



# Holland Junior School The Pioneer Academy



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## Physical Education (PE) Policy

### School's Vision

At Holland Junior School we are committed to provide an inspiring and inclusive environment, linking to local, national and global communities. We actively encourage and develop independent life-long learners who are able to fulfil their dreams and aspirations.

We encourage respect, success and achievement for everyone. Our personal goals: enquiry, resilience, principles, communication, thoughtfulness, cooperation, respect and adaptability are threaded through all teaching and learning to help to develop those qualities that will enable children to be at ease with the continually changing context of their lives.

### The National Curriculum

#### Aims

With two PE specialist teachers, we deliver real skills to all abilities. The PE curriculum is progressive and aims at developing fundamental motor abilities, balance, co-ordination and enhancing Physical Literacy. We want our pupils to move with competence and to develop the desire to participate in all sport and physical activity. All pupils whatever their ability, age, size, shape or aspiration can improve their fundamental movement ability and build the foundations on which future sporting performance is based.

At Holland Junior School, we believe that PE fosters positive attitudes leading towards self-discipline and control. Through the PE curriculum, we will help children develop the skills and knowledge of sports enabling them to compete competitively and promote the importance of physical activity and a healthy lifestyle. We want children to enjoy, develop and have the opportunity to compete in any field of sport.

The scheme of work we follow at Holland Junior School and across The Pioneer Academy is 'PE Pro'. The scheme of work matches our philosophy of teaching and ensures the NC guidelines are followed.

#### Structure

KS2 will be allocated 2 hours of PE per week. Children will experience two units/sports per half term. These units will be a mix of indoor and outdoor P.E to ensure a balance between the two. The indoor facilities used will most often be in the sports hall and sometimes using the school's main hall. Outdoor PE lessons will take place in the playground area or the school field.

Children will change into their PE uniform at an appropriate time before the PE lesson. Children will change back into school uniform at the end of each PE lesson. Teachers will also be expected to wear suitable clothing for teaching sport.

#### Swimming

Year 3 children will attend curriculum swimming lessons during the Summer term.

Year 5 children will attend curriculum swimming lessons during the Autumn term.

Top-Up swimming for year 6 children takes place in the Autumn term.

All swimming lessons take place at Sidcup Leisure Centre.

## Extra-Curricular Sports Clubs

We offer a wide variety of after-school clubs for all children which are provided by school staff and outside agencies. The clubs provided by the school will not be of any cost. Children will be informed of other opportunities in the community available to them. Children will also have the opportunities to represent the school at local borough competitions and Pioneer Academy sports competitions. Through participating in extra-curricular activities can enhance a pupils' experience and development physically, socially and psychologically.

At Holland Junior School we also track a number of groups attending the clubs and create target groups to ensure there is full inclusivity at our school.

## Cross-curricular links

Wherever possible, the Physical Education curriculum will provide opportunities to establish links with other curriculum areas. In all lessons, Physical Education utilises key concepts to enhance a students' understanding across different curriculum areas

### English

- Pupils are encouraged to use their speaking and listening skills when analysing their own and others' performances.
- Key vocabulary and descriptions are used as visual aids to enhance pupils' understanding in line with Blooms taxonomy by utilising measurable verbs.

### Maths

- Pupils will use their knowledge and understanding of measurement and data handling.
- Pupils can transfer results from physical challenges and utilise these in key lessons that involve charts, tables and graphs.
- Pupils will use equations to work out differences to determine the level of their performance.

### Role of ICT

ICT can be used at a whole-class level through the use of the Interactive Whiteboard, which allows the PE specialists to teach children theory, tactics and show them video clips of professionals or the children them self. There is also an assigned iPad for PE lessons only. This iPad is used to video the children practising a skill, so they are able to watch back and assess their techniques.

Videos and pictures are also used to promote PE and to celebrate the success of pupils on Twitter, school web-page, newsletters and sports and inter-community award celebrations. Parental consent is always obtained before any images or videos are used in regards to the above.

P.E Pro uses videos for each skill and game allowing children to watch each aspect of their learning if necessary.

### Role of PSHE

Through health-related fitness we are able to develop the pupils' understanding of their own bodies in terms of healthy choices. Pupils' are able to demonstrate a good understanding of the components of fitness and health as well as the methods of training needed to improve these components. Pupils' also have an awareness of the benefits of exercise on their mental, physical and social well-being and understand how this helps them to become more focused in other curriculum areas.

## Teaching and Learning

Teachers of Physical Education will ensure they use different teaching approaches that best suit the pupils' ability, sport or activity. Teachers ensure that a planned and progressive curriculum is delivered to continue to support and

enable a child's psychomotor skills, cognitive understanding and social and emotional skills they need to lead a physical active life.

