



# Hazeldene School

## Physical Education and Activity Policy

### Aim of Policy

We have a responsibility to help students and staff establish and maintain lifelong habits of being physically active. According to Jane Ellison (Department of Health, 2013), 28% of children aged between 2 and 15 are overweight or obese. People who are overweight have a higher risk of getting type 2 diabetes, heart disease and certain cancers. Therefore this policy promotes practices within the school to raise the profile of PE across the school, to help children to make healthier choices, and, to encourage and help young people to eat and drink more healthily and be more active.

### **At Hazeldene our aim is to:**

- To increase the physical activity levels and well-being of the whole school community by developing a supportive environment conducive to the promotion of physical activity.
- To develop an understanding of the importance of regular physical activity amongst the whole school community for maintaining a healthy life.
- To provide a fully inclusive broad and balanced physical education curriculum to increase the pupils' self-confidence in their ability to manage themselves and their bodies within a variety of movement situations.
- To deliver purposeful, enjoyable, stimulating and experiences that challenges every individual.
- 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.
- To introduce the concepts of teamwork, co-operation, collaboration and competitiveness in situations in order to cater for the preferences, strengths and needs of every pupil.

- To develop the ability to respond appropriately and sympathetically to others irrespective of age, gender, cultural or ethnic background.
- To develop and build personal attributes that are important for the holistic development of students (confidence, ambition, self-esteem, aspiration, having respect for rules, being able to cope with winning and losing, forming positive relationships, determination, courage, etc.)

## Objectives

**Physical activity** is a broad term referring to all bodily movement that uses energy. It includes all forms of physical education, sports and dance activities. However, it is wider than this, as it also includes indoor and outdoor play, work-related activity, outdoor and adventurous activities, active travel (e.g. walking, cycling, rollerblading, scooting) and routine, habitual activities such as using the stairs, doing housework and gardening.

**Physical education** is the planned, progressive learning that takes place in school curriculum timetabled time and which is delivered to all pupils. This involves both 'learning to move' (i.e. becoming more physically competent) and 'moving to learn' (e.g. learning through movement, a range of skills and understandings beyond physical activity, such as co-operating with others). The context for the learning is physical activity, with children experiencing a broad range of activities, including sport and dance.

**School sport** is the structured learning that takes place beyond the curriculum (i.e. in the extended curriculum) within school settings; this is sometimes referred to as out-of-schoolhours learning. Again, the context for the learning is physical activity. The 'school sport' programme has the potential to develop and broaden the foundation learning that takes place in physical education. It also forms a vital link with 'community sport and activity'.

## Curricular Aims

- 1 To develop competence to excel in a broad range of physical activities
- 2 To be physically active for sustained periods of time
- 3 To engage in competitive sports and activities
- 4 To lead healthy, active lives

5 To develop fundamental movement skills

6 Swimming and Water Safety - Foundation, Key Stage 1 and Key Stage 2 will develop water confidence to support the expectation that by the end of Key Stage 2 children can swim competently, confidently and proficiently over a distance of at least 25m.

## Ethos

Every student shall be physically educated - that is, shall develop the knowledge and skills necessary to perform a variety of physical activities, maintain physical fitness, regularly participate in physical activity, understand the short and long-term benefits of physical activity, and value and enjoy physical activity as an ongoing part of a healthful lifestyle. In addition, all staff are encouraged to participate in and model physical activity as a valuable part of daily life.

All those leading physical activity sessions adopt a caring and supportive approach and have a commitment to every child.

As a school our facilities are improved and developed to promote increased participation in physical activity in consultation with pupils, staff and parents and careers.

Pupils' participation in physical activity is recognized and celebrated through presentations in assemblies and information on notice boards, school website and in newsletters.

## Provision of Physical Activity

Physical activity will be provided through the following:

- School ethos
- Physical education lessons
- Extra curricular lessons
- Active lessons such as 'classroom aerobics', 'wake and shake'
- Travelling to and from school
- Break and lunchtime activity
- Accessible and adequate facilities
- Staff opportunities
- Involvement with parents and carers

- Involvement with School Sports Partnership and other community resources
- Healthy lifestyles themed weeks
- Achievement assemblies
- After school provision ( Care Club)
- School Sports Week
- School Games Day/Sports Days

### Staff Development

The broad, balanced and differentiated curriculum is delivered by the individual class teachers. The co-ordinator must build a good working relationship with his or her colleagues and be ready to offer advice and help on the delivery of the physical education curriculum. This could be in the form of a discussion, support within a lesson, demonstration lesson or INSET training. CPD training courses will be offered to staff in areas of the curriculum that they feel would enhance their teaching.

