

# Hillcrest Early Years Academy



## Physical Education Policy

### (Parents)

Produced By	L Commander
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## RATIONALE

Physical education is a statutory requirement of the National Curriculum and an essential contributor to the development of the whole child. Through a high-quality physical education programme, pupils develop physical competence and confidence and are given opportunities to be physically educated and become physically literate. Through a combination of entitlement and choice of activity, the physical education provision will contribute to the personal development, health and wellbeing, enjoyment, success and achievement of all pupils across the whole curriculum and beyond. Physical education provides pupils with the opportunity to be creative, competitive and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards a healthy and active lifestyle. Pupils learn how to think in different ways and make decisions in response to creative, competitive and challenging activities. They learn how to reflect on their performance, plan, perform and evaluate actions, ideas and performances to improve the quality of their work. Physical education helps pupils develop personally and socially. They work as individuals, in groups and teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, officiating and coaching. Through high quality physical education, pupils discover their aptitudes, abilities and preferences and make informed choices about how to get involved in lifelong physical activity.

## VISION

PE, physical activity and school sport all have a high profile at Hillcrest Early Years Academy and we strongly believe that they contribute to the holistic development of young people. Our high-quality PE curriculum inspires all pupils to succeed and excel in both competitive sport and other physically demanding activities. It is through these opportunities that pupils become physically confident; they learn that physical activity is 'fun' and important to lead a healthy lifestyle as well as having a lifelong commitment to being active and healthy. Our children compete in many competitions, both inter and intra school which build character and embed key values such as teamwork, fairness and respect for themselves as well as others. We recognise that PE, physical activity and school sport make an active contribution towards many aspects of pupils' social, moral, spiritual and cultural development.

### **Intent**

It is our intent at Hillcrest Early Years Academy to teach children life skills that will positively impact on their future. We aim to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical activities. We want to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values.

### **Implementation**

Pupils at Hillcrest Early Years Academy participate in weekly high-quality PE and sporting activities. Our PE programme incorporates a variety of sports and a build up of key skills to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses. Since 2012 we have continued to encourage our children to take part in a variety of different sports such as archery, disabled basketball, climbing and dance. We have delivered many varied sporting opportunities as possible and to make every sport accessible to them, as we aim to inspire the next generation of sports men and women of the UK. We strive to develop every child within our academy to have the self-belief, confidence and positive attitude to Aim High and Achieve. We provide opportunities for all children to engage in extra-curricular activities before, during and after school, in addition to competitive sporting events. This is an inclusive approach which endeavours to encourage not only physical development but also well-being. We immerse the children in 'WOW' days to ensure that children are given every opportunity to engage with a wide range of sports. High-quality sports coaches are employed by the school in order to ensure that the children have access to the very best sports coaching to continually develop their own sporting ability. As the children move from EYFS to KS1 there is a clear, well-structured build-up of skills to give the children the opportunity to enhance the skills they have developed and apply them across a wide range of sports.

### **Impact**

Our curriculum aims to improve the wellbeing and fitness of all children at Hillcrest Early Years Academy, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. Within our lessons, children are taught about self-discipline and that to be successful you need to take ownership and responsibility of their own health and fitness. Our impact is therefore to motivate children to utilise these underpinning skills in an independent and effective way in order to live happy and healthy lives.

### **AIMS & OBJECTIVES**

The National Curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

## ENTITLEMENT & PROGRESSION

Entitlement and Progression

In the **Foundation Stage** the prime areas of learning are:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design
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Reception Class have a structured PE lesson every week, which focuses on the fundamental movement skills along with many opportunities for **physical development** using the outdoor learning area where children have free flow access. We have a wide range of equipment in a fully enclosed area where children can explore a range of learning opportunities to physically develop. Teaching is often done through play, where the child learns about subjects and other people through games.

In **Key Stage 1** pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, 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

Teachers across the Academy follow planning from The PE Hub. This is an extensive planning document which shows clear progression across the year groups.

