



PHYSICAL EDUCATION POLICY

Amended: Autumn 2020
Date for Review: Autumn 2023

Vision Phrase

'Aim high and smile'

We are committed to safeguarding and ensuring the health, safety and well-being of all children in accordance with safeguarding procedures and guidance for staff outlined in the school's Health and Safety, Child Protection, Security and Safeguarding policies.



Physical Education Policy

Policy Statement

The school believes that Physical Education (P.E.) experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health.

PE is an integral part of our provision and ethos. It is firmly placed within the context of our aims, visions and values and encompasses our curriculum drivers of standards, engagement, enquiry and diversity.

A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil's needs and abilities. Children are given the opportunity to take part in: Net Games, Striking and Fielding Games, Invasion Games, Athletics, Gymnastics and Dance.

P.E. is considered to be a vehicle to facilitate access to cross-curricular themes, skills and dimensions, rather than a subject concerned exclusively with acquisition of motor skills and techniques.

Aims and objectives

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. Our P.E. curriculum is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable activities for children.

We aim to provide an education that will help children:

- To develop an ability to plan a range of movement sequences, and begin to design and apply simple rules.
- To develop an ability to excel, remember, adapt and apply knowledge, practical skills and concepts in a variety of activities.
- To promote positive attitudes towards health and fitness.
- To foster an appreciation of safe practice.
- To develop physical skills through a range of relevant activities.
- To develop a sense of 'fair play' skills, encouraging the use of correct terminology.
- To foster an enjoyment of and positive attitude to P.E. and sport in and out of school.
- To engage in competitive sports and activities
- To be physically active for sustained periods of time

The children will:

- Participate in a range of activities in order to develop physical skills
- Develop their spatial awareness
- Be made aware of simple physiological changes which take place during exercise
- Be given opportunities to develop imagination and co-operation
- Be given opportunities to develop personal characteristics such as initiative, self-reliance and self-discipline
- Be given opportunities to enjoy and succeed in the subject
- Be stimulated and challenged
- Be given the opportunity to develop areas of personal interest in extra-curricular time.

Sports Funding:

The government has been providing funding since 2013 to provide a substantial primary school sport funding. The funding is jointly provided by the Departments for Education, Health and Culture, Media and Sport, and will see money going directly to primary school Head teachers to spend on improving the quality of sport and PE for all their children. This money can only be spent on PE and sport provision in schools. At West Hove Infants we have been using the funding to improve provision of PE and sport.

Sports funding at West Hove has been spent on:

- Up keep of resources across both sites
- External coaches providing 1:1 expert support to teachers and TA's to teach, plan and deliver P.E. lessons
- External coaches supporting playtime and lunchtime games that link directly to P.E. planning.
- External coaches to PE coaches to lead Change for life club to support DA/SEND and less active children to be included in an extra 30 minutes of physical activity a week. Sessions linked to schools learning skills and children are working on cooperation, team building, perseverance etc
- Organising for outside agencies to deliver inspiring and different sporting opportunities to children – for example – volleyball, dance, yoga, cricket and archery.
- Updating SNUG equipment
- Sports equipment provided for each bubble for P.E. lessons, playtimes and lunchtimes following return to school after COVID.
- Celebration certificates, badges and stickers provided raising the profile of excellence in P.E.
- Staff P.E. kit provided for all staff with West Hove badge and colours to raise the profile of P.E. in school with children, staff and parents
- Quality Start Gold Award worked towards and received highlight recognition of P.E. across the school
- INSET day training provided for teachers and TA's in Games and Dance

- Inter sports competition organised and resourced / transport organised. Multi-skills competition with 2 local infant schools (Stanford and Downs Infants) at a link Secondary school – Blatchington Mill.

Time Allocation

Children in the foundation stage, who are full-time children receive 1 and a half hours of PE per week, with additional time when swimming lessons take place. In addition to this, all children have constant access to the outdoor environment which includes physical activities and equipment, such as; skipping ropes, hoops, mini hurdles, bats and balls, balancing equipment, bikes and scooters etc. Children in Key Stage One (KS1) receive 1 and a half hours of P.E. per week, plus approximately half an hour each day achieved through lunch-time and playtime activities. Following return to school following COVID P.E. activities, brain breaks, laps of the playground are included across the school day to ensure children are given as many opportunities as possible to be physical active in the school day and to support with the impact of the COVID pandemic.

