes. In order to achieve this, a ‘Teaching Safely and Teaching Safety’ approach is taken, ensuring that not only are PE lessons taught in a safe environment, but student learning about safety is also at the fore front of lessons.

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

## ASSESSMENT AND REPORTING

Assessment during PE lessons is ongoing and formative. Children will receive feedback and support during the lessons. P.E lessons should provide opportunities for pupils to assess their own performance through talk and observation of peers. They should be encouraged to recognise ways of improving skills and make positive comments on their own and others work. This will allow a picture to be built up of the pupils' progress, any areas of strength or weakness. Individuals will be set challenges appropriate to their attainment and will be involved in making judgements on their own progress – suggesting how they need to improve.

Pupils will be given the opportunities to provide evidence of their knowledge, skills and understanding by contextual tasks, performances and questioning. Knowledge and understanding must underpin the skill demonstrated, this is best achieved through contextual tasks and not in isolation. Lessons are not the only place that pupils demonstrate their knowledge, skills and understanding, wherever practicable staff will consider pupil's outside interests e.g. lunch-time or after school clubs, local teams etc.

### **STAFF CONTINUED PROFESSIONAL DEVELOPMENT (CPD)**

The academy aims to achieve high quality PE for all pupils, therefore, all staff (especially those teaching PE regularly) should take part in professional development. This will ensure subject knowledge is both secure and up to date and that teachers and coaches are aware of health and safety procedures.

Staff should be comfortable and competent in the area of activity being taught and should indicate to the PE Coordinator areas they feel less comfortable teaching. Appropriate support can then be provided either by the Coordinator, CPD training or whole school INSET.

All staff who attends any CPD course must provide feedback/disseminate the information.

### **OUT OF SCHOOL HOURS LEARNING (OSHL) AND SCHOOL COMPETITIONS**

The academy offers a ***wide range of after school activities and competitions***. These are open to any pupil in the relevant year group.

PE and sport premium funding is used to increase the range of opportunities available to pupils and in combination with Pupil Premium and SEN Funding to ensure any barriers to engagement / participation are removed. The PE subject leader will monitor uptake and report back via the PE and sport premium reporting template.

Staff will assist the lunch time supervisors by providing lists of pupils who will need early access to the dining hall etc. Staff will notify pupils of any cancellation, rearrangements of clubs as soon as possible.

In line with current Government drives, the academy will strive to offer an additional two to three hours a week OSHL opportunities in sport above and beyond the two hours a week curricular entitlement.

**FOUL WEATHER**

In the event of weather conditions making it unsuitable to participate in the lesson planned, alternative arrangements should be made. These may include class based activities around the original lesson or rescheduling the lesson 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.

**LOSS OF TEACHING TIME / SPACE**

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. The academy has a policy of spreading activities throughout the curriculum rather than targeting one subject only when theatre groups, trips etc occur. This ensures greater parity of access to all areas of the curriculum.

**RELATIONSHIPS EDUCATION, RELATIONSHIPS, SEX EDUCATION (SRE) AND HEALTH EDUCATION**

The new curriculum will be mandatory from September 2020.

In terms of Health Education the government states that by the end of Primary School:

<p><b>Physical health and fitness</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<p><b>Healthy eating</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>

This ties in with the PE curriculum intent for children at North Wootton Academy.





## PE KIT FOR STAFF AND PUPILS

Children will come to school wearing their PE kit on their PE day. Due to the range of weather conditions pupil's may experience during PE throughout the year, they are required to bring the following with them as part of their 'PE kit':

- School T-shirt
- Shorts
- School Hoodie (especially during winter months)
- Jogging Bottoms (especially during winter months)
- Trainers
- Spare socks (especially during winter months)

Pupils may also wish to bring different items in to suit the weather for the time of year they are outside, E.g. hats and gloves during the winter or sun cream and sun hats during the summer.

For safety reasons;

- earrings **MUST** be removed or taped
- watches **MUST** be removed
- long hair **MUST** be tied back

Teachers and coaches must ensure all the above have taken place before the PE lesson begins.

The Teachers and coaches at North Wootton Academy lead by example, therefore they will also be expected to wear the appropriate clothing to deliver a PE lesson, this will include shorts or jogging bottoms, school t-shirt (where applicable) an appropriate hoodie and trainers.

Policy update: Jan 2020

Policy agreed by Staff:  
Governors:

date:  
date:

Policy review date: October 2021