

PE Policy



Cranbrook Primary School

*Our Children Today,
Our Future Tomorrow*

Updated Summer 2022

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Our School Vision

Ensure equity for all to address social disadvantage

Our Mission Statement

An ambitious, inclusive and broad curriculum that develops essential skills and knowledge for lifelong essential skills and knowledge to achieve academic and personal success

Our School Values

Equality, Respect, Resilience and Kindness

These values are regularly referred to in discussion with our pupils and validated through the Art curriculum. By doing this we aim to create an ethos and culture that nurtures talent and encourages our pupils and staff to aim high for themselves and each other.

Curriculum Drivers

These drivers underpin our teaching across the curriculum and prepare children for the challenges and opportunities of the modern world.

Widening Horizons

Aspirations
Ambition
Curriculum enrichment
Cultural capital

Global Identity and Responsibility

Race and equity
British values
Global, local community issues
Decolonisation of learning

Confident Communicators

Articulate speakers
Passionate readers
Social skills
High level vocabulary

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1.0 Aims and Objectives

At Cranbrook Primary School, our aim is to create a high quality physical education curriculum, which offers the opportunity to develop fundamental skills that inspires all pupils to succeed in competitive sport. We endeavour to give children and staff the platform to become physically confident, to embed values, respect and fairness and to encourage them to lead healthy active lives.

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

2.0 The Aims of PE at Cranbrook:

1. To promote a healthy and fulfilling lifestyle by developing self-motivation to take part in physical activity outside school as recreation:
 - a. By developing a positive attitude and interest in a wide range of physical activities
 - b. By raising awareness of issues regarding Health Related Fitness.
2. To contribute to the physical development of each child: size, strength, fitness, speed, gross and fine motor skills.
3. To contribute to the intellectual development of each child:
 - a. Aesthetic appreciation and understanding of Dance and Gymnastics.
4. To help establish the individual child's self-esteem and confidence. To develop social skills (co-operating in groups, playing fairly to rules, mixing with children from other schools).
5. To include Level 1 competition (competition within the school) throughout the school year.
6. To ensure every child has the opportunity to take part in breakfast and after school sports clubs, as well as external competitions and tournaments

3.0 Expectations at Cranbrook

At Cranbrook Primary each class will receive 2 hours of physical activity per week. Each class are timetabled to have at least one hour of indoor and outdoor Physical Education session per week. The sessions will contain elements required by the National Curriculum:

3.1 Foundation Stage.

We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

3.2 PE at Key Stage 1

Pupils should 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. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

3.3 PE at Key Stage 2

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. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team

- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

3.4 Swimming

At Cranbrook we aim to provide 10 swimming lessons to all children in year 5 through use of Fullwell Cross swimming pool. Through their support we that our children achieve the following before they leave:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations

3.5 Our Promise

Cranbrook Primary school will:

- Follow a broad and balanced PE curriculum fulfilling the demands of the New National Curriculum.
- Aim to ensure every child moving on to secondary school can swim 25m and has basic water skills.
- Ensure every child has the opportunity to represent Cranbrook in a competitive sports fixture.
- Aim to develop the fitness of the individual, by ensuring a good pace in lessons and incorporating fitness activities into physical education lessons as appropriate.
- Integrate, where possible; into other curriculum areas (eg use of athletics data in ICT and number work in both numeracy and PE lessons).
- Develop programmes that meet the needs of all the children, providing equal opportunities – inclusion of SEN and physical disabilities.
- Involve the outside community where possible - e.g. Sports Day - parents, Clubs –, Interschool matches – part of Gants Hill Partnership teaching alliance PE cluster, Valentines secondary school partnership. We co-ordinate our safeguarding policy with all outside agencies.
- Ensure children wear the Cranbrook Primary expected P.E. kit for all lessons. (See below). Also, ensure teachers change into appropriate clothing to teach PE lessons.
- Make allowances for children with disabilities and medical conditions, taking into account children with special needs, through modified and mini versions of games and practices.
- Provide enjoyable experiences, where positive attitudes of sensitivity, cooperation, competition and tolerance may develop.

