

# **New Invention Junior School**

## **Curriculum Policy for Physical Education**

<b>Agreed by the Governing Body on</b>	
<b>Review Date</b>	October 2020
<b>Person(s) Responsible</b>	PE Co-Ordinator (Miss A. Holder) Sports Coaches (Mr A. Martin) (Miss Spragg)

*We aim to teach and prepare your child today, for their tomorrow.*

## **Philosophy of Physical Education**

Physical Education is a foundation subject in the National Curriculum.

The National Curriculum states that:

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**.

## **Aims**

New Invention Junior School (in accordance with the National Curriculum) aims to:

- Promote a healthy and fulfilling lifestyle by developing pupils' self-motivation to take part in physical activity outside school as recreation:
  - by developing a positive attitude and interest in a wide range of physical activities
  - by raising an awareness of issues regarding health related fitness
- Contribute to the physical development of each child:
  - size, strength, fitness, speed, gross and fine motor skills
  - aesthetic appreciation and understanding of Dance and Gymnastics
- Develop competence to excel in a broad range of physical activities
- Help establish the individual child's self-esteem and confidence. To develop social skills (co-operating in groups, playing fairly to rules, mixing with children from other schools).
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
  - Including every class participating in intra-school competition (competition within the school) at the end of every unit of work.
- Ensure every child has the opportunity to take part in morning and after school sports clubs, as well as external competitions and tournaments (linked to Access policy).
- Lead a healthy lifestyle
- Links to Government targets to reduce obesity and associated diseases.

## Curriculum Framework

Teachers and sports coaches will use the curriculum framework as a starting point when planning each learning journey pupils will be taught in Physical Education. A progression map has been devised to ensure that all areas of PE are taught in an integrated, sequential and structured manner whilst also promoting progression across and within year groups. Pupils will build upon prior learning, thus providing a fully integrated and progressive experience across the key stage.

At New Invention Junior School, we will:

- Follow a broad and balanced PE curriculum fulfilling the demands of the new National Curriculum.
- Ensure that every child has the opportunity to represent New Invention Junior School in a competitive sports fixture.
- Aim to develop the fitness of individual pupils, through use of a good pace in lessons and by incorporating fitness activities into physical education lessons (where appropriate).
- Aim to ensure every child can swim at least 25m and has basic water skills (by the end of Year 6).
- Involve the outside community as much as possible, for e.g. Sports Day, , inter-school and intra-school matches (Streetly and Wilenhall Cluster).
- Provide enjoyable experiences, where positive attitudes of sensitivity, co-operation, competition and tolerance will be developed.

## Inclusion

Inclusion in Physical Education means that all children have access to and are given confidence, regardless of race, gender and ability. At New Invention Junior School, we continually assess and develop a programme of study that meets the needs of all children, providing equal opportunities, inclusion of SEN, medical conditions and physical disabilities (by modifying and playing mini versions of games and practices). The support provided may take many forms including:

- Providing extra help and guidance to reinforce learning of coaching skills/concept
- Subdivide coaching skills into smaller steps within a lesson
- Work with a target group
- Provide extra opportunities to practice key skills
- Mixing groups in terms of gender and ability
- Structuring activities so all are **fully** involved
- Giving all children an opportunity to share their work. For instance, allowing time at the end of a Gymnastics lesson for the whole class to perform their sequences.

- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Considering ways in which to support EAL children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
- Recognising the need to extend more able pupils and if necessary, referring them to the subject leader/gifted and talented co-ordinator. Once identified, they may then be further extended by discussing their potential with parents or carers and seeking opportunities for individuals.

### **Sport Premium**

The government is providing additional funding of £150 million per annum to improve provision of physical education (PE) and sport in primary schools. This funding – provided jointly by the Departments of Education, Health and Culture, Media and Sport – will be allocated to primary school head teachers. This funding is ring-fenced and therefore can only be spent on provision of PE and sport in schools.

Sports Premium funding objectives:

**Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school

**Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement

**Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport

**Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils

**Key indicator 5:** Increased participation in competitive sport

Measuring the impact of Sports Premium Spending:

PE leaders, management and coaches from Sports Plus work together to provide support and monitor impact for the pupils in PE. Activities and provision are carefully planned for and evaluated by these staff, who monitor the impact on the pupils in a variety of ways:

- Evidence arising from observations of learning taking place in lessons.
- Pupil voice opportunities: discussions with pupils about the activities they have undertaken and their experience of teaching and learning in PE.
- Discussions about teaching and learning with teachers and coaches.

- The views of pupils and staff.

How we are using Sports Premium:

- **Hiring specialist PE teachers** or qualified sports coaches (Sports Plus) to work with primary teachers when teaching PE
- Paying for **professional development** opportunities for teachers in PE and sport
- Providing cover to release primary teachers for **professional development** in PE and sport
- Running **sport competitions**, or increasing pupils' participation in competitions
- Buying **resources** for PE to enhance the learning and support the teaching of the subject
- Buying **quality assured professional development** modules or materials for PE and sport
- Providing places for pupils on **after school sports clubs** and holiday clubs
- Taking part in out of school activities to create opportunities for children.