Curriculum coverage in foundation stage

In the Early Years Foundation Stage, P.E. is part of one of seven areas of learning which cover children's physical, intellectual, emotional and social development. The Curriculum Guidance for the Foundation Stage published by the Department For Education (DFE), and the EYFS framework set out the coverage in more detail.

Curriculum coverage in KS1

In KS1, the Scheme of Work is based on the QCA Scheme of Work (SoW) for P.E. and has been adapted to meet our schools and pupil's needs. P.E. is organised into three strands which are Dance, Gymnastics and Games. The children have lessons in these three areas, as specified in the National Curriculum. Our inclusion of Athletics within our Games units surpass the National Curriculum's statutory requirements. A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil's needs and abilities. Children are given the opportunity to take part in: Net Games, Striking and Fielding Games, Invasion Games, Athletics, Gymnastics and Dance. The P.E. curriculum is chunked into areas of learning which are taught in half termly units. This supports a thematic approach to cohesive learning as the children revisit key skills and knowledge week upon week. Adhering to the KS1 P.E. national curriculum children will 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.

Rationale

The SoW is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable situations for children. The SoW aims to promote an understanding of the many benefits of exercise, through a balanced range of relevant activities.

The P.E. curriculum delivers a high-quality physical education curriculum inspiring all pupils to succeed and excel in a range of physical activities. P.E. lessons and lunch time activities help to embed values such as fairness, team work and respect which link to our West Hove characteristics of learning. Children are also awarded P.E. certificates in weekly celebration assemblies linked to our West Hove characteristics of learning which are displayed for parents and children to see.

Children are 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 and perform dances using simple movement patterns. Children develop these key skills within their P.E. lessons, competitive sporting events, lunch time games and additional special events.

Active brain-breaks also allow development of key skills and are included in our learning cycle. West Hove Infant school is very proud to have been awarded a **Gold Quality Start Award**. This award recognises and rewards schools for their commitment to P.E., School Sport and Healthy and Active Lifestyles.

Physical Education COVID Response:

Risk Assessment:

A comprehensive risk assessment has been developed detailing significant, foreseeable, hazards in P.E. during the COVID pandemic - see separate document. Particular reference is made towards:

- hand washing before and after
- no sharing of resources across bubbles
- classes to have their own P.E. equipment for each unit of work
- equipment to be cleaned using Milton before transferred to another bubble
- Individual playtime and lunchtime P.E. resources
- P.E. lessons taking place outside
- Ventilation of hall if weather dictates P.E. must take place inside.
- Outside agency providers to follow individual COVID risk assessment and remain 2 metres from all children
- No raised voices

What are we doing to keep active at West Hove Infant School?

'The children at West Hove have two P.E. lessons a week and we include active brain breaks throughout the day. As part of our school's key focus on keeping everyone active (linking closely with our COVID risk assessment and dedication to ensuring physical activity is at the heart of supporting children with the impact of COVID) we have some new exciting P.E. activities for the children to take part in across the week. The first one is the golden challenge: Each week a new golden challenge is chosen and the children practise to beat their personal best. For example: how long we can stand on one leg. We have a West Hove Wake Up Shake Up dance routine to the song 'Can't stop the feeling' by Justin Timberlake. We dance to this song when we need a fun and active movement break between our learning. Each class has a Move-it dice:

we choose six exercises to write on the move-it dice. Then we roll the dice and have fun completing the exercise we roll. We have a list of indoor and outdoor exercises so we won't let the weather ruin our fun!' Children are also supported to complete active laps of the playground – working to beat the amount of laps each time.

