

Physical Education Vision and Policy



The **vision** of PE at Holy Trinity is one that values:

- Participation in a variety of situations;
- Continuous development of skills;
- **Competitiveness** throughout the curriculum;
- The creation of lifelong sportsmen and women.
- Teamwork and positive sportsmanship ethos.

To work towards this vision and ensure a consistent approach to high provision of Physical Education throughout the school we aim;

- To continuously adapt to the changing needs of children at Holy Trinity;
- To create an independent, skills based learning style;
- To instil confidence and enjoyment through a healthy competitive nature;
- To continually strive to engage children in sporting activities;
- To allow the opportunity for Physical Education to take place in a variety of settings;
- To develop a progressive sporting environment;
- To create a pathway which will provide and facilitate quality and differing activities for children of varied abilities;
- To create 'sporting ambassadors' throughout the school.
- To embed the need for regular exercise and healthy eating to maintain a fit and healthy lifestyle.
- To work closely on making links with the community and sports clubs around us.
- To provide an out of school hours' programme of activities which enables pupils to extend and enrich curriculum provision.
- To establish good habits: an awareness of safety and hygiene and being responsible for PE equipment.

Role of the Subject Leader

To ensure that all members of the school community understand the vision of Physical Education at Holy Trinity and to lead, challenge and support all in achieving the vision by:

- Raising the quality and profile of sport within the school
- Auditing current provision and creating an 'action plan' for the year ahead;
- Supporting staff in order to increase their confidence and skills to teach a varied PE curriculum;
- Ensuring resources are well organised, updated and easily accessible;
- Offering the opportunity for coaches and professionals to upskill staff, whilst working with pupils;
- Maintaining clarity of expectations in relation to planning, assessment and teaching and learning;
- Developing partnerships with local clubs and organisations;
- Creating a positive sporting attitude to learning;
- Use a 'Sports display' in order to develop relationships with children and create a 'buzz' around sporting activities at Holy Trinity;
- Creating and developing a 'Sports Crew' who promote leadership and support peers and staff across school;
- Developing 'Positive Playtime' project in order to ensure children are more active during break times;
- Introducing and overseeing the new Active 30:30 government initiative;
- Providing up to date CPD for staff;
- Reporting on PE expenditure and sharing this with the SLT team and academy councillors.

Holy Trinity C of E Primary School

Link Academy Councillor

Our PE link Academy Councillor is Mr A Kane. His role is to support the subject leader, oversee developments and help resolve any issues which may arise throughout the year. Mr Kane and the PE lead meet termly to discuss updates and areas which we need to focus on the following term or academic year.

Teaching and Learning

- Planned blocks of teaching are based on specific needs;
- A long term plan is created to ensure the progression of key skills throughout the school;
- Active 30:30 – Planned daily exercise breaks to ensure pupils stay active for longer;
- A combination of teaching skills is used to suit the needs of all learners;
- Leadership is encouraged throughout sessions, to model and support peers;
- Learning is supported by teachers and teaching assistants in order to focus on particular skills with particular groups;
- Challenge and independence are widely discussed during Physical Education learning;
- Learning outcomes, key skills and success criteria are shared with the children;
- Children are aware of their personal strengths and weaknesses due to their Physical Education profile, used in order for the children to understand how learned skills will make them better sportsmen/women;
- The use of coaches to develop the practice of Holy Trinity staff, as well as providing high quality Sporting opportunities for all. .

The Early Years Foundation Stage

The physical development of children in the Foundation Stage is an integral part of their school work and is related to the objectives set out in the Early Learning Goals (Physical/Moving and Handling). The children are encouraged to become competent movers, developing their fundamental movement skills in the way they move, balance and handle equipment, both indoors and outdoors. One of our Academy Councillors Mrs C Patton-Woods delivers weekly Zumba sessions to develop physical skills, confidence and musicality.