### **Planning**

P.E Pro, the scheme of work used, will demonstrate the balance of visual, auditory and kinesthetic elements to ensure that all pupils with different learning styles can access the learning experience. The importance of 'high quality' planning must include challenges for pupils, which involve developing:

- A sense of accomplishment/achievement
- Learning something new and wanting to learn more
- Physical and mental well-being
- A feeling of independence
- Wanting to perform well and with imagination and flair

The department will ensure that long term planning through the curriculum map shows a clear and concise outline for the units/activities to be taught within each year group for the duration of the academic year. Through medium-term planning, learning objectives and a progression of skills are planned and reviewed termly. Using the progression map, teachers will ensure they utilise the key learning objectives for their lessons and take into account pupils' needs to ensure all pupils' can achieve that objective by the end of the lesson.

### **Assessment and Reporting**

#### **Assessment and recording**

The PE specialist will use effective assessment for learning to ensure variation in the planning and accurate ability grouping.

At the end of each term an assessment will take place. The assessments will focus on the Three Pillars of P.E (Stability, Locomotion and Object Control).

A theory assessment also takes place which focuses on their relationship towards PE, including their motivation, enjoyment and feelings.

These focuses all intertwine with the Physical Literacy belief and philosophy.

Pupils' progress and attainment scores are kept on the PE Pro software. This is then shared with parents at the end of the academic year.

#### **PE and Sports Premium**

The PE lead, Headteacher, School Business Manager and Governor will budget the sports premium grant gifted by the Government. They will assess which areas of PE need to be improved to ensure PE is of the highest quality. Please see the PE and Sports Premium Report which is published on the Holland Junior School website to see how the money is used.

#### **School Sports Leaders**

At Holland Junior School, we take pride in child-led leadership programmes. We have a 'Sports Champions' programme running who run daily activities for lower school children, promote all sporting events and highlight local charity awareness in sport. These children are trained to referee, lead and manage small groups of children, working alongside the adults to improve physical activity across the school.

### **30:30 Active Minutes**

Holland Junior School ensures it reaches the 30 minutes of Physical Activity during the school day in a number of ways.

- PE lessons: Children have access to two hours of P.E each week.

- Extra-curricular clubs: There are a number of lunch and after school sports clubs. Clubs run by school staff are free.
- The Daily Mile: Children aim to complete a mile of running or walking in 15 minutes 3-5 times a week.
- Sports Leaders will run organised physical activities every lunch open to all children

## Equipment and Resources

### PE Kit

PE kits should be brought to school by the pupil on the 1<sup>st</sup> day of return for that term. Pupils will all take their PE kits home at the start of a holiday.

The following kit should be worn: -

Outdoor P.E kit: Black tracksuit, PE t-shirt, white socks and trainers. Children are allowed to wear additional season clothing if they wish (sun hats, woolly hat, gloves etc.)

Indoor P.E kit: PE t-shirt, black shorts, white socks, trainers or plimsolls.

Tracksuits may also be worn for outdoor activities in cold weather and in gymnastics bare feet is recommended for improved quality of movement and safety.

Swimming kit should be brought to school on the day when swimming lessons take place and taken home afterwards. Swimming hats must be worn and part of the pupils' kit.

Personal effects, such as jewelry, (including body piercings), religious artefacts, watches, hair slides and sensory aids including glasses, should ideally always be removed to establish a safe working environment.

Long hair should be tied back for every lesson with a suitably soft item.

Any religious artefacts should be removed or made safe.

Disclaimers from parents alleging the removal of responsibility from teachers in the event of an injury occurring while their child takes part while wearing jewelry, personal effects or non-policy clothing or footwear should be declined.

### CPD

Opportunities are taken by the PE subject leader and colleagues to attend CPD, as and where appropriate, to increase confidence and competence to deliver high quality PE. Following the training, all staff should provide a brief summary of learning points and disseminate to the rest of the staff. The subject leader collates the information and evidence on the effective use of the PE and school sport premium. All staff are briefed on safe practice and know where to find the PE policy and the AFPE Safe Practice document

## Health and Safety

### Equipment

#### A) Managing equipment

Equipment is continually checked by inspection and maintenance teams as well as staff who continually risk assess before teaching their lessons. Equipment is continually checked and an audit taking regularly to ensure replacements are ordered if needed.

Pupils are taught to lift and carry equipment safely from an early age. They know how many people are needed to carry and place specific items of equipment and how to carry correctly. A video of handling our gym equipment can be found on staff shared drive.

All equipment should be visually checked prior to using it to ensure it is safe to use, assembled correctly and not damaged or faulty. Pupils should be involved in reporting any faulty equipment in line with their age, ability and previous experience. Where equipment is deemed unsafe, but repairable, it is moved well away from the working area and clearly labelled as unsafe until made good.

