
	<h1>PE, Sports &amp; Games Policy</h1>	
<b>First Published</b>	August 2019	
<b>Reviewed</b>	June 2022	
<b>Subject Leader</b>	Emily Wright	

## Intent in PE, Sports & Games

Physical education in school is essential to the development of motor skills (both gross and fine) and the enhancement of reflexes. Hand-eye coordination is improved, as well as good body movements, which helps in the development of a healthy body and good posture.

It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. By giving pupils the opportunities to compete in sport and other physical activities it enables pupils to build character and help embed values such as fairness and respect.

- For all children to become physically literate and understand the need to stay active in order to maintain a healthy body.
- To give regular opportunities to improve on and evaluate performance in particular area of physical activity (Personal Challenge)
- To provide a safe supportive environment for a broad, balanced programme of physical education in and out of curriculum time.
- To provide progressive and differentiated learning objectives that will allow all children to participate and enjoy success.
- To provide a variety experiences that cater to all preferences and strengths and the needs of all pupils.
- To effectively spend; allocate the PE/Sport Grant money in line with the enhanced inspections.
- To encourage children to adopt the key sporting qualities as set out by the School Sports Partnership.



## Role of the Subject Leader

The subject leader is not expected to know “everything” about a subject but is expected to be fully abreast of how best to teach and organise the subject in addition to being aware of current best practice and research in the subject.

The coordinator will moderate the standards of children's work and the progression of planning, teaching, and learning across the school. This includes the transition from the Foundation Year; understanding how the subject's foundations are grounded and developed in the Foundation Year.

The subject leader will support colleagues in the teaching of the subject, informing them about current developments in the subject, and providing a strategic lead and direction for the subject in the school. This will involve leading teacher meetings as required and producing an annual subject evaluation to feed into the Standards Night and through to the new School Improvement Plan.

The coordinator should advise the Headteacher, staff and governors of current practice in the subject and any new initiatives put forward by the government or LA.

### **Role of the Class Teacher, Senior Management Team & Governing Body**

The governing body should, in cooperation with the Head teacher, determine the school's general policy and approach to the subject at the school. This will include the priority given to the subject within the context of the whole curriculum.

### **Implementation - Entitlement, Curriculum Organisation & Planning**

#### **Long Term Plan**

PE has been allocated 86hrs (KS1) 98hrs (KS2) per year.

This is distributed across the areas of GAMES, DANCE, ATHLETICS, OUTDOOR ADVENTUROUS ACTIVITIES and GYM (and in the case of Y4 SWIMMING)

Refer to the year group LONG TERM planning for contracted hours and UNIT TITLES this includes the mandatory 30-minute fitness session each week in Key Stage 2.

All aspects of the PE curriculum are planned using Get Set 4 PE, which all teachers have access to. This includes objectives, assessment points and resources.

Progression of skills and knowledge documents have been created to show what is expected within each year group and shows what knowledge and skills children have already learnt and mastered. It also shows what the next step is. This document also shows year group key vocabulary for each discipline.

In addition, children should:

- be made aware of the need for exemplary behaviour as in any other lesson.
- be encouraged to maintain high levels of sportsmanship and respect.
- be encouraged to become more self-reliant in organising themselves; having the correct sports kit and changing themselves.
- be discussions in teaching teams and with the children regarding what equipment will be needed and basic safety.

## Other Curriculum Issues

Year 1 and Year 2 have Activate into their daily repertoire and follow Get Set 4 PE schemes. Y2 have adopted handball as a “start-up” sport and have an annual tournament to consolidate these skills.

Y3 - Y6 also have a 30-minute Fitness slot every week. This is timetabled to take place in the hall (but can be done outside if teacher wants to). This should involve station-based fitness activities or aerobics style lessons. The aim is to raise the children’s pulse rates and build stamina.

Y3 - 6 all have an element of Personal Challenge; this will be assessed and evaluated over the course of the year (minimum of termly).

Y3 – Short distance sprint

Y4 – Skipping Challenge / Swim a length

Y5 – Bleep test

Y6 – My Multi-skill

Molescroft provides a wide variety of sporting activity outside of the normal curriculum through school-based clubs and outside agencies – see clubs lists.

## Special Events

Outside agencies and professional sports coaches are welcomed into the school to work with children both in curriculum time and after school.

In KS2, two tournaments are organised each year following specific teaching in curriculum time. These are in football, rugby, hockey and cricket in which every child in KS2 participates.

Our Sports Day (the Mole-Olympics and the Common-Mole games) take place on separate days for KS1 and KS2. These incorporate progression in both track and field events. Gymnastics, tennis and table tennis are played parallel to this for specific children.

Tigers Trust is used extensively in curriculum time and to help deliver after school clubs.