Planning and assessment

Planning:

The P.E. SoW covers all areas of activity and skills outlined as statutory in the National Curriculum. Medium term planning, including clear learning outcomes is set out in the SoW. This will ensure coverage of the Dance, Gymnastics and Games SOW and provide a clear focus for assessment. Teachers will follow the Learning Objectives outlined in the P.E. SoW. For foundation stage the SoW also contains suggestions for Teaching Activities, but teachers may choose to adapt the lessons to suit the specific needs of their class. For KS1, Dance, gymnastics and athletics plans have been planned following National Curriculum guidelines and with specific links to West Hove Infants key priorities and drivers and games is taken from the schools plans produced by Mrs. Harkness and Crichton.

Assessment:

Attainment is measured by:

- systematic observations of the children;
- teachers complete assessment grids for each unit and these are stuck into children's topic books as evidence of attainment
- Year 2 peer assess against statements
- photographs, video recordings of children in action;

The children will also have an opportunity to reflect on their own learning and assess it using the green / orange assessment system to indicate how well they think they have done. In addition, children will assess each other's learning using peer assessment and evaluate their progress through green and orange comments.

This will help to provide summative assessments at the end of the academic year, alongside assessment grids - feeding into an emerging, expected and exceeding format as followed by all other subjects in West Hove Infants School (WHIS) at the end of year two.

Cross curricular opportunities

As plans are taken from a published SoW, teachers annotate their plans to ensure good cross curricular links are made through other subject areas. P.E. learning is linked to termly topics in Y1 and Y2. In Reception, Year One and Year Two Dance links to books and topics studied in class such as 'We're Going on a Bear Hunt' in Reception. Dragon Dancing in Year One to fit in with learning about Chinese New Year, and 'Space' and 'Rainforest' dance in Year 2 to fit in with the topics 'To Infinity and Beyond' and 'Into the Jungle'.

Use of ICT

Our Scheme of Work provides opportunities for the children to use ICT. These include the use of:

- Teachers can use the internet to read/watch information, e.g. athletes at the Olympics, gymnasts during competitions etc.
- The use of 'iPads' to record moving images during Dance, Gymnastics and Games lessons. These can be analysed and the work evaluated, or used prior to subsequent lessons to recap on work already covered. In addition, it may be used for teacher, child and peer assessment purposes
- P.E. flipcharts have been developed to support teachers to follow a consistent approach to P.E. teaching. These include, questions, diver and submarine challenges, examples, music, cross curricular links, peer and self-assessment opportunities.
- Outside speaker has been provided to support lessons to take place outside where possible in line with COVID risk assessments.

Health and Safety

The safety of children in lessons is of paramount importance. P.E. lessons at the beginning of each year remind children of safety rules and the teachers' expectations of behaviour during P.E. lessons. Children are expected to work quietly and stop on the teacher's signal.

Teachers are familiar with the National Curriculum's Guidance on Health and Safety. The hall is kept clear of all unnecessary equipment items which cannot be removed (e.g. the piano) are coned off. The children change into a P.E. kit and work in bare feet in the hall or plimsolls/trainers when the lesson takes place outdoors. The children change back into their everyday clothing following the P.E. lesson. Jewellery must not be worn. Teaching staff should wear suitable footwear.

See separate policy – 'Health and Safety'

Subject-specific learning and teaching strategies

P.E lessons are taught as class groups and follow the Learning Objectives as outlined in the SoW.

At the start of each P.E. lesson the learning intentions and success criteria for the session are shared with the children. The wording and format may vary depending on the age of the children. Following this will be a warm-up and finish with a cool-down, with the children being encouraged to be active for as much of the time as possible. Children are taught and encouraged to use correct terminology; teachers use 'Key Vocabulary' and expect the children to use this when assessing their work.

P.E. flipcharts have been developed to support teachers to follow a consistent approach to P.E. teaching. These include, questions, diver and submarine challenges, examples, music, cross curricular links, peer and self-assessment opportunities.

Lessons are taught by the class teacher with the teaching assistant present, wherever possible.

The teacher should make expectations explicit and explain/demonstrate how the children can achieve it. The learning intention and success criteria should be revisited throughout the lesson and during the plenary, so that children are able to receive feedback and self-assess.

See separate policy – “Learning and Teaching”

The Working Environment

The majority of P.E. lessons will take place outside.