4.0 The PE Curriculum

4.1 Curriculum Framework

Teachers should use the curriculum framework as a starting point when planning their work in Physical Education. The Curriculum maps for each area of PE has been devised to show progress across and within year groups.

4.2 Time Allocation

At Cranbrook we strive to make children's lunch times as active as possible. We have developed and organised a range of physical activities during children's lunch times, for example: football court, basketball, cricket, table tennis, gym area. This is to be led by the Playground staff and they are supported by Year 6 Games leaders who assist in the running of the sports. Furthermore a range of extracurricular activities (See Clubs available on school website) are available to all children on the school site from 3:30- 4:30pm from Tuesday to Friday each week. Finally a mixture of competitions and PE sessions are available each term through the Borough, PE partnerships with Valentines High school and within our PE SILC cluster.

4.3 Units of Work

The class teacher should identify from the curriculum map the 5-7 week unit of work their class will be following. Each teacher must keep a record in their termly planning folder of detailed medium term plans, which clearly show the learning intention, success criteria, vocabulary, teaching input, activities and plenary for each lesson within the Gymnastics, Dance and Games units. Swimming lessons (Taught in Year 5 at Fullwell cross) are planned and taught by trained instructors who plan targets for each of the ability groups. Children should be allocated time during the plenary of the lesson to evaluate themselves against the outcome. In line with the national curriculum objectives, the school have invested in the LCP resources for both KS1 and KS2 as well as Val Sabin resources for Gymnastics and Dance in KS1 and KS2 to ensure the correct terminology is being used and to promote progression in these units of work.

4.4 Individual Lessons

Individual lesson plans may be taken directly from available resources and adapted to suit the class. If the class teacher is confident he/she may choose to plan the lessons in their entirety. This is, in many ways, preferable, but teachers should ensure they plan to the weekly learning intentions of the unit of work. This will ensure logical progression throughout the unit of work and means skills will not be taught in isolation and there is a clear end objective. This objective may be realised explicitly in the final lesson. For example, with a performance in Dance, or a full (age appropriate) rules tournament in Games.

4.5 Basic Lesson Plan

1. Warm up - 3 to 5 mins gentle exercise or stretching.
2. Skill development - individual or pair work with more challenging tasks in small groups
3. Application - transfer of skill/s learnt to final activity e.g. playing small sided games or performing a sequence in Gymnastics
3. Review – Discussing strengths of practise and areas of improvement.

4.6 PE Good Practice

- Insist on correct and safe PE kit - see section in Health and Safety.
- Use both teacher and pupil demonstrations rather than verbal explanation wherever possible - make an effort to vary the children chosen.

- Generally, sit the class down when showing demonstrations. Make sure they are watching and listening.
- Teach boys and girls together - in general insist on mixed groups and sometimes mixed pairs, depending on the activity.
- Select a mixture of competitive and non-competitive activities.
- Provide for lots of activity and maximum involvement - do not play full-sided games (eg 11-a-side football) where the weaker players will have little contact with the ball. Mix abilities where appropriate. In games, this will develop the skills of the weaker players and ensure fair competition. In Dance and Gymnastics, this will encourage less confident children to be more involved in a group activity.
- Encourage honest competition and the idea of doing one's best- work towards children refereeing their own games.
- Choose suitable equipment for the age and ability of the pupils - e.g. in rounders progressing from: throwing the ball, to using wide tennis bats, to using rounders bats.
- Count equipment in and out but use pupils, where possible, to help.
- Question pupils and encourage the class to develop an awareness and understanding of how to use the skills they have learned appropriately - e.g. when to use a bounce pass in netball rather than an overhead pass.
- Encourage independence by ensuring pupils have opportunities to express and develop their own ideas. For example, children creating their own games with their own rules and scoring system

5.0 Cross Curricular Links

5.1 English

PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance.