This may be amended by the Head Teacher throughout the year in discussion with the PE subject leader and other members of staff, where alterations are deemed to be in the best interest of the children to provide additional opportunities for them.

Wilenhall E-Act Academy and Sports Plus are the schools/companies we continue to consult when improving and implementing our School Sport Plan. They all have a **wide range of knowledge and experience** with school sport and PE and we use them to **identify our strengths** and **areas of development** and provide us with **feedback** on how to **improve** our best practice. We are **dedicated** to developing **innovative sports education**, which will help our pupils live a **healthy, fun and active lifestyle**.

### Time Allocation

The government stipulates that all children should be given a '5 hour offer' of PE and Sport. This is: 2 hours of PE lessons per week in curriculum time, an additional 1 hour through clubs and extra-curricular activities on school site and a further 2 hours through a mixture of school and community/club organised sport. In addition, every class is expected to participate in daily 'WakeNShake' style exercises/ supermovers activities at various points of the day.

### Units of Work

The lead sports co-ordinator will identify from the curriculum map a 5-7 week unit of work each class will be following. A detailed medium term plan will be developed which will clearly show the learning intention, success criteria, key vocabulary, teaching input and activities within various units (Invasion Games, Gymnastics, Dance, Net Wall, Striking/Fielding and Athletics).

### Individual Lessons

Teachers and sports coaches who are teaching PE lessons are free to deliver lessons in creative and innovative ways that are appropriate to the needs of their pupils whilst also ensuring that all appropriate skills and techniques are included to provide a balanced experience. Lessons will be planned to ensure a logical progression whilst also ensuring that skills are not taught in isolation with a clear end objective. This objective may be realised explicitly in the final lesson (for example, with a final performance in Dance, or a full (age appropriate) rules tournament in Invasion Games).

### Basic Lesson Plan

Warm Up: 5-10 minutes gentle exercise and stretching

Review previous lesson – individual or paired work and link together lessons and topics

Development – more challenging tasks in small groups

Conclusion – transfer skill(s) learnt to final activity with maximum involvement e.g. playing small sided games, performing a sequence in Gymnastics

Further points to be considered by teaching staff/sports coaches:

- Insist on correct and safe PE kit (see Health and Safety section)
- Use both teacher and pupil demonstrations rather than relying on just verbal explanation wherever possible; make an effort to vary children chosen during demonstrations.
- Ensure pupils are watching and listening carefully when demonstrating coaching points.
- Select a mixture of competitive and non-competitive activities.
- Choose activities which provides for maximum involvement of **all** pupils. For e.g. do not play full-sided (11-a-side football) if weaker players will have little contact with the ball.
- Ensure a mix of abilities as much as possible. In games, this will develop the skills of the weaker players whilst ensuring a fair competition. In Dance and Gymnastics, this will encourage less confident pupils to be more involved in a group activity.
- Develop pupils understanding of an honest competition working towards children refereeing their own games.
- Choose appropriate equipment to suit the **age** and **ability** of all pupils, for e.g. in rounders, progressing from throwing the ball, to using a wide tennis bat, to using a rounders bats.

- Develop a sense of responsibility within pupils to safely take equipment out and properly store.
- Ask key questions that encourages pupils to develop an understanding of how and when to apply the skills they have been taught in a gaming situation, for e.g. when to use a chest pass in Basketball rather than an overhead pass.
- Where appropriate, provide an opportunity which allows for pupils to express and develop their own ideas and encourages independence. For e.g. creating their own game and developing their own rules and scoring system.

### Swimming

Swimming sessions will be planned and taught by trained instructors, all of whom will liaise with the lead PE co-ordinator and head teacher as appropriate. Swimming sessions have been risk assessed and all staff including supervisory staff taking classes for swimming will be provided a guidance sheet which they must familiarise themselves with. The premises have been risk assessed by the site manager.

### Recording and Assessment

The PE Curriculum Framework will serve as a record of the broad topics covered (units of work) in each activity area for subsequent teacher to refer to. In line with overall school policy, teachers should make notes of significant achievements against the progression maps for each PE unit. During swimming lessons, distances achieved and National Swim Awards passed should be noted and the lead subject leader informed – ASA certificates will then be presented in assembly. However, end-of-year reports should remain firmly focused on qualitative judgements based on observation of achievement and progress made. The following criteria should be taken into account and questions answered:

- Pupil record of participation
- The overall physical skills and ability of the pupil
- The ability to appreciate and evaluate the performance of self and others
- How well the child interacts with other members of the class. Does he/she co-operate, dominate and withdraw?
- Does the child have any particular aptitudes or talents?