Due to constraints of time and space, the equipment is mostly set up and put away for the children. The hall is kept clear of all unnecessary equipment and items which cannot be removed (e.g. the piano) are coned off.

PE displays have been set up in the halls to promote and inspire.

The role of the teaching assistant

For P.E. lessons where a teaching assistant is available, their role is to support the children with guidance from the teacher. This may involve working with a group of children or supporting individuals to achieve the success criteria for the lesson.

Display

Topic and specific P.E. based displays ensure engagement in P.E. participation both within P.E. lessons and at other times.

Celebration P.E. displays are used to celebrate and promote excellence.

For further details please refer to the Classroom Management and Organisation Policy, Display Policy

Special Educational Needs and Disabilities (SEND)

Children who have learning difficulties and/or disabilities will be encouraged (where possible) to participate in all P.E. Children are given extra support (from the class teacher and/or the teaching assistant), as appropriate to their needs. Pictorial prompts and demonstrations are used to assist these children in their learning, wherever possible.

It is the role of the class teacher to ensure that weekly lesson plans are accessible to each individual within the class. Any children with SEND will be identified on the weekly plans. The PE subject leader can provide support and resources to help with lesson planning. Some children will also have an SEND Action plan which may need to be taken into account when planning each lesson.

Disability and Equality statement

“West Hove Infant School is committed to promoting Disability Equality and equality of opportunity for children with learning difficulties. When planning and teaching PE, staff will make reasonable adjustments to promote equality of opportunity between disabled and non-disabled children. This could include:

- Ensuring that all children can be included and participate fully in the hall (for indoor PE), the playground (for outdoor PE), during sports day and any other sports event.
- Equipment and apparatus is available for all children to use, meaning that there are a reasonably equal number of larger and smaller equipment that will provide all children with fair opportunity of using the equipment and therefore allowing children to access the items through, sight, touch and sound.
- ICT, visual aids and other materials increase children’s knowledge of the wider world, and provide self and peer assessment opportunities.
- Take into account the very slow pace at which some children will be able to participate, either manually or with specialist support, and of the physical effort required. If necessary, and in order to enable the child to gain the most from the lesson, use a 1:1 teaching assistant or ICT to support the child where needed.

English as an additional language

Children with English as an additional language (EAL) are given extra support (from the class teacher and/or the teaching assistant), as appropriate to their needs. Support is also available from The Ethnic Minority Achievement Service (EMAS) and bilingual assistants. Visual aids and demonstrations are used to assist these children in their learning, wherever possible.

Gifted and Talented (G&T)

G&T children are identified by their class teachers and their names placed on the school’s G&T register. Assessment sheets require teachers to identify 3 exceeding children. The class teacher is responsible for providing challenging objectives for these children. PE coordinators have run sessions with identified G&T children. Providing individual planned events for these children to excel and celebrate excellence within the schools P.E. curriculum.

See separate policy – ‘Gifted and Talented Children’.

Promotion of Community Cohesion

Efforts are made to ensure that all learners encounter role models representing a wide range of the population, including those who do not conform to stereotypes of age, gender, ethnicity, occupation, and those from backgrounds different from their own. The positive contributions and achievements of black and ethnic minority people, and members of the disabled community are highlighted, particularly through the major sporting events, e.g. Olympics and through dance.

The school creates opportunities for different groups (for example mixed age, genders or backgrounds) to share facilities and work together; for example, expert coaches supporting teachers and children, plus sporting visitors to inspire.

The school provides opportunities for children, families and the wider community to take part in activities and receive services which build positive interaction and achievements for all groups, e.g. Walk to school week.

Each half term a P.E. newsletter is sent out to parents and children – providing details of what has been happening in school. Also included are challenges for getting active at home.

Communication with parents:

Half termly newsletters are shared with parents via the school website and school ping. These include information on P.E. for that half term, pictures of P.E. in school, P.E. challenges for children to complete at home and when travelling to school, specific information on P.E. events or external agency sessions that have taken place in school that half term, what's coming next, information on the commitment to ensuring P.E. is embedded across our curriculum and how we are supporting children following return to school after COVID.