5.2 Information and Communication Technology (ICT)

We use ICT to support PE teaching when appropriate. In dance and gymnastics children make video recordings of their performance, and use them to develop their movements and actions. Children use an iPad to record the order of movements in their sequences of work.

Older children compare each other's performance from recordings and use these to improve the quality of their work.

5.3 Personal, Social and Health Education (PHSE)

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

5.4 Spiritual, Moral, Social and Cultural Development (SMSCD) and British Values

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other

6.0 Health and Safety

6.1 PE Kit

Nursery Infants are encouraged to bring trainers and shorts/track-suit bottoms for outdoor games. However, unless children have obviously dangerous footwear (eg. high heeled boots) all should take part. Indoors, infants should be encouraged to bring shorts but should otherwise take part in underwear and bare feet.

6.2 Reception, KS1 and KS2

In the interests of safety and hygiene teachers must insist on children changing into the following kit for PE lessons. This will ensure consistency and avoid confusion for the children:

Games and Athletics: Black shorts and White T-shirt for indoors lessons in the halls (tracksuit bottoms and sweatshirts should only be necessary in the playground on a cold day). Properly fitting trainers or plimsolls

Dance and Gymnastics: As for Games but bare feet.

Swimming: Swimming costume, children are NOT allowed to swim in underwear. Some pools insist on trunks rather than shorts.

Outdoor Activities: Generally as Games, but otherwise clothing appropriate to the activity.

General Points:

- Teachers should also wear appropriate clothing.
- Jewellery (except stud earrings) must be removed. Teachers will not take responsibility for looking after jewellery.
- Children should bring a note if they are unable to participate through illness or injury. Staff should be vigilant if a pattern is non-participation is established for a variety of reasons (including child protection issues).
- Children not going swimming through illness or injury should stay at school with another class.
- In all other PE lessons children not participating should remain with their class: helping in the lesson or doing PE related work.

6.3 Children without Kit

At the beginning of each term parents will be informed by parent workshops of PE kit requirements and they will have the opportunity to discuss any serious reservations with the Head. A child who has forgotten their kit should first be reminded by the teacher. If it is an ongoing problem an informal conversation with the parents would be appropriate.

6.4 Accidents

For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes the teaching assistant or responsible child should accompany the children to the first aid room. For serious accidents (head injuries, serious cuts or suspected fractures) the teacher should stay with the child and send the teaching assistant or two responsible children to inform the school office.

6.5 Medical Conditions

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary.

6.6 OTHER ISSUES

All playgrounds and halls (including apparatus) will be safety checked annually by a specialist company equipment is dealt with below.

7.0 Equipment and Resources

7.1 Safety

Small equipment is checked by the PE Co-ordinator on an ongoing basis. If any defect is found in any of the PE equipment this must be reported immediately to the Health and Safety officer and taken out of use. Children should be made aware of safe handling of the PE equipment and should be taught the established methods of carrying Gymnastics apparatus (to ensure consistency throughout the school).

7.2 Locating equipment

Gymnastics equipment for all classes is kept in the hall or Dance studio. Indoor Games/ Multiskills equipment is kept in the PE cupboard opposite the Assistant Head teacher's office. Outdoor Games/ specialised sports equipment is kept in the Green Container in the playground, this has a combination lock with the code displayed in the school office.

Equipment is required to be prepared before lessons are to take place and it is the responsibility of the Teacher or Teaching assistants to arrange for the collection of resources, NOT children. Furthermore All PE equipment should be returned to specific areas straight after lessons so that it is available for others.

Finally it is ALL Teachers' responsibility to keep the PE cupboards tidy.

7.3 Ordering Equipment

Any new equipment required can be ordered through the PE coordinator. The PE and Sport Premium funding has meant that the school has already invested in new equipment to be used during playtimes and in PE lessons.