### Extra-Curricular Sport

The PE department runs many extra-curricular activities and arrange both inter-house and inter-school fixtures. Some of these take place outside the normal working day. In arranging fixtures, our practice is as follows:

- Fixture cards detailing information about the event (date of event, address of venue, approximate timing of event) are produced for members of the squad for individual sports.

- As many fixtures as possible are included on our termly calendar in conjunction with P.E topics that are in curriculum time.
- If a fixture is cancelled, postponed or re-arranged (which tends to happen at very short notice), parents/carers will be informed via text or phone call through the school office.
- For travel to and from another close venue, we ask parents/carers to transport their own children. Children must be collected at 15:00 from Reception. However some events are all day activities for which we provide transport.
- Children do not return to school after the event if it is an after school fixture.
- We ask parents/carers to take care of their own children throughout the event.

Some of the sporting opportunities provided include:

- Morning and after-school clubs, available to all age groups and in a range of activities.
- Competition against other primary schools in a wide range of sports through local school arrangements.
- Friendly matches against other schools/groups.
- Exhibiting work: a dance performance in assembly or attendance at a Gymnastics festival.
- It builds on their team building and problem solving.

It is an honour (as well as great experience) to represent the School in a sports fixture. We hope that parents/carers will encourage and support their child's commitment and achievements as well as the efforts of many members of staff on their child's behalf

#### How PE Teaching is Monitored, Reviewed and Evaluated

The lead subject leader will have an overview of progression in PE which will be based on a professional dialogue with colleagues and through internal moderation. Formal monitoring of this subject will be carried out by the lead subject leader under the direction of senior staff. The lead subject leader will monitor planning and observe lessons being taught by both teachers and all sports coaches from an external agency; this will take place termly. Feedback will be shared with senior members of staff. Where appropriate, the lead subject leader will seek support from specialists to evaluate teaching of particular areas of the curriculum (e.g. Gymnastics and Dance).

#### Health and Safety

##### PE Kit

At the beginning of each academic year, parents will be informed by letter of PE requirements. Our sports kit is in keeping with our high expectations of appearance, performance and behaviour of our pupils. We have the following dress code for PE and

Games starting from September 2015. In the interest of hygiene, teachers will insist on children changing into the following kit for PE lessons:

### Girls

Black shorts or black leggings/track pants (for religious reasons/in cold weather)

White t-shirt

NIJ's jumper (in cold weather)

Black plimsolls or trainers

Swimming: plain swimming costume (blue if possible) and swimming cap. Goggles (optional)

### Boys

Black Shorts

Black track pants (in cold weather)

White t-shirt

NIJ's jumper (in cold weather)

Black plimsolls or trainers

Swimming: plain swimming trunks (blue if possible) and swimming cap. Goggles (optional)

PE kits should be sent into school at the start of every week and should be taken home for washing at the end of the week. Children must have a water bottle available during all PE lessons. No child is allowed to participate in swimming, games or PE if they are wearing jewellery (with the only exception being Sikhs who may wear a Kara bracelet **if safe to do so**. If there are health and safety concerns, children may be requested to move their Kara bracelet up their arm or cover their Kara bracelet with a tennis sweat-band or bandage).

A child who has forgotten their kit will first be reminded by their teacher/sports coach. If it is an ongoing issue, a letter will be sent to parents stating the above and an informal conversation may be appropriate.

### Accidents

For minor injuries (bumps and bruises), children will be encouraged to continue to participate in the lesson. For small cuts and grazes, a teaching assistant or responsible child will accompany children to the office where they will receive first aid. For serious accidents (head injuries, serious cuts or suspected fractures), the teacher/sports coach will stay with the child and send the teaching assistant or two responsible children to inform the office. After the incident, an accident report form will be completed (available in the office/staff room).

### Medical Conditions

It is the responsibility of the teacher/sports coach to take note of any medical conditions of individual children in their class (such as asthma, diabetes, epilepsy, heart conditions), so they can participate safely as fully as possible. Inhalers (kept in pink boxes) should be taken to each PE lesson. It should be noted that cold dry weather will exacerbate breathing problems for asthmatics; thus an inhaler should be at hand if needed.

### Equipment and Resources

#### Safety

Small equipment is checked by the subject leader/sports coaches on an ongoing basis. If any defect is found in any of the PE equipment, it should be reported immediately to the lead subject leader and taken out of use. Children should be made aware of safely handling PE equipment and should be taught the established method of carrying Gymnastics apparatus (to ensure consistency through school). Equipment is monitored on a daily basis and also inspected annually; faults are immediately rectified (a log of this is kept).

### P.E in line with Covid 19 guidelines

We are making sure that P.E takes place outdoors as much as possible, so children need to bring in appropriate kit for different types of weather. Children are required to use hand gel or wash their hands when leaving and re-entering school for P.E. We are using more social distanced based activities in the lessons so there is less/ no equipment used. If equipment is used it is sanitised/cleaned after every lesson before being used again.