Our school website also provides detailed information on Sports funding, half termly P.E. newsletters and school newsletters with links to P.E. and Evidence of the Impact of sports funding within our school. Also included is a detailed subject portfolio.

West Hove Infants have also provided a document for parents 'My Little Book of Fun Things to do' which includes a range of fun, nurturing activities with reference made to activities linked to P.E.

Cultural Diversity

The activities, equipment, displays and references used in P.E. reflect the interests and experiences of all children, and promote an awareness of global issues. Opportunities for celebrating cultural diversity are annotated onto plans which are; taken from the children's experiences and interests, and provide website links to Malawi and other African games and dance activities, images and video footage. Resources used include items from other countries and cultures, and they reflect the interests and experiences of both boys and girls.

Equality of opportunity

Planning and assessment in P.E. is undertaken with equality in mind ensuring that all children are treated as individuals with equal access to the curriculum and participation. Myths and stereotypes regarding areas such as; P.E. and gender; and P.E. and development across the world, are tackled through positive role models and culturally diverse materials. This ensures that race, gender, disability, age, social class or background is not seen as barriers to PE.

See separate policy - 'Equality'.

Teachers should ensure non-gender specific groupings/teams for games and safe places to change for children who are self-conscious.

Visits/visitors/fieldwork/enrichment

- Sports Days for Year 1 and Year 2 in a local park. Parents are encouraged to come along to watch and encourage the children.
- Reception children have an Activities session in the playground, with all classes taking part in a circuit of games and activities.
- A variety of after school Clubs offer the children a range of sports and activities, such as Dance, Girls and Boys Football, Tennis and Karate.
- The school support Sport Relief, where all children participate in fun games and assault course races.
- All children have the opportunities to participate in Walk to School week.
- We also encourage parents / carers with sporting expertise to work alongside us in school.
- Inter sports competition organised and resourced / transport organised. Multi-skills competition with 2 local infant schools (Stanford and Downs Infants) at a link Secondary school – Blatchington Mill.
- External coaches providing 1:1 expert support to teachers and TA's to teach, plan and deliver P.E. lessons
- External coaches supporting playtime and lunchtime games that link directly to P.E. planning.
- External coaches to PE coaches to lead Change for life club to support DA/ SEND and less active children to be included in an extra 30 minutes of physical activity a week. Sessions linked to schools learning skills and children are working on cooperation, team building, perseverance etc
- Organising for outside agencies to deliver inspiring and different sporting opportunities to children – for example – volleyball, dance, yoga, cricket and archery.

Extra-Curricular Activities

- In addition to time-tabled P.E. lessons, the children have opportunities to be active and to develop gross motor skills during morning break and lunch-times when a range of toys and activities are available to them.
- A variety of after school Clubs offer the children a range of sports and activities, such as Football for boys and girls, Tennis and Karate.
- Breakfast Club prepares children for the school day ahead with a variety of physical activities.

Parental Involvement

Strict controls are now in place with regard to adults working with children and all parents helping in this way are checked by the Criminal Records Bureau. Parents are encouraged to come along to Sports Days to help out and to encourage and support their children.

The role of the outdoor curriculum

Some P.E. activities are planned specifically to occur outside for example games, Sports Day and other charity events such as Sport Relief. P.E. planning incorporates outdoor learning to enthuse and foster inclusion.

Spirituality

The learning and teaching strategies employed by WHIS allow children to work together, discussing their ideas and responses to develop a shared sense of 'community' and 'society' in the world. Pupils develop their knowledge and understanding of the body's performance when exercising; this leaves pupils amazed at the body's ability. This is also links to our learning skill 'Perseverance', as pupils have to show perseverance and endurance when exploring the body's capabilities. Through our Dance and Gymnastics units pupils have the opportunity to be creative, expressing feelings and emotions in their performances. Allowing pupils' reflection time to evaluate their experiences allows them to build a positive mind-set and promotes progression. Pupils will also see a sense of awe and wonder when observing elite performance from professional athletes and their peers.

