

Town Lane Infant School

Physical Education Policy

Policy written: May 2020

Reviewed: Autumn 2023

This policy reflects and promotes the following articles from the UN Convention on the Rights of the Child
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Article 2, 3, 4, 5, 12, 13, 15, 23, 28, 29
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Intent

As sportspeople at Town Lane, all children will enjoy and achieve through an engaging, progressive and inclusive PE curriculum. A broad range of high-quality sporting opportunities will challenge our pupils to engage and succeed in developing their fundamental physical skills and improve their health and wellbeing. They will develop as they progress through the school, becoming physically literate and building their physical skills as a foundation for the next step on their journey.

Children will excel in their knowledge and skills through engagement with a range of experts, exposing them to the role of sports in people's lives. Pupils will leave the school with the knowledge, skills and positive attitudes to prepare them for a healthy, active lifestyle as they progress through school and promote a lifelong love of sport. They will enjoy and see the value of competition, and enjoy opportunities for sporting events that develop their skills, character and allow them to become passionate sportspeople.

Implementation

Our curriculum is designed to provide a variety of high-quality PE activities. At infant level, children are supported to develop the fundamental skills they need to progress through their physical education and active life. Their balance, coordination, spatial awareness and the ability to run, throw and catch accurately are developed through a range of games and sporting activities from Foundation Stage to the end of Key Stage 1. Additionally, personal and social skills such as working with a partner or group, working competitively, following instructions and copying actions are developed to support the physical skills. These personal and social skills are interwoven through every unit the curriculum to allow children to develop both physical literacy and the other skills necessary to make outstanding progress in sports and physical education.

1. Curriculum:

The curriculum at Town Lane is designed to provide a range of sporting activities for children to develop their fundamental skills, knowledge and prepare them for the next stage of their physical development.

1a: Early Years Foundation Stage

Across the EYFS, children's physical development is planned for weekly with high-quality opportunities within continuous provision. Their fundamental gross and fine motor skills develop, preparing them for further development of specific skills, and preparing them for writing. They spend time outside where they are active for large amounts of time, to allow pupils to practise and explore their improving skills.

In addition, children in Reception receive one dedicated PE session per week. Pupils in Foundation 1, experience a day dedicated to physical development.

In KS1, children receive 2 PE sessions per week. They follow the iPEP scheme of work, providing adapted teaching and progressive lessons from F2 to Year 2.

All year groups will be taught a range of units of learning, covering the 4 areas of: ball skills, games skills, gymnastics and dance. Long term plans (LTPs) are devised at the beginning of the year by the PE lead alongside the teachers in the different year groups, to ensure that the order of teaching compliments the year group long term plan where possible. LTPs are designed to ensure children build their learning across the year, with multiple 'units' in each area. This allows children to practise and develop their knowledge and skills.

2. Assessment

Assessment in PE is designed to be useful, manageable and efficient. Procedures for reporting are in line with foundation subjects across the school. Teachers make judgements, based on outcomes for the unit/area of curriculum, at the end of units of study. Judgements will determine if the child is working towards the outcomes, working at expected level or working above the expected level. The subject lead will use this data to inform future steps for the children and the provision in the school (for example, adapting units, providing small group sessions at lunchtimes). The use of floor books to document the learning taking place during PE sessions are being trialled during the academic year 2023/2024. The use of floor books will enable pupils to reflect on the knowledge that has been taught and how this is developed through the use of pupil voice and photographs.

3. Opportunities (curricular and extra-curricular)

On top of curriculum lessons, TLIS aims to provide a range of further opportunities for sport and physical activity. Children have a wealth of opportunity to be active and enjoy games and sports. These may include:

- 'Wake and shake' before afternoon registration
- Opportunities for competitive/non-competitive events (e.g. sports day, fundraising events, inter-sports competitions, sports workshops/days) – these will vary by year
- Playleaders scheme
- After school clubs
- Participation in the 'Learn to Scoot' and 'Learn to Cycle' schemes

4. Resources

Resources are funded from the school budget, at various intervals determined by the headteacher. Funds from refreshment sales at the annual sports day events also go towards equipment purchase. Opportunities for funding from other organisations (e.g. supermarket schemes with vouchers) will be utilised where possible.

