

The Cathedral School of St Mary

Physical Education Policy

Introduction

All at The Cathedral School of St Mary are committed to the health and well-being of our pupils.

As staff we understand how a broad and inclusive provision benefits individuals and the school in general; our approach to Physical Education focuses very much on the holistic child. We strive for excellence in performance whilst recognising every child's achievements will be different. We also celebrate the creativity, commitment, leadership and analytical skills of our children, skills we look to develop through our curriculum and extra-curricular offer.

PE enables children to learn confidence, perseverance, team spirit and organisation. We believe that children must engage in a programme of P.E that encourages fitness, improves their strength, suppleness, stamina and teaches those rules of games and an understanding of how to perform to an audience. This allows pupils to gain a sense of achievement and develop positive attitudes towards themselves and others.

At The Cathedral School of St Mary we aspire to provide every child with high quality, engaging provision for Physical Education.

Staff at the Cathedral School work in partnership with TGS sports, Joola Plymouth, Skip2BFit and Plymouth Argyle together with whom we deliver a range of experiences across the sports disciplines.

Children enjoy a range of sporting activities, both in lesson time and through extra-curricular activities.

We celebrate where we live and ensure that children have access to the skills necessary to make the most of living in a city between the Dartmoor National Park and the Plymouth Sound National Marine Park. To this end, we ensure that our children have opportunities to engage in swimming lessons, and OAA activities through experiences such as the years 3/4 and 5/6 residential, the Junior Ten Tors and other opportunities through the Plymouth Schools Sports Partnership.

We celebrate that sport is a challenge and a competition and that whilst winning and losing are part of sport, sportsmanship and personal challenge is the most important. In support of this, the children have access to a range of competitions through the School Games programme. We also build links with our sister school to provide additional intrahouse opportunities.

We aim for our children to leave our school with an awareness of the skills needed to develop a love of physical education in future life, as well as an understanding of their own personal expectations.

Our Curriculum

At the Cathedral School of St Mary, we aspire to ensure all children are provided with a high quality PE curriculum and are actively encouraged to engage with opportunities that improve their physical and mental health throughout the year. We believe that the PE Passport scheme helps us to do this, alongside the extra-curricular and competition opportunities that we make available for every child in our school.

Aims

- To be physically active and find enjoyment in physical activity.
- To acquire and develop a variety of physical skills to promote a healthy lifestyle and posture.
- To suggest how one's own performance and that of others can be improved and find a sense of achievement and fulfilment.
- To acquire knowledge and understanding of fitness and health.
- To provide opportunities for our pupils to lead through PE
- To understand the need for safe practice in physical activities for self and equipment.
- To develop spiritual, moral, social and cultural awareness through competitive and cooperative activities.

Intent

- That all children can achieve the aims of the national curriculum through a broad, balanced and progressive curriculum
- A willingness of staff to adapt plans to meet the needs of individuals and groups - this might mean going back to plans programmed for younger groups to secure knowledge and skills

- A commitment from staff to develop children across different domains - physically, cognitively and socially and emotionally
- Children learn skills, knowledge and apply it.
- Delivery through the Principles of Assessment for Learning.
- Children experience traditional and 'new' sports.
- Careful monitoring of the progress of individuals, groups, classes and year groups

Role of the subject leader

The PE subject leader has the responsibility to lead PE by producing an annual action plan; monitoring standards of teaching and learning; supporting staff with CPD needs; reporting to the SLT about standards, participation and competition and coordinating an extra- curricular programme and intra and inter school events.

Inclusion

School uses a scheme of work called The Primary PE Passport and the subject leader inputs a long term plan at the beginning of each calendar year. It is expected that staff deliver a full national curriculum to the children and that they prepare for lessons thoroughly by reading the planning in The PE Passport; getting resources ready beforehand and adapting plans where necessary and for children with specific needs.

In planning and teaching PE teachers will have due regard for the following principles:

- EYFS will follow plans on The PE Passport as well as giving children opportunities to be physically active through Development Matters.
- All children in KS1 and KS2 will have full access to the PE national curriculum
- Lessons will be differentiated using the STEP principles Space, Task, Equipment, and People.