The Midday Supervisors will be trained to initiate and organise playground games to involve children in physical activity. Children from year 3/4 are trained as playground buddies to assist lunchtime games with Key Stage 1 children.

### Out of School Hours Learning (OSHL)

Children are offered a number of opportunities to be physically active through out of hours activities in a wide range of activities including both individual and team/group and non-competitive and competitive. The emphasis is upon participation and enjoyment and the opportunities are open to all pupils, regardless of ability. Specific events are organised throughout the year that promotes physical activity and raises its profile across the whole school community. Most of OSHL is led by school staff with some being delivered by specialist coaches from community clubs. This varies from year to year depending upon the availability of coaches and staff. Each year Bedford and Kempston Sports Partnership offer free coaching. The focus changes depending upon the coaches available: netball, cricket, tennis, OAA, tri-golf are but a few.

- Year 3/4 children take part in a range of different clubs after school on a Thursday depending on the term.
- Year 3/4 are given the opportunity to attend an after school Sports Club to further their development of games activities for one term.
- Gifted and talented Children are invited to attend Cluster competitions delivered by SCo's and Young Leaders.
- Premier Sport School run a club once a week after school for pupils in Key Stage 1.
- Premier Sport run a club either before or after school for 1/2 sessions a week for Key Stage 2.
- Hazeldene Gymnastics Club after school on a Tuesday and is open to years 1 to 4.
- Vy My Run a Dance Club after school on a Monday that is open to Years 1-4.
- Lunchtime club run by Play Leaders and supervised by Senior Lunchtime supervisor
- Other clubs that include some physical activity options are gardening, Forest Schools

### Adults Other than Teachers Supporting Learning(AOTTSL)

Teaching assistants usually accompany the class during PE and Games lessons this is to ensure support is given to pupils when appropriate. Teaching assistants must always accompany specific children during lessons if it is stipulated in their statements. A variety of equipment is available for staff to use with children who have special needs.

AOTTSL involved in out of school hours provision have appropriate training /qualifications and have undergone a DBS check.

### Equal Opportunities

Each area of activity allows all pupils, including those with special educational needs, equal opportunities and access to the curriculum. Children are taught in class groups regardless of gender or ability. Special needs children or gifted and talented are taught within the class, and both skills and tasks are adapted to suit individual needs where necessary.

### Expectation

If a child cannot participate in P.E. lessons they will still change into their P.E. kit and can assist the teacher by playing an active role, for example, observing peers and providing feedback to them and scoring where necessary.

Children who forget their P.E. kit will be provided with kit on the first occasion and a message sent home to the parent requesting that P.E. kit is returned to school.

On the second occasion the child will be provided with kit and a phone call to parents reminding them of P.E. days.

On the third occasion the child will be provided with kit and a letter sent home requesting that they meet with the headteacher to discuss the matter.

### Safe Practice

The school is committed to safe and effective exercise procedures. Staff are aware of the need for safety and good practice when presenting physical activity and the curriculum in physical education.

The school policy on accident procedure should be followed.

Staff should be familiar with the Borough's P.E. Health and Safety document

The school refers to guidance given in the BAAPLE -Safe Practice in PE Publication.

All P.E. risk assessments are on the school intranet and each member of staff has a copy. (See Appendix 2).

### Resource provision and facilities.

The school has a hall, playground, field and an outdoor swimming pool. These areas are time-tabled to ensure maximum use and efficiency. The field should only be used when dry. The swimming pool is used during the second half of the summer term but has been used during the first half of the autumn term if felt appropriate and funds are available.

The school hall is also the dining hall.

The PE co-ordinator is provided with an annual budget and the PE and Sports Premium Funding. Additional equipment is also purchased using voucher schemes offered by commercial companies.

### Monitoring and evaluation

The PE/ Activity Co-ordinator is responsible for providing clear leadership and management to develop and monitor the physical activity policy.

The co-ordinator will monitor levels of participation and activity inside and outside the curriculum regularly and make appropriate adjustments. They will consult with pupils and staff to identify barriers to participation and ensure that a broad range of extra curricular activities that promote physical activity are provided for all pupils to participate in.

