

HAZELDENE SCHOOL



PHYSICAL ACTIVITY POLICY REVISED SEPTEMBER 2019

APPROVED BY THE DEVELOPMENT COMMITTEE ON 12TH NOVEMBER 2019

TO BE REVIEWED SEPTEMBER 2021

Hazeldene School

Physical Education and Activity Policy

Our Curriculum Intent and Aims

It is the Intent of our PE, Sport and Physical Education Curriculum to enable all our children to participate in all activities; this is supported by partnership with SSCO.

The aim of physical education is to promote physical activity and healthy lifestyles. Children are taught to observe the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators. Children take part in games, gymnastic movement, dance and athletic activities using indoor and outdoor environments where appropriate. Children can take part in after school clubs and have the opportunity to compete against other schools. In KS2, children go on a residential course for outdoor activities in both YR4 and YR6.

It is our intention when teaching the PE curriculum we develop the enjoyment of physical activity and strive to improve the importance of health and wellbeing. Our intention is to give children the opportunities to develop their skills, knowledge and understanding and apply these in competitive situations, with the vision this provides them with lifelong learning skills.

We strive to ensure that all our pupils receive a well-rounded learning experience when participating in different sporting activities, learning the importance of health and wellbeing and equipping them with the necessary values and tools to achieve in our school and beyond. It is our intention to engage pupils in the possibilities of sport to develop a passion for being active, healthy and the confidence to try new things and build resilience and determination with all they do.

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-school hours 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'.

Our Curriculum Implementation

At Hazeldene, we recognise that in order for all pupils to progress they need to be confident across each of their yearly objectives. Our PE curriculum covers the knowledge and skills outlined in the National Curriculum and ensure all children are given opportunities to be challenged to progress their learning further. Through our teaching of PE we aim to deliver the lessons in a meaningful context, giving purpose and wherever possible curricular links are exploited, particularly links with Maths, British Values, our Values Based Learning and SMSC. We have our own outdoor heated swimming pool and all the children have swimming lessons. Autumn 2019 the pool is in the process of being covered.

Curricular Aims

Key Stage One:

In KS1, we provide opportunities for pupils to 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. Over the course of the year this covers dance, gymnastics and a variety of games. We are striving to ensure they are able to engage in competitive and co-operative physical activities, in a range of increasingly challenging situations including competition.

Key Stage Two:

In KS2, pupils should continue to apply 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. We are determined that they enjoy communicating, collaborating and competing with each other and that they develop an understanding of how to improve in different physical activities and sports, learning how to evaluate and recognise their own success. Over the key stage, pupils will continue to be taught dance, gymnastics and a variety of games.

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.

Extra-curricular implementation

Extra-Curricular Clubs are very popular, and there are a variety of clubs available for KS1 and KS2 pupils that change on a regular basis. These can include football, netball, cricket, rugby, archery, gardening, Judo, KS1 and KS2 athletics, cheerleading, gymnastics etc. Playtimes are an important part of our pupils being happy, healthy and ready to learn. We have well-staffed and equipped playground and a sports field. Our Year 5 and 6 children can choose to become Play Leaders to younger children and Buddies. We also have Sport Captains and House Sports Ambassadors.

Physical education is seen as key to developing healthy lifestyles in young people and at Hazeldene we provide a wide array of opportunities to develop this and sporting skills outside of the normal curriculum time. Regular lunch time Activity: Scooters, Football, Playground Leaders etc. encourage children to be as physically active as possible. The Daily Mile is to be introduced autumn 2019.

Our Curriculum Impact

We strive to ensure that our pupil's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. Through our progressive skill based curriculum we are measuring the children's ability, striving for them to meet their age-related expectations

for their year group. We intend the impact of our PE curriculum will ensure children will leave our academy prepared for the next step in their physical education and life beyond primary school.

PE assessment is ongoing to inform teachers with their planning, lesson activities and differentiation. From September 2019 Summative assessment is completed by all class teachers to inform leaders of individuals' progress or skills that still need embedding further.

PE is monitored by the subject leader throughout all year groups using a variety of strategies, such as, lesson observations and pupil interviews to discuss learning and establish the impact.

Software from Absolute Education will support the monitoring of all pupil groups i.e. EAL, SEND, boys, girls and their uptake on after curricular activities including attendance at festivals and competitions.

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 5 are trained as playground buddies to assist lunchtime games with Key Stage 1 children.

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

Children in Years 2,3,4,5 and 6 will come to school wearing their P.E kits on their P.E. days. Years 5 and 6 will also have appropriate footwear to change into depending on their physical activity and gum shields and shin pads will be worn if necessary.

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

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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 a covered swimming pool. These areas are time-tabled to ensure maximum use and efficiency. The field will

be used at all times unless deemed unsafe. The school hall is also the dining hall.

The PE co-ordinator is provided with the PE and Sports Premium Funding.

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

September 2019

General Organisation

Years 2,3,4,5 and 6

Children come to school in their P.E. kit on P.E. days. (Years 2,3,4,5 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

Foundation and Year 1

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)

Years 2,3,4,5 and 6

Navy polo shirt

Black shorts/Skort

Navy tracksuit

White or black trainers

Year 5/6- football boots, gum shield, shin pads

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. This will be under supervision from careclub staff following the school rules for the use of the apparatus. All staff have received training on the use of our playground equipment and risk assessments have been updated. Last updates September 2019

NB For use of equipment, numbers allowed on the equipment and specific rules see individual risk assessments

Playtimes

Weather permitting the fixed equipment may be used.

Lunchtimes

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

Rules

1. No jumping from the equipment
2. 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 3/4/5/6 may play. They will play on the football pitch, even during the summer term.

Table Tennis Tables

During KS2 playtime Years 3,4,5 and 6 sign up to play.

Summer Term

Tennis

During KS2 playtime Year 3,4,5, and 6 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.

SEPTEMBER 2019