Through all of this; children must be encouraged and reminded of the key sporting qualities:



## Monitoring the Impact (Assessment, Reporting and Recording)

TEACHER ASSESSMENT in Physical Education is based around the knowledge and skills progression documents which outline what is expected within each discipline for a particular year group. These objectives are assessed using FLiC where children will be recorded as inappropriate, developing, secure, enhancing and challenging.

This system allows for collation of data and achievement across the board for all of the PE curriculum and makes evaluation of strengths and areas for development easy to analyse for the Subject Evaluation Form (SEF).

The SEF is done annually and draws upon the FLiC data mentioned above. This allows SLT to examine where improvements need to be made. The SEF also includes a detailed overview of the year's events. This is shared with governors (especially the dedicated Sports/PE governor).

Information regarding sports and participation can also be collated from the annual children's survey which asks questions regarding school travel; club participation; subject appreciation etc.

The School Games Mark is awarded annually through the School Sports Partnership and is an excellent way to review and celebrate PE in school.

Subject Leaders conduct their own Learning Walks and analyse the impact of teaching and learning in PE by conducting deep dives, which include sampling the pupil voice and observing the teaching of PE throughout school.

The use of this self-evaluation and improvement are a key part of any lessons. Teachers are encouraged at all times to give constructive feedback and look at ways forward for children as part of the accelerated learning process.

## Mastery in PE

### What it means to achieve mastery in PE

Pupils fully understand how to use their bodies to achieve high quality movement and game play across the strands of PE. They will have the instincts to move and play safely and also have the physical dexterity and stamina to refine and perform to a high standard.

Through the process pupils learn and apply skills and can use this creatively in movement and instinctively in game play. Through the process pupils are critical; evaluate their performance and the performance of others to improve.

Pupils understand the importance of rules and staying safe in the field of PE.

- Coherence means in PE...

- o The process of lesson design is consistent across the school. Each unit should be taught in a manner which is immediately understandable to the pupils. Main teaching points will be:

Skills, Vocabulary, Safety, Rules, Outcome.

Coherence on an individual level will include these teaching points delivered step by step building towards a final outcome (eg: basic throwing/catching...passing/receiving...small game play/races...a game!)

o On starting a unit there should be a reminder of the skills learned in previous units and particularly those with similar themes i.e. Dance.

• Variation means in PE...

o The main variation in PE is that ALL activities require certain skills, stamina and perseverance to perform well. Children will also need to work together with others and learn key values of cooperation, tolerance and sharing whether it is in a game, a dance or movement.

o Another variation is in the role that pupils take in the process. This should include opportunities to lead and coach others. Children should experience working alone at times; in pairs as well as part of a team in all strands of PE.

o The other key variation is the explicit recognition that the process of discussion and evaluation is applied to all forms of PE with the same outcome: to improve!

• Structure in PE:

o Unit plans should always be taught with the following structure:

- ♣ Identify strand and key outcomes.
- ♣ Safety, vocabulary and skills.
- ♣ Developing skills and applying.
- ♣ Gameplay/performance.
- ♣ Evaluating performance and next steps.

• Fluency in PE

o Pupils are expected to understand rules and key vocabulary. They

- should be able to comment on performance and ask questions; respond
- to critique and evaluate in order to improve performance.
  - o Pupils should be able to discuss, plan and communicate ideas to
- improve skills and performance in pairs, small groups or teams. • Making connections in PE
- o Children should be making connections across the units from KS1 with the basic skills learnt which they can apply later in the curriculum; building on prior knowledge and basic concepts (such as attack/defence; throwing/catching; jumping/landing; rolling and balance)
- o On the commencement of each unit key ideas should be discussed about safety, fair play, standards of behaviour and the key sporting qualities:



## PE in the Foundation Stage

The children in the Foundation Stage are exposed to elements of PE on a daily basis through their on-going provision.

Physical development takes place across all areas of learning.

Examples of learning opportunities:

Developing gross motor skills:

- Fixed or moveable climbing frame, low balancing bench, climbing wall, transporting logs.
- Skipping ropes, basketball nets, parachute.
- Logs and planks.
- Everyday objects for transporting eg: tyres, crates, blocks, bricks, large boxes, balls and beanbags.
- Opportunities for self-expression through physical activity, music, dance, small world and role play. Developing fine motor skills:
- Construction eg: clay, Lego, threading and puzzles, wooden blocks and small world toys.
- Threading, stacking and peg boards.
- Clay, play-doh and cooking activities, drawing, painting, collage, model making and cutting tools.

Teachers in EYFS can access Get Set 4 PE units which provides the fundamentals of PE.