Aspects that are monitored include:

- Pupils', staff and parents knowledge of and attitude towards physical activity
- Pupils' progress/attainment in physical activity without levels. Assessment will drive learning. Clarify the learning you value. Create assessment tasks that reveal learning  
Use the 'results' to improve learning.
- The range of physical activity opportunities offered to pupils and the levels of participation.
- The number of children walking or cycling to school.
- The number of links to clubs/activities within the community and pupil participation in these.
- The % of children participating in 2 hours per week of High Quality PE or school sport within and beyond the curriculum.
- The number of CPD courses attended by staff or activity leaders. Whole school CPD.
- How and when pupils and parents are consulted.

The methods of evaluation include:

- Assessing pupils' achievements
- Reviewing schemes of work
- Reviewing programmes of activities reviewing registers for activities
- Staff and pupil discussions
- Pupil conferencing

- Questionnaires
- Annual school travel survey
- Sainsbury's School Games Mark

### Key Development Targets

See Action Plan

### Review of documentation/practice

All P.E. documents will be reviewed and amended as necessary as part of the whole school cycle.

### Policy links

Every Child Matters

Physical Education Policy

Healthy Eating Policy

PSHE Policy

Health and Safety Policy

School Travel Plan policy

Teaching and Learning policy

Association for Physical Education, Health Paper October 2015

### General Organisation

#### Key Stage 2 -

Children come to school in their P.E. kit on P.E. days. (Years 3,4,5 and 6).

Year 5 and 6 to consider whether they need to bring additional clothes to change into once they have completed their p.e. session (weather conditions, hot, cold, wet etc)

### Children

#### Sports Uniform

White T-shirt

Black shorts

Navy tracksuit/jogging trousers (outdoors only)

School sweatshirt

Socks (not tights)

Plimsolls black/ trainers white or black (bare feet for gym and dance unless there is a medical problem e.g. verrucae)

#### Swimming

Appropriate costume

Hat

Towel

- All kit must be named.
- Kit should be kept in school in a strong draw-string bag and taken home to wash every half term.
- Long hair must be tied back
- Jewellery and watches must be removed
- If a child is unable to participate in a lesson, a note from the parents/guardians should be provided. For long absences a doctor's note should be requested.
- The class teacher needs to dress appropriately.

### Staff

All adults teaching and taking children to sports events should be dressed appropriately (trainers, sports clothes, jewellery removed if necessary, long hair tied back).

## **Guidelines for the safe use of the fixed playground apparatus**

The equipment should not be used before or after school, except by the Care Club.

### **Playtimes**

Weather permitting the fixed equipment may be used. The number of children on the equipment should not exceed the size of a class group.

### **Lunchtimes**

The Midday Supervisors may choose to allow a class size group to access the equipment.

### **Rules**

1. No jumping from the equipment
- 2.No balancing on any of the round logs
- 3 .No jumping or stepping from log to log
- 4."Fairy Ring" Must not be used when damp or wet
- 6."Fort" No sitting on the edges  
No walking around the sides
7. Trim Trail - Supervised by member of staff/lunchtime supervisor

## Football

During KS1 playtime Yr1 and Yr 2 on the main playground. Yr 2 play on the football pitch.

During KS2 playtime children play by houses (rotated). Rota arranged by Mrs Norman (Key Stage 2 leader)

During lunchtime only Yr 3/4 may play. They will play on the football pitch, even during the summer term.

## Table Tennis Tables

During KS2 playtime Yr 3 and 4 sign up to play. Rota adjacent to 3L classroom. Bats and balls are provided to the children. They hand in a card with their name and receive equipment. On return for the equipment the card is returned to the child.

## Summer Term

### Tennis

During KS2 playtime Year 3 and 4 can sign up to play tennis on the main playground. Rota is on the wall adjacent to the first aid room. Own rackets and balls to be used. Staff on duty ensure nets are properly moved by children and returned at the end of playtime.

### **Zoning - Key Stage 1 lunchtime - Run by Play Pals**

A file with ideas for games, together with the appropriate equipment has been provided for use at lunchtimes. The equipment may only be used under the close supervision of the midday supervisors. Small groups of third and

fourth years will be trained to assist the midday supervisors in the teaching and playing of various activities and games with the younger children.

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