#### B) Mats/gymnastics equipment

Mats are designed to absorb impact when landing on the feet so need to be placed as suitable landing areas for pupils when working on large apparatus. They also provide a suitable cushioned area for aspects of floor work (e.g. developing rolling).

#### C) Storage of PE Equipment

Most of the games equipment is kept in the locked inside and outside container. Gymnastics equipment is stored in and around the hall itself, and the ladders from the wall bars are safely placed on the inside.

It is the responsibility of all staff to ensure that the equipment is replaced tidily in order to minimise the potential for tripping, and to allow safe accessibility for pupils to pick up, transport to the site where the equipment is being used.

### **First Aid**

The PE subject leader works with the 'appointed person/people' to plan first aid arrangements for sporting events off-site if they themselves are not trained. Both PE leads are first aid trained

PE teachers must attend all CPD in regards to first aid within the school as well as ensure they have the medical profile of all students they teach. They may need to take a walkie-talkie with them from the office, if a pupil with these needs is present in their lesson. PE teachers know who the first aiders are in their establishment and have a clear understanding of the protocol when faced with an injury or medical emergency. If possible the PE teacher should obtain a first aid qualification.

### **Transportation of pupils**

Pupils where possible will travel to competitions or events using the Pioneer mini-bus. Where this is not possible pupils may be transported by their own parent/adult with parental responsibility. Pupils' may travel with the other parents but consent must be given to the school office, or indicated upon the 'return slip' by that pupils' parent. Parents also need to be aware that if they are transporting individuals other than their own child they may need to check they have business insurance on the car insurance policy.

## **Equal Opportunities**

### **Inclusion and Equal Opportunities**

At Holland Junior School, we are committed to inclusion in all its aspects and ensure that all children, regardless of ability, race, gender, culture or SEND, are given appropriate opportunities to access the curriculum. In order to achieve this, we provide a differentiated curriculum and, where possible, additional support. Visual aids are used and a variety of equipment to enhance pupils' knowledge, understanding and progress within the lessons.

This is achieved by weekly planning, medium term planning and long term planning to ensure each lesson provided is inclusive for everyone. Teachers can access the PE curriculum map and enhanced lesson plans for all activities and sports taught within the school. The lessons ensure they have a clear objective with steps to success for all children taking part. Teachers should conduct their own risk assessment plan to ensure that they apply effectively, principles of safe practice. Monitoring and assessment should be seen within the whole lesson to check and guide pupil progress to enable them to achieve the lesson objective.

**Medical needs-** pupils who have suffered an injury, had a medical operation or have been advised by their doctor to not participate in PE or physical activity, may be excused from practically taking part in PE lessons until recovered. The child will be given a different role to undertake e.g. umpire, coach or commentator or may be asked to work in another classroom depending on the severity of the medical need.

Parents will need to speak to the School Office, bring any medical documents and/or a written letter to the class teacher/PE Team explaining their child's condition. The appropriate action will be taken to ensure their own safety and to aid recovery. Once the child has recovered, this needs to be passed on via a letter to the School Office, then resulting in reconvening the participation in PE and all physical activity (including break times/lunchtimes).

### **Monitoring and Evaluating**

This policy will be monitored and reviewed annually and should ensure that the following key factors are adhered to:

- Producing a flexible scheme of work, with lesson ideas to support its implementation.
- Supporting colleagues in all aspects of the curriculum.
- Maintaining and replacing equipment.
- Ensuring areas for lessons are safe.
- Assisting with recording keeping and assessment of the subject.
- Monitoring the teaching of the subject at school.
- Attending meetings and courses, which will inform future development of the subject and ensure other staff are aware of courses themselves.
- Ensuring that pupils have the opportunity to become involved in extra –curricular clubs to further develop skills and talents.
- Ensure standards remain high in each year group through effective monitoring of the subject.
- Implementing opportunities for further growth such as Sports Leaders, G2BMe ambassadors and House competitions.
- Celebrating achievements through, school assemblies, sports awards, school colours, intercommunity awards and social media.

The subject leader will monitor teaching and learning in Physical Education at Holland Junior School, ensuring that the content of the national curriculum is covered and that pupils receive a balanced and creative curriculum that aids their development socially, physically and psychologically.

Specialist PE teachers are expected to meet 3 times a year across the academy to ensure that effective planning, monitoring and assessment are reviewed to allow continued development to take place. PE specialists will also meet to plan and implement the Pioneer Cup, where select students will compete against each of the academy schools in athletics, netball and football. The PE regional lead will send out dates for these compulsory meetings at the start of the academic year.

### **Other policies to be read in conjunction with this policy**

- ❖ Whole school Equal opportunities / Inclusion
- ❖ Whole school Teaching for learning/Assessment