### **Relationship with the rest of the curriculum and Cross Curricular Opportunities**

#### **Literacy**

Speaking and listening skills are prompted through evaluating and appraising work produced by themselves and their peers. Children are encouraged to offer constructive criticism and discuss methods to improve their work. Literacy is also promoted through the children recording their sequences, games, rules and ideas as reminders; or as a working document for other groups of children to use, particularly Young Leaders, who will have to pass on their games, ideas and training.

#### **Numeracy**

Elements of problem solving are approached through creating dance sequences and new games. Dance and gymnastics also extends opportunities for shape and pattern. At Key Stage 1 number work is evident through practical games and warm up tasks.

#### **Computing**

Computing skills are used to support the teaching of Physical Education through the use of video cameras. Recordings of performances are used for the children to be able to critically evaluate their work, and record improvements.

#### **Personal, Social and Health Education (P.S.H.E.)**

Physical Education contributes to the children's personal and social skills throughout the subject, encouraging children to interact with all and abiding by game rules. It offers the children opportunities to develop acceptable behaviour in a variety of situations. Health education is promoted through delivering the benefits of exercise and healthy eating. Physical Education gives the children the opportunity to experience how their body works in different situations. PE, in particular, sport has much to teach children about fair play, teamwork, responsibility and good sportsmanship. PE can also be an important part of helping to raise children's confidence and self-esteem.



## **MFL**

As part of the school's promotion of greater cross-curricular foreign language use, PE can again play an important part. Basic moves, directions and rules could be translated into Spanish/French and used on a regular basis in PE lessons e.g. Line up, find a space, find a partner etc. Songs/music from other cultures/languages can be used in dance and Activate sessions are also delivered in Spanish using a special resource which spans all ages.

## **Promoting Equality & Inclusion**

Molescroft Primary School values the individuality of all the children in physical education regardless of their age, gender, ethnicity, disability, attainment or background. The physical education national curriculum, covering all areas of activity is expected to be developed with every child. The children are in mixed sex classes and are expected to support each other through success and difficulties.

In Year 5 & Year 6 boys and girls can change in separate rooms. The school is sensitive to any requirements of modesty required by a particular faith. Kit can be adapted to cover arms and legs and head if required. Alterations to kit however must match the colour scheme and must not compromise the Health and Safety of the child wearing it. The physical activity out of hours clubs which Molescroft Primary School provide offer access to all children.

The school's Good Behaviour Policy applies in all circumstances.

In order to ensure many children, regardless of ability, are given the opportunity to take part in after school events and represent the school; there is a Sports Events Protocol to follow. This sets out the process of how we choose children for limited places at events.

The Physical Education curriculum is made accessible for children of all abilities. A variety of approaches are used to include children with specific disabilities or health conditions. These are as follows:

- Modifying activities – changing an element of the activity to allow a child to join in e.g. equipment, boundaries, rules, etc.
- Parallel activities – children work on similar activities alongside each other, therefore succeeding to their own ability.
- Separate activities – in some cases it is not beneficial for a child to be included therefore a separate activity is set up for the child to work with support. This would be linked with a specific area of development.

For children that require medication (for example inhalers) these are always made available prior to and during the lesson. Children are encouraged to be responsible for their medication although the teachers monitor administration.

## SEN/D

Molescroft Primary School uses a range of teaching approaches within Physical Activity in order to cater for all developmental requirements. This is achieved through matching tasks to different abilities and needs, and also offering activities, which can be differentiated through outcome.

Progression is built into the schemes of work so children have different starting points according to their ability levels. Variation is offered to the children in activities, resources, pace and teacher support. Children are also encouraged to work in groups in order to help and learn from each other.

## Talented Pupils

For those children exhibiting “enhancing” skills in a particular field the “Talented” coordinator should be informed for the register. The PE coordinator should also be informed as this can help in decisions about SOCMS and inclusion in after school matches.

## Resources

The school is equipped to provide for whole class teaching in the following:

- Football
- Tag rugby
- Tennis
- Netball
- Basketball
- Hockey
- Cricket
- Orienteering
- Gymnastics
- Athletics: track and field
- Small and large ball activities
- Fundamentals
- Fitness
- OAA
- Handball
- Dance
- Seated Volleyball

### Out of Hours Learning

Physical Education is promoted during breaks and lunchtimes and pupils are encouraged to be more active at these times. Molescroft operates a system promoting ‘Young Leaders’ to assist Key Stage 1 and lower Key Stage 2 to get involved in PE through playground games. The Young Leaders from Year 5 have been trained in organising games for the younger children involving small equipment and basic rules. These Young Leaders encourage children to join in with games on the KS1 playground at lunchtimes and take ideas and rules from the positive play initiative. Equipment is also provided at lunchtimes and managed by the Y6 pupils.



The playgrounds and MUGA have markings on to encourage positive play and to inspire the children to make the most of their playtimes. MUGA has equipment provided for outdoor sports (on a rota basis).

