

Kerr Mackie PE Policy

Kerr Mackie Primary School is committed to safeguarding and promoting the wellbeing of children and young people and expects all staff and volunteers to share this commitment.

At Kerr Mackie Primary School we continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school is given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, faith, sexuality or disability. The school provides an inclusive curriculum, which meets the needs of all its pupils including those with disabilities, special educational needs, from all cultural backgrounds and faiths and pupils with English as an additional language.

AIMS OF PE

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.

At Kerr Mackie our aims are to:

- Provide learning situations in which all pupils will be able to develop their physical ability to the full.
- Acquire and develop skills, performing with increasing physical competence and confidence in a range of physical activities and contexts.
- Provide stimulating and challenging opportunities that help to promote physical development such as cardio-vascular health, flexibility, muscular strength and endurance.
- Introduce a wide range of sports to all of our pupils e.g. Ultimate Frisbee and Handball.
- Enable pupils to understand the importance of Physical Education in respect of a healthy lifestyle.
- Develop positive attitudes towards participation in physical activity.
- Provide a safe learning environment for physical activity and an understanding of the need for safety.
- Provide pupils with opportunities to become aware and conform to the principles of fair play, demonstrating a good sporting behaviour.
- Enable pupils to actively participate in a wide range of activities with confidence, developing self-esteem through achievement.
- Promote equal opportunities for all and value the contribution of other irrespective of gender, ability, social/cultural background.
- To develop links between Physical Education and other aspects of the curriculum.
- Solve problems and find alternative solutions to physical challenges on their own and with others.
- Learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking.
- Develop their ideas in a creative way.
- Set targets for themselves and compete against others, individually and as members of a team.
- Understand how (and be able) to persevere, succeed and acknowledge others' success.
- Take initiative, lead activity and focus on improving aspects of their own performance.
- Discover their own aptitudes and preferences for different activities.
- Make informed decisions about the importance (and value) of exercise in their lives.
- Be given a firm foundation for life-long participation in sporting activity.

Development of Skills

Reception Class has a structured PE lesson every week which focuses on the fundamental movement skills along with many opportunities for physical development using the outdoor learning area where children have free flow access all day. We have large equipment including a rope bridges, a climbing wall and a tunnel. Teaching is often done through play, where the child learns about subjects and other people through games.

In Key Stage 1 pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, 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

In Key Stage 2 pupils should continue to implement 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, catching and throwing in isolation and in combination.
- Play competitive games, modified, where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders, tennis 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.

EQUAL OPPORTUNITIES AND INCLUSION

Working towards equal opportunities requires that teachers should treat all children as individuals with their own abilities, difficulties and attitudes, as stated in the school inclusion policy. Children will have their own individual gifts to contribute, which can be used to enrich the experience of others. The overriding aim should always be to create an environment in which, from the earliest age, children and their teachers learn to respect each other. The PE curriculum should enable all children to benefit. There will be no barriers to access or opportunity based on race, sex, religion, ethnic group, culture or ability. Consideration will be given to those with special educational needs, whether they have disabilities or a particular talent. The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks.

Inclusion will be implemented as follows:

- Standard activities and expectations as planned.
- Adapted activities and expectations in line with individual pupils'.
- Different activities planned in line with individual pupils' needs.

PLANNING

- We use 'PE planning' to plan our lessons. We amend, add or reduce materials as appropriate to meet the needs of the children.
- In both Key Stages, we teach Gymnastics, Dance and Athletics.
- In Year 4 (Key Stage 2), we teach swimming.
- In Upper Key Stage 2, we teach Outdoor and Adventurous Activities.
- In the Foundation Stage, activities to support learning from the areas of 'Physical Development' and 'Creative Development' in the Early Learning Goals are planned regularly.
- All staff are provided with copies of the relevant schemes of work and the long term plan.
- Each scheme of work is delivered for approximately half a term as specified in the PE long term plan, which is developed by the PE Co-ordinator.
- All four aspects of National Curriculum PE are covered through the schemes of work and are enhanced by assessment for learning.

SWIMMING AND WATER SAFETY

All children must have access to swimming instruction in either key stage 1 or 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 such as front crawl, backstroke and breast stroke
- Perform safe self-rescue in different water based situations

Swimming takes place from September to July for all Year 4 pupils at Fernville Leisure centre.