Role of the Subject Leader

The Subject Leader for P.E. will:

- produce a flexible SoW, with lesson ideas to support its implementation
- maintain a Subject File
- maintain a Subject Portfolio
- write an Annual Report and Action Plan
- monitor spending of sports funding and produce a detailed document to Evidence the Impact of the sports funding. This is updated and shared on our school website at the end of each academic year.
- support colleagues in all aspects of the P.E. curriculum
- maintain and replace equipment
- ensure areas for lessons are safe
- monitor the teaching of P.E.
- attend meetings and courses which will inform future development of the subject and ensure other staff are aware of available courses
- ensure that children have the opportunity to become involved in after school clubs to develop skills and talents
- ensure that DA children have equal opportunities to become involved in after school clubs
- ensuring that standards remain high in each year group through effective monitoring of the subject.
- Use the Sports Funding budget to help upskill teachers and teaching assistants and to improve the quality and attainment of all children in PE.

See separate policy – 'The Role of the Subject Leader'

Monitoring and Evaluation

The P.E. subject leader will monitor the teaching of P.E. through lesson observations and informal discussions with colleagues. The great majority of KS1 children will reach the expected level at the end of KS1. Teachers will continually assess children's progress in P.E., mostly on an informal basis through observations and using half termly assessment grids. KS1 teachers may also assess the children through setting specific tasks which will inform the 'End of Unit' assessments in the SoW. Assessment sheets support teachers to make assessments throughout the year.

Resources

School Road

Space is very limited. P.E. generally takes place in the school hall and outside playgrounds. Due to constraints of time and space, P.E. equipment is mostly set up and put away for the children. A local park is used in the Summer Term for Sports Days. The school is well-resourced in terms of equipment and this is checked regularly and stock replenished as often as budget allows. Small indoor PE equipment is stored in boxes in the Hall, and 3 outside sheds. Larger outdoor equipment is stored in the PE shed.

Connaught Road

PE lessons are timetabled across the three halls we have onsite, including the PE hall in the new Year 2 block. P.E. generally takes place in the school hall; we also have an outside playground which can be used for PE in warmer months. Due to constraints of time, P.E. equipment is mostly set up and put away for the children. St Andrews School playing field is used in the Summer Term for Sports Day for KS1. The playground is used for Reception Sports Day. The school is well-resourced in terms of equipment and this is checked regularly and stock replenished as often as budget allows. Small indoor PE equipment is stored in labelled boxes in the Halls and the Resource Room in the Year 2 block.

Professional development

P.E. subject leaders provide a questionnaire for teachers and TA's to complete with reference to subject knowledge and delivered. Subject leaders use this information to plan and provide training, support and resources to develop outcomes found. Recent INSET gymnastic training has been planned following evidence on an end of school year review questionnaire.

Date of Policy: Autumn 2020

Date of next review: Autumn 2023

Appendix 1

The National Curriculum Guidance on Health and Safety

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, children should be taught:

1. about hazards, risks and risk control
2. to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
3. to use information to assess the immediate and cumulative risks
4. to manage their environment to ensure the health and safety of themselves and others
5. to explain the steps they take to control risks.

Appendix 2: Allocation of teaching time.

Allocation of teaching time at Foundation Stage – full time children

Area of Learning	Personal, Social & Emotional Dev.	Communication Language & Literacy	Mathematical Development	Knowledge & Understanding of the world.	Creative Development.	Physical Development.	Total
% of curriculum time:	6.4	32	19.3	15	14.2	21	100
Hours per year:	54	270	162	126	119	180	840
Nominal hours per week:	1.5	7.5	4.5	3.5	3.3	5	23.3

Allocation of teaching time at Key Stage 1

Subject:	Eng.	Math	Sci.	I.C.T.	D.T.	Art	Hist.	Geog	R.E.	Music	P.E.	PSHE & C	French	Total
% of curriculum time:	27.1	21.4	6.4	4.3	4.3	6.4	4.3	4.3	4.3	4.3	6.5	4.3*	2.2	100
Hours per year:	228	180	54	36	36	54	36	36	36	36	54	36*	18	840
Nominal hours per week:	6.3	5	1.5	1	1	1.5	1	1	1	1	1.5	1*	0.5	23.3

N.B. These are necessarily crude calculations and do not take account of cross curricular studies.