8.0 Inclusion

- Inclusion in Physical Education means that all children have access to and are given confidence in the 6 activity areas, regardless of race, gender and ability. We should aim to create an environment in which all children learn to respect and value each other and each other's interests. This can be achieved by employing the following strategies:
- Mixing groups in terms of gender and ability.
- Structuring activities so all are fully involved. For instance, a team cannot score in a bench ball game until all the players has touched the ball.
- Giving all the children an opportunity to share their work. For instance, allowing time at the end of a gymnastics lesson for the whole class to perform their sequences.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Considering ways in which to support EAL children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
- Recognising the dangers of stereotyping. For example, expecting dynamic work from boys in gymnastics and neat and controlled work from girls.
- Recognising the need to extend more able pupils and, if necessary, referring them to the subject leader and gifted and talented co-ordinator. They may then be further extended.

9.0 Monitoring and Assessment

PE is monitored termly where the subject Leader looks at planning and will observe lessons. When appropriate it is also possible that the P.E. Subject Leader will seek the support of a specialist to evaluate particular areas of the curriculum such as gymnastics. Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement against the National Curriculum levels of attainment. They record this information and use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

The PE Curriculum Framework will serve as a record of the broad topics covered (units of work) in each activity area for subsequent teachers to refer to. In line with overall school policy, teachers should make notes of significant achievement against the progression maps for each PE unit. During swimming lessons, distances achieved and National Swim Awards passed should be noted and the PE coordinator informed - ASA certificates will then be presented in assembly. However, end-of-year reports should remain firmly focused on qualitative judgements based on observation of achievement and progress made.

- The following criteria should be taken into account and questions answered:
- Pupil record of participation.
- The overall physical skill and ability of the pupil.
- The ability of a child to select an appropriate response to a task.

- The ability to appreciate and evaluate the performances of self and of the child interacts with other members of the class. Does he/she: cooperate, dominate, and withdraw?
- Is the child motivated and enthusiastic?
- Does the child have any particular aptitudes or talents?
- What work has the class covered in the year?
- Has the child any specific problems which need to be addressed?

The PE subject leader keeps photographic and video evidence of children's work (in a portfolio). This demonstrates what the expected level of achievement is in each area of activity in PE in each year of the school. Teachers meet regularly to review individual evidence of children's work against the national exemplification material.

10.0 Other Issues

10.1 Extra Curricular Sport

Cranbrook is fully committed to providing extra-curricular sporting opportunities.

- These include:
- Clubs (breakfast and after-school) available to all age groups and in a range of activities. Competition against other primary schools in a wide range of sports through local school arrangements.
- Friendly matches against other schools/groups.
- Exhibiting work. For example a dance performance in assembly or attendance at a gymnastics festival.
- Short Tennis, football and ballet classes before and after the school day

10.2 Links with other Agencies These include:

- Participation in local sports leagues with other primary schools.
- Visits, and liaison with, Liz May at Valentines High School.
- Competitions within the PE SILC cluster
- Competitive sport –Within the Borough, (School Games Programme – Ally Tansley)

10.3 Staff Training

- The PE co-ordinator will have access to specific training to support and develop their role.
- All staff will be encouraged to attend courses and review resources alongside the PE coordinator.
- The PE co-ordinator will have a program of "I Teach, We Teach, You Teach" set out through the year to support staff through the investment of PE Specialist – Ally Tansley (Funded by Sports Premium). This will be targeted to newly qualified teachers, new staff and in areas where existing staff feel unconfident (Teachers targeted through PE Audit).
- Staff INSET time PE training: Planning and differentiating lessons.

11.0 DISSEMINATION and REVIEW

All staff and governors will receive a copy of this policy. A copy will be available on the School Web Site. The policy and schemes of work will be available on request to parents, LEA, OFSTED and others working for the school, through the Head teacher.

This policy will be reviewed on an annual basis by the PE –Co-ordinator.