CHANGING FOR PE

When changing for PE, KS1 and Lower KS2 pupils change together in their classrooms where as Upper KS2 pupils change in separate areas. The girls all change together in one classroom and the boys change together in the other classroom. Staff are present during changing times to ensure children are safe at all times. In the interest of health and safety appropriate kit is worn for PE activities.

Acceptable kit is that which presents no risk of injury to the wearer or other children and details of our policy are outlined below.

INDOOR CLOTHING

It is important that pupils are dressed in the appropriate attire at all times during their PE lessons. For Reception, KS1 + KS2 the indoor kit is very simple and worn without exception from reception, all the way through to Y6.

Girls and boys: plain white T-shirt, black or navy shorts and black pumps. If children are wearing any jewellery it must be removed prior to the lesson and long hair should be tied back. Pumps are worn for indoor PE lessons but are removed once in the hall during dance and gymnastics lessons.

OUTDOOR CLOTHING

It is necessary for children from Year 3 upwards to bring outdoor kit for PE lessons. Sufficient, suitable clothing must be brought into school that is warm and comfortable in a games lesson. e.g. Tracksuit, training shoes which are appropriate for the season. Jewellery should be removed before the lesson and long hair should be tied back.

As PE is one of the compulsory subjects of the National Curriculum, children may only be excused from these lessons in case of illness or injury. Parents should contact school to let us know, when this is the case.

If pupils forget their PE kit, they borrow a PE kit from school in the first instance. Further instances may involve teachers contacting parents but this should be done at the teacher's discretion.

STAFF DRESS

Staff should also wear appropriate clothing when teaching PE. Staff should act as a role model for children in PE lessons. It is therefore expected that teachers change for P.E, or come to school dressed appropriately, for the safe delivery of a PE lesson. This should include suitable footwear, hair tied back and if possible jewellery should be removed to set a good example.

RELIGIOUS AND CULTURAL FESTIVALS

Staff are aware that during cultural festivals that require specific dietary requirements there may be a depletion of normal energy resources. In such circumstances, staff expectations relating to performance e.g. sustained running may need to be reviewed and challenge will be adjusted to accommodate individual needs.

WET WEATHER CONTINGENCIES

If, due to wet weather or dangerous conditions lessons are unable to be taught outdoors, lessons will be switched indoors. The decision to switch lessons indoors will remain with the teacher responsible for that lesson.

EQUIPMENT AND RESOURCES

As a school we ensure the safety of all pupils and staff through the following codes of practice:

- Safe storage of all equipment – all equipment to be stored safely and tidily in the PE stock cupboard in its appropriate place after use, so easy access and availability are ready for the next group. For safety reasons children **MUST NOT** have access to the PE stock cupboard and staff **ONLY** are to have access to the equipment.
- Annual safety equipment check by a recognised maintenance contractor which at present is carried out by Sport Safe UK and who inspect all PE equipment.
- Equipment is to be checked at the beginning and end of use. All unsafe, damaged or lost equipment to be reported to the PE Subject Leader/ Head Teacher.
- Trained First Aiders are based in the Foundation Stage, Key Stage 1 and Key Stage 2.
- A knowledge of the environment in which learning is taking place - check areas for hazards before any activity takes place.
- Pupils should be taught to manage and use apparatus safely and effectively whenever opportunities arise.

The PE-coordinator is responsible for purchasing and maintaining equipment in school and they are stored in the PE cupboard situated in the hall.

HANDLING APPARATUS

- Apparatus should be stored consistently and always returned to the same place.
- Apparatus needs to be easily accessible for all children.
- Children are taught how to lift apparatus correctly. They should know:
 - ✓ Never to touch apparatus unless instructed to do so by the teacher.
 - ✓ How many children should be holding it.
 - ✓ Where they have to grip the apparatus.
 - ✓ To carry apparatus – never drag it across the floor.
 - ✓ To have knees bent, back straight and head up ready to lift. Walk when carrying the apparatus.

- ✓ Only to lift when everyone is ready. When ready lead child to say 'one, two, three lift' and when it is in place 'one, two, three down'
- ✓ When the apparatus has been positioned, to sit on the floor to await instructions.

- Always have plenty of children lifting the apparatus.
- Avoid walking backwards when carrying the apparatus. The apparatus should be pointed in the direction of its destination and children should carry it facing in the same direction.
- Mats should be put out last and put away first; this will avoid children tripping over the mats as they carry the apparatus.
- As a general guideline, children should only use apparatus which they can move themselves.
- Finally when ready to use the apparatus, teachers should complete a risk management of the equipment with the children.