Planning and Assessment

- A planned medium term block of teaching includes the following key information:
- New Learning; Ongoing Learning; Resources; Timescales; Success Criteria/Outcomes; Key Skills; 'expert' contribution.
- A planned short term block of teaching should include the following key information:
- Ongoing learning of skills; New Objectives; Teaching; Activities; Differentiation; Support received; Evaluation of Learning.
- In EYFS staff plan sessions in line with the ELGs and utilise their outdoor learning environments to maximise physical opportunities.
- Staff challenge and support where necessary and both Teachers and Teaching Assistants are trained in using our assessment tool.
- Our assessment tool covers a range of transferable skills including: *throwing and catching, running and jumping, Games skills (attacking, defending, striking and fielding, dance and movement patterns, balance, agility and coordination (gymnastics) and achieving my personal best and healthy, active lifestyles*. Each year group has differentiated outcomes for each strand. (Y1-6).
- Assessment judgements are decided by: *observations of children engaged in activity, pupil self/peer assessment, dialogue with individuals or groups, dialogue with coaches and support staff, evaluations from planning documents*.
- Assessment information is gathered as a snapshot in October, February and May and defined by a number for each strand covered; 1- working towards, 2 – expected or 3 – exceeding.
- The PE lead will complete a data analysis task after observing data and outline observations, key priorities/actions and review/impact.

Holy Trinity C of E Primary School

Target Setting

The subject leader sets basic and challenging targets for all learners. Teachers are responsible for setting ongoing targets for children and encourage children to **'beat their personal best'**. Targets are communicated throughout the year and appear on the pupils' annual report. Targets should be accessible, but promote challenge and independence.

Progression

At the end of each academic year a learning dialogue is opened between professionals to discuss the next steps for the beginning of the new academic year. Within this we reflect upon practise throughout the year and discuss areas which require further attention. We also have two Change 4 Life clubs, as we are passionate about enabling children to develop healthy hearts, happy hearts, social hearts and successful hearts.

Competitive Sport

As we are aware that our pupils have a range of sporting talents, we encourage all children to get involved in competitions and tournaments throughout the school year. KS2 often hold trials prior to tournaments, to provide children with talents in that area, the opportunity to have their moment to shine! KS1 will also have organised events although they are of a much more informal nature due to their age and abilities. Some tournaments may be year group specific, however all year groups will have organised opportunities to represent the school in Sport. We believe that both Children and staff should approach tournaments positively and show good sportsmanship throughout. We aim to provide the opportunity to take part in all organised school tournaments within our cluster (Dyke House), as well as those against other towns. We also 'track' pupils attending competitions/visits to ensure ALL children have the opportunity to be involved in Sporting opportunities that interest. Pupils reluctant to participate will be targeted and encouraged to partake and find an event which may best suit their strengths. 'Fun Galas' and other less competitive competitions are organised to ensure pupils are not discouraged by the competitive nature of some events.

Coaches and specialists

We have strong links with a range of local clubs and coaches. We value all of the Sports specialists that come to work with our children and always receive positive feedback regarding behaviour and enthusiasm. Throughout the year we welcome Sports club leaders from the local area the opportunity to visit to provide 'taster' sessions to the children to spark enthusiasm, in order for them to potentially attend these clubs afterwards. In terms of safeguarding, all specialists that work with our children must show proof of qualifications and an up to date DBS check. They will then be given a 'visitors' badge for the duration of their visit. To ensure behaviour/safe guarding policies are adhered to, a member of our staff (who is first-aid trained) must accompany all specialists.

Behaviour

Pupils, Coaches, teachers, teaching assistants and any other members of the school community involved in school physical activity need to:

- Ensure pupils are aware that their behaviour is expected to be of a consistently high standard at all times; before, during and after any sporting event or recreational activity.
- All children must show good sportsmanship and respect within lessons, as well as competitions. All teams must shake hands with their competitors after a game to share this positive ethos.
- Managing pupils who fail to comply with the above codes of behaviour as set out in the school's 'Behaviour Management' policy. Repeated misbehaviour during P.E lessons/events will hinder their chance of representing the school in Sporting competitions.