The adventure playground provides the chance to climb, slide and move on different levels which will encourage more active play amongst children from Y4 to Y6. There is a rota and daily safety checks. All classes can book the area for Marble Treats. Younger children can access the Adventure Playground in curriculum time.

Molescroft has a wildlife area and vegetable garden which helps promote activity through regular gardening sessions and will also encourage a greater interest/knowledge in healthy eating.

Molescroft School offers a wide range of physical activity clubs at lunchtimes and after school. See clubs list.

### **Extended Curricular Opportunities, Wider Opportunities and Liaisons with Other Organisations**

Molescroft continues to develop links with the community. Children are encouraged to join accredited sports clubs (ERCAS):

- Tiger's Trust Sports
- Kevin Bishop Coaching Service
- East Riding Sports Development
- Beverley Rugby Club
- Longcroft Sports College
- The School Sports Partnership
- Local Primary Schools
- Beverley Leisure Centre
- Paul Holtby Tennis Coaching (Advantage Coaching)
- Beverley Cricket Club
- Mr. I Brice - Badminton
- Meridian Gymnastic Coaching
- Mrs P. Rimmer - Zumba coaching

There are links with Active Travel.

Cycling Proficiency takes place in Year 5 to encourage more independent but safe cycling to school and a bike shelter is provided.

Scooter training is offered to Y2 & Y3 children and scooter pods have been provided.

Pedestrian training is offered to children in Y4.

A sports notice board advertises local sports meetings, a school games, clubs, intra and inter-school events and any other information that promotes physical activity.

The school has regular meetings with the class council many of these have a "health" focus e.g.: school grounds; food and dining; sports in school etc.

The school also operates a SOCMs committee (Sports Organising Committee Members) Children recommended/volunteer to take part in regular meetings to discuss sports but also assisting in the delivery of tournaments and sports days; playground games etc.

## Health & Safety

In Physical Activity general teaching requirements for health and safety apply. Children are expected to change into suitable clothing and remove jewellery. Teachers are expected to lead by example and also wear appropriate clothing. Earrings should be taped over.

In both outdoor and indoor lessons clear safe boundaries are set for the children by using line markings or cones. Equipment is checked for safety by the Physical Education Co-ordinator and also by teachers prior to using it. The children are also encouraged to consider their own safety and the safety of others.

Risk assessment posters are located in key areas and these should be adhered to by all staff. Each sporting activity has a risk assessment to be read, familiarised with and then signed off by all staff who teach that area. These are kept in the central file box in the staff room.

There is a general off-site EVOLVE form for all off-site competitions which is signed-off and taken with attending staff. Swimming risk assessments are reviewed by staff annually. ALL medication should be taken in a central bag for any off-site activity.

Letters for attendance in after school sports will always include: Can/Cannot attend; date and signature box; emergency contact number box; medication required box; photo permission box... to be completed by parents/guardians. These are shredded to keep in line with GDPR.

Staff attending after school events will adhere to pupil/teacher ratios and will always take a first aid kit. Any medication needed is the child's responsibility to obtain but staff MUST check that they have it close to hand.

The school has a stock of Physical Education kit, which can be purchased from the school office. Children in both key stages should have a black, plain indoor P.E. uniform kit available every day; KS2 children also require a warm outdoor kit. Children must remove all jewellery prior to a Physical Education lesson. Members of staff are also encouraged to follow safe guidelines in regard to their jewellery, clothing and footwear.

Children participating in out of hours clubs must change out of their whole school uniform and wear a Physical Education kit. All regular P.E. rules apply through the clubs.

All games lessons follow a structure of a warm up routine, skill development, games context and a cool down. Appropriate clothing must be worn including footwear. All gymnastics lessons follow the structure of a warm up routine, floor-work, skill development/apparatus and a cool down. Gymnastics should be done barefoot.

All dance lessons follow a structure of a warm up routine, isolated skill progression, composition development and a cool down. Dance should be done barefoot.

All fitness lessons should include an inclusive warm-up followed by regular intense activity and a cool down. Fitness should be done barefoot.

Hockey and Football may require the use of shin pads (these are kept in the main shed). Football only requires shin pads if studs are being used.

### **PE Kits**

All children must have their black PE kit at school every day, taking it home on a Friday night and returned on a Monday Morning. Outdoor PE also occurs throughout the year including in the winter (Y1 upwards), so children need to have another kit to keep them warm. There must also be a change of footwear from whatever is provided for normal school wear (Y1 upwards). As we cannot loan PE equipment, after one occasion of having no PE kit, a kit will be provided by the school, the child's name written into the kit and the parents charged for the kit.

Staff will endeavour to check that the PE kit is in school on Monday morning and arrange for a message to be sent home if the kit cannot be located. This cannot however be guaranteed.