Our commitment in KS2 to intra school events is because we want all of our children to experience competitive sport.

CPD

We are fully committed to keeping our staff fully aware of new developments in the National Curriculum and ensuring that lessons are safe and active and that the standards of teaching and learning are always good or better.

Every two years, the staff will complete an audit detailing their competency and confidence in delivering the PE curriculum. The PE leader in conjunction with the CPD leader will formulate a plan which is costed out and keep evaluative records to ensure value for money.

As part of our School Sports Partnership (SSP), the school is able to access CPD including ECTs. These opportunities will be highlighted to all staff and records kept of those ending and any impact as a consequence.

Physical Activity School is fully committed to ensuring that children grow up with a positive attitude to exercise and therefore we try to ensure that each child in EYFS receives 3 hours of physical activity in school each day and each child aged 5-11 receives a minimum of 2 hours of physical activity per week. This is on top of their regular PE lessons.

Implementation

Curriculum

All pupils will be taught:

EYFS, Key Stage 1 and 2

- Fundamental movement skills
- Gymnastic activities
- Games related skills including Target Games and Attacking and defending
- Dance
- Athletics

Key Stage 2

- Net/wall games
- Athletics
- Dance
- Gymnastics
- Invasion games
- Outdoor adventure activities
- Striking and Fielding
- Swimming

We aim to provide a well-balanced curriculum which covers the statutory requirements for the Early Years Foundation Stage (EYFS) and the PE National Curriculum.

In EYFS, opportunities are provided for children to be active and to develop their coordination, control and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences. Structured lessons and opportunities for outdoor physical activity amount to at least two hours each week which includes continuous provision in EYFS.

Pupils in both KS1 and KS2 engage in two hours of high-quality PE during the course of each week. In KS1 the curriculum builds on the fundamental movement skills of agility, balance and coordination taught in EYFS. Curriculum content includes ball skills and team games, gymnastic and dance activities. At KS2 pupils continue to apply and develop a range of skills and units of work include a range of invasion, net / wall, and fielding and striking games, gymnastics, dance, athletics, swimming and outdoor and adventurous activities.

Planning

The curriculum map shows the long-term plan: medium term planning is done on the PE Passport for each unit of work using a range of resources to support progression across the curriculum. Best practice is where staff look over plans on The PE Passport to check plans suit the context of the class and adapt where necessary.

Curriculum Map

The curriculum is organised around the facilities and resources we have available, to ensure progression across the curriculum and also to prepare children to participate in competitive festivals and events.

Swimming

It is the school policy that all children should be able to swim 25m by the time they leave school as well as meet the other two requirements of the national curriculum. Therefore, swimming lessons are compulsory for all children. Children learn swimming in Years 3 to 6 with qualified swimming teachers. Where children are not allowed to take part in swimming a doctor's note must be provided. Guidelines recommend appropriate swimwear i.e. a one piece costume for girls and trunks (not shorts) for boys.

Timetabling

In the event of wet weather, the children who were timetabled to do outdoor PE will still participate in a PE lesson using a variety of resources. E.g. Take 10, Speed Stacking, Table Tennis.

Safeguarding

All adults working with children in school are to be checked for appropriate DBS clearance. This includes coaches working for a term at a time as well as staff working on a one-off basis or with clubs. The responsibility for this lies with the Safeguarding lead. Induction procedures are carried out before any activities by a member of SLT. Children in Year 5 and 6 are not expected to change together, but will always be under supervision.

Extra-Curricular Programme

Our extra-curricular programme complements and supplements the range of activities covered in curriculum time. The planned programme for 2020/21 reflects a breadth and balance across the NC areas of activity. We participate in a range of inter-school fixtures, tournaments and festivals within the Plymouth School Sports Partnership. At the beginning of each term, we publish a documented timetable of clubs. The extra-curricular content aims to be varied – including competitive and non-competitive and team and individual based clubs appropriate for all pupils.