Risk Assessments

The importance of safety in PE is made clear to all pupils, lesson planning allows for health and safety consideration and every teacher is expected to carry out an informal risk assessment prior to every PE lesson to minimise risk.

Holy Trinity C of E Primary School

Risk assessments are in place for the school environment and attending swimming and a risk assessment must be completed by class teachers for pupils attending an off-site sporting event. We often ask staff and pupils attending competitions to wear Holy Trinity sports hoodies.

Spectators

It is just as important for spectators to behave in an appropriate manner at any physical education or sporting event to avoid dispute and maintain a positive encouraging atmosphere. Coaches and teachers need to:

- Provide guidelines/expectations of behaviour to spectators and parents and other members of the school.
- Provide guidelines regarding 'codes of behaviour' on the school website for parents and other members of the school community.

Uniform

Pupils enjoy the feeling of being part of a team; therefore we expect basic uniforms to be provided by parents and should be clearly labelled from the beginning of the year. P.E kits should be in school at all times to ensure they are prepared for all eventualities. Children should have water bottles in school at all times to prevent dehydration during sporting activities. Holy Trinity jackets may be provided when representing the school in tournaments. KS1 and KS2 pupils should have an indoor and outdoor kit, whereas Reception class will only require an indoor kit.

Indoor P.E kit

- Black shorts.
- White polo shirt/ t-shirt.
- Black plimsolls.

Outdoor P.E Kit

- Black jogging bottoms.
- White polo shirt/t-shirt.
- Black jumper or jacket (no hood).
- Sensible trainers (not expensive).

These P.E kit requirements are for health and safety reasons and must be adhered to. We ask that parents do not send their child to school in 'high-top trainers' and avoid expensive new trainers. Children are responsible for looking after their own P.E kit and take it home regularly to be washed for hygiene reasons.

As well as children having suitable P.E uniform, we ask that **all** members of staff and coaches teach Physical activity in appropriate clothing, this is a safety measure and to ensure comfort during the sessions. Staff and coaches must avoid wearing clothing which may be deemed inappropriate; such as tight Lycra running trousers, low-cut vest tops and open toed shoes.

Equipment

Teachers, Teaching assistants, coaches and any other members of the school community planning or teaching a P.E lesson must ensure all equipment used is appropriate for the age group and be in good condition. Pupils who fail to use the equipment for its correct purposes run the risk of losing their privilege to use it at all. As all equipment has its storage area, please ensure it is tidied away straight after a lesson. This will mean that when the next teacher comes to use the equipment it is all in order, in the correct place. If you happen to notice that new equipment is needed due to wear and tear etc. please inform Miss Keily so she can look into replacing it.

Holy Trinity C of E Primary School

Primary PE and Sports Premium Allocation

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

We are required to publish details of how we spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment. We regularly update our expenditure document and publish it on our website as evidence of our ongoing review into how we are using the money to secure maximum, sustainable impact. We must also report on the percentage of Year 6 pupils meeting national curriculum requirements for swimming and water safety. Where percentages were low, we provided 'top-up' sessions to allow pupils to continue working towards the national standards and increase their confidence in the water. We have also given parents guidance and recommendations for those working below the governments standards.

Active 30:30

Active 30:30 initiative has been developed to help schools reduce sedentary behaviour and increase physical activity in young people outside of timetabled curriculum PE. It also addresses how to help influence the remaining 30 active minutes to be achieved outside of school by engaging families, clubs and community groups. Our pupils are all active for short bursts throughout the school day (up to 30 mins) and all teachers have now received training on this, as well as the Active Literacy and Numeracy. Staff have been given ideas and resources to help make their core lessons as active as possible. Each member of staff also completed an 'active heat map', to work out which areas of their individual timestables to target.

L Bull
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