STAFFING/STAFF DEVELOPMENT

Each class teacher takes responsibility for planning, teaching and assessing the PE curriculum for their class.

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support by informing the PE co-ordinator.

LINKS WITH OTHER SUBJECTS.

Where relevant, links will be made to cross curricular themes and used as a means to develop cross curricular skills. For example:

Numeracy In athletics it is hoped that pupils will reinforce skills in measuring and timing. In other activities, basic numeracy skills will be developed by the understanding of scoring systems.

Literacy and Communication Skills will be developed by discussion in lessons and in problem solving, and by communicating ideas through movement.

Personal and Social Pupils interacting with each other and in a group situation will promote personal and social skills. They will also be promoted by cooperation, tolerance, respect of the individual and group, self-respect and self-discipline.

ICT Use of smart board technology, iPads, cameras, stop watches and use of internet to research sporting events.

Science Understanding different body parts and measuring pulse rates.

Music Rhythm and tempo.

LUNCH TIME ACTIVITIES

Kerr Mackie provides the opportunity for all children to take part in adult directed and non-directed tasks during lunch time. These activities range from:

Cricket

Football

Skipping

Tennis

Playground equipment for individual games

YEAR 5 BRONZE SPORTS AMBASSADORS

Children in Year 5 are trained by the school games organiser for North Leeds, to take on a leadership role at lunchtime. These children work with younger children in organising and developing individual and team games.

EXTRA CURRICULAR ACTIVITIES

Kerr Mackie Primary School provides many extra-curricular activities, which we feel reinforces the many skills being acquired through P.E lessons during the school day. These range from football, athletics, tennis, ultimate Frisbee, multi-sport, netball and many more. Extra-Curricular activities also develop many other aspects of P.E, like co-operation, teamwork, co-ordination, balance and sportsmanship. P.E. also has a direct effect on the personal and social development of children, they are more able to understand and cope with various outcomes, such as success and failure, they are also more aware of the effects and consequences of their actions on others and on the environment. A list of after school clubs will be listed on the school website.

We also work closely with Roundhay All-through school, who provide 'come and try festivals' competitions and events with schools in the local area.

LEADERSHIP AND MANAGEMENT ROLES

The Head teacher reports on the expenditure of the PE grant and its impact to the school governors.

The Head teacher will actively support and encourage staff by praising good practice and supporting staff development and resources, including extra-curricular activities. The head teacher will:

- Regularly share current and projected expenditure with Governors and discuss the impact the grant is expected to make.
- Aim for high teaching competency across the school.
- Designate a member of staff to lead the subject.

The PE Subject Leader will:

- Monitor the teaching and learning of PE within the school.
- Keep up to date with new developments and inform staff.
- Produce a flexible scheme of work, with lesson ideas to support colleagues in all aspects of the curriculum.
- Aim for high teaching competency across the school.
- Ensure that PE resources are available and appropriate to the needs of the staff
- Ensure that all pupils have the opportunity to become involved in extra-curricular clubs to further develop skills and talents.
- Ensure that PE keeps a high profile within the school.
- Assist with recording keeping and assessment of the subject.
- Have information detailing the current and projected expenditure and impact of the Sport Premium monies published on the school website.
- Ensure all coaching staff delivering PE on the school site are quality assured.
- Informally observe PE lessons to compile a picture of teaching competency across the school.
- Contact local sports clubs to establish new community links with the school

Teachers should:

- Communicate high expectations, enthusiasm and passion about PE to pupils and challenge their thinking and act as a good role model.
- Have a high level of confidence and expertise both in terms of their up to date specialist knowledge and their understanding of effective learning in PE. As a result, they should employ a very wide range of resources and

teaching strategies to stimulate pupils' active participation in their learning. This enables pupils to explain their ideas and concepts clearly and apply them with confidence.

- Plan for opportunities for pupils to develop and demonstrate their initiative and independence and take responsibility for their learning. Lessons should be thoughtfully planned and secure outstanding progress across all aspects of PE.

The Class Teacher will be responsible for the planning and teaching of PE as set out in this policy.

The Teaching Assistant (TA), when available during PE lessons, will:

- Support the class teacher in delivering PE and, in particular, support those children with Special Educational Needs where timetabled to do so and collect resources if requested to do so by the class teacher.

ASSESSMENT AND RECORDING

Teachers use the school's assessment procedures for Foundation Subjects to assess pupils' ability in PE. This is reported to the PE subject leader termly. All parents receive an end of year report which comments on their child's ability and attitude in PE.