PE Kit

Boys	Girls
<ul style="list-style-type: none">• White / Black T-Shirt• Black Shorts / Track Suit bottoms• Black / White Sports Socks• Outdoor Trainers	<ul style="list-style-type: none">• White / Black T-Shirt• Black Shorts / Track Suit bottoms / Leggings• Black / White Sports Socks• Outdoor Trainers

Children not participating in the lesson will be given a task e.g. coaching, umpiring or a task to complete based on the lesson delivered and / or used to collate multimedia evidence.

Each class has one kit for those who have genuinely forgotten their kit on a one-off basis to allow participation in lessons.

For indoor PE the children are expected to participate in bare feet, and wear T shirt and shorts only (black leggings for girls). For outdoor PE in winter, the children may wear warmer clothing, should it be necessary, at the discretion of the teacher.

Jewellery

All items of jewellery should be removed for all PE lessons. Children who have had their ears recently pierced should bring tape from home to tape over the earrings. Teachers must not remove earrings or take responsibility for the safekeeping of valuables. Hair should be tied back at all times, where a child comes without a bobble, they will be given one by a member of staff.

Health and Safety

An annual inspection of the gymnastic equipment is carried out by Eco Play.

- The site manager will inspect the outdoor area each morning for hazards.
- The teacher delivering an indoor session is responsible for ensuring apparatus is correctly erected and safe. Children should not move equipment without supervision.
- The teacher should ensure that there are no hazards in the hall during PE.
- Children must not be responsible for the P.E equipment cupboard and must not enter the cupboard unsupervised.

Risk Assessments

All areas of the PE curriculum are risk assessed annually and shared with all staff. If any training needs arise e.g. manual handling, this will be arranged by a member of SLT. Risk assessments are formally reviewed on a regular basis.

Accident reporting

Any accidents should be reported to the first aid coordinator in school and to the Head teacher and it must be recorded in the accident book.

PE Resources

- It is the responsibility of all members of staff to keep the PE cupboard tidy, and put back equipment where the labels are.
- Equipment must be put back into the cupboard at the first available opportunity.
- Gymnastics equipment must be returned to the areas indicated in the hall.
- The subject leader will audit PE resources each summer term.
- Teachers should let the PE subject leader know of any equipment or resources needed to teach PE that is not already available.

Classroom Management

Children should be encouraged to work quietly to ensure total concentration and control during apparatus and physical activities.

Impact

Assessment

- Our assessment outcomes focus on the child's holistic development in PE and not merely on performance. It is completed through The Primary PE Passport using a combination of formative and summative assessment.
- Teacher's assessment through observation forms the basis of assessment for PE.
- Staff will use AFL to teach at the point of learning, in order to ensure that all children are making progress whilst using across a unit of work.
- Lesson evaluations are completed after each lesson through the teacher's notes section of the PE Passport to inform future teaching and assessments are carried out at the end of every unit of work. This assessment is against a set of clear objectives and outcomes linked with the national curriculum.
- The assessment outcomes are NOT incremental and are all equally weighted.
- The PE Passport recommends one assessment focus from the Performing, PHSE and Competition categories. That means schools can hone in on particular outcomes and carry out the process thoroughly.
- We assess across a range of units to ensure across the different strands of PE e.g. dance, gymnastics, OAA etc.
- The end of unit assessments clearly identify those children who are exceeding or not meeting the lesson objectives and outcomes identified in the units of work.
- The outcomes of these assessments will be passed onto the next teacher in order to inform and adapt planning accordingly. It will be monitored by the PE leader in order to monitor standards and formulate any future actions.
- It is the expectation that each teacher uploads a video from each unit of work on the PE Passport to show attainment and achievement in order to moderate standards across the school.

Monitoring and Evaluation

The PE leader has a formal monitoring and evaluation schedule which is available to all staff. Regular monitoring and observations of PE lessons and plans are undertaken by the PE leader throughout each academic year and used to inform CPD needs. Observations will also take place of any extracurricular providers.

Review

This Policy will be reviewed by the PE subject leader every 3 years and presented to the SLT and Governing Body for approval.