Currently, spaces available for sports activities include the main hall, the canteen, two rear playgrounds and the field. The majority of sports equipment is stored in the PE cupboard in the hall. Larger equipment such as gymnastics equipment is stored around the hall.

Resources include the basic necessities such as cones, small/large balls, beanbags, rackets, spots and hula hoops. A selection of other equipment is available, including football goals, speed bounce sets, batons, cricket/rounders equipment amongst others.

Impact

The quality and impact of provision is evaluated by the subject lead and supported by SLT. The impact of our curriculum and provision can be measured through observation, pupil voice, staff voice, annual attainment data and evaluation of impact of sports premium funding. Occasionally, the subject lead may conduct learning walks or other ways of evaluating the quality of curriculum.

Each year, a monitoring calendar will be established to outline how the impact of the curriculum will be monitored. The Subject Lead, with support from SLT where required, will evaluate the impact of the curriculum on children's progress and development in physical education annually based on the range of measures outlined in the monitoring calendar.

Funding

Sports Premium Funding

In April 2013, the Government announced funding of £150 million for PE and sport in primary schools. At Town Lane Infant School, we are using this funding to improve the provision of PE and sport. So far, we have used some of the funding to enable sports coaches to work alongside teachers to develop pupils' skills. Furthermore, we have used some of the funding to offer inter-school competitive games competitions. Each year, the PE subject leader and the headteacher / senior leadership will review the current year and plan for the next year of spending of the sports premium, in the '*Evidencing the impact of the Primary PE and Sport Premium*' document.

Health and safety

Town Lane adheres to health and safety recommendations from the Association for Physical Education (AfPE) during all PE and sport activities, as recommended by the DfE.

- All staff supervising physical activity have appropriate training and qualifications. Suitable clothing and footwear are worn by staff which will allow freedom of movement.
- Risk assessments will be carried out for all PE and sporting events.
- Children wear t-shirt, shorts and pumps for PE in the hall. Sun hats to be worn outside when necessary. Jogging pants and jumper to be worn during PE sessions outside in colder weather. For gymnastics or dance children may work in bare feet.
- Children get changed in the classroom and walk to the hall in pumps or shoes, not bare feet.

- Long hair is always tied back and all jewellery is removed. If earrings cannot be removed by the child they are covered with plasters provided by the parents. Staff will not be expected to remove jewellery.
- Equipment will be stored in the PE cupboard, or in the case of gymnastics equipment, safely around the hall.
- Gymnastic mats are designed to cushion landings from a height and provide a comfortable work surface for rolling and other gymnastic skills. Should someone fall, mats may reduce the likelihood of injury rather than preventing it. Teaching the technique of safe landings is essential.
- Equipment is checked by the appropriate inspectors, managed and coordinated by the Site Manager.

Inclusion

The PE curriculum is inclusive to all children at Town Lane Infant School. Every child is entitled to be included in PE and sporting events. Teachers, with the support of the Subject Leader and SENDCo where required, will make reasonable adjustments for any child who requires adapted teaching activities, strategies or outcomes (possibly based on SEND learning plan). This will be on an individual basis for the cohort/class. Events outside of the curriculum will always be designed to include all children in school.

Role of Subject Leader

The PE Subject Leader is responsible for;

- Producing and reviewing long term plans, curriculum mapping and policy documents and ensuring that all that is planned for is taking place effectively
- Supporting staff in delivery and coordinating development opportunities.
- Attending appropriate training and PE lead meetings.
- Liaising with outside agencies to plan further sporting opportunities.
- Completing annual audit of subject and creating an action plan for the subject, including auditing and coordinating equipment.
- Maintaining a subject folder for P.E.
- Reviewing schemes of work for P.E.
- Monitoring progress of learning in subject through pupil/staff voice and summative teacher assessments
- Liaising with and reporting to senior leaders and governors
- Liaising with local schools in the community to develop relationships and links
- Monitoring equipment inventory and working with SLT to ensure equipment is available.

Policy written/reviewed by: J. Bithell September 2023

This policy is reviewed annually.