## EXTRA-CURRICULUR ACTIVITIES

The children are provided with many opportunities to be physically active outside the P.E. curriculum and across other areas of the curriculum. Children in Nursery, Reception and Key Stage One take part active minutes. Active minutes is a dedicated 30 minutes slot on a Friday afternoon where each class takes part in a different physical activity every week. These include, sports games, yoga, dance workshops and a wide variety of other activities. A vast range of after school clubs are offered, some

of which are run by external coaches. The school takes part in a numerous sports competitions and festivals across the school year including sports days and sports weeks. The children are immersed in 'WOW' enrichment days across the academic year in order to develop a love for physical activity and engage the children in a unique range of sports such as, quidditch, curling and archery. Classes are timetabled to use the external apparatus during break times and lunchtimes and children are encouraged to take part in activities during break times. Children's opinions on the types of activities they would like to be involved in are catered for, where possible, in order to encourage participation.

### **EQUAL OPPORTUNITIES & INCLUSION**

Inclusive physical education and physical activity programs in schools provide equal opportunities for all students, including those with disabilities. All students, regardless of ability, should get the recommended 60 minutes or more of daily physical activity. Schools can help them meet this recommendation. Creating an inclusive culture for physical education and physical activity helps all students learn to lead a healthy and active lifestyle

Working towards equal opportunities requires that teachers treat all children as individuals with their own abilities, difficulties and attitudes, as stated in the school inclusion policy. Children have their own individual gifts to contribute, which can be used to enrich the experience of others. The overriding aim is always to create an environment in which, from the earliest age, children and their teachers learn to respect each other. The PE curriculum enables all children to benefit. There are no barriers to access, or opportunity based on race, sex, religion, ethnic group, culture or ability. Consideration is given to those with special educational needs, whether they have disabilities or a particular talent. The action necessary to respond to an individual's requirements for curriculum access is met through greater differentiation of tasks and materials evident on teacher's planning.

### **STAFF SUPPORT & TRAINING**

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support by either informing the PE leader or through the PE staff questionnaire so that appropriate support can be given by either the subject leader, the PE Adviser or through INSET. Any staff who attend a CPD course must provide feedback/ disseminate the information during staff meetings. Staff also have the opportunity to work alongside highly skilled coaches in order to develop their own pedagogy and understanding of the PE curriculum. Staff members will team teach with the external coaches and build on their current knowledge by applying newly gained skills to further enhance their own practice.

## MONITORING AND EVALUATION

Subject monitoring and evaluating will be carried out by the Subject Leader with support from the SLT where appropriate. The school will utilise the following strategies and measures in order to evaluate standards in PE.

- Observation of teaching and learning, including support staff and coaches, to assist in the identification of strengths and development needs.
- Quality assurance learning walks to ensure that the external coaches are engaging with the children and are the right person for the Academy.
- Assessment of pupil progress and achievement.
- Pupil interviews.
- Self-evaluation of the subject.

## LEADERSHIP AND MANAGEMENT

The Subject Leader is responsible in ensuring that the following points associated with the role are considered and carried out where appropriate:

- Developing good classroom practice.
- Managing the budget based on the needs identified through the monitoring and evaluation of the subject and the whole school development plan.
- Auditing, ordering and reviewing efficiency of how equipment, learning resources and accommodation are managed to ensure pupils are well taught and protected.
- Accessing any funding available that may enhance the quality of PE within the school.
- Attending courses to further own professional development and providing information and support for colleagues.
- Monitoring classroom practice and planning, auditing needs for CPD to ensure high quality delivery and setting future targets.
- Make all resources available to all staff, including policy, schemes of work, assessment materials, resources to support learning.
- Carry out risk assessments in line with local authority procedures.
- Extending relationships and contacts beyond the school and in the local community.
- Keeping up to date with and implementing any Local Authority and School Sport Partnership developments where appropriate.

## HEALTH AND SAFETY

Health and safety awareness is an integral part of children's learning in PE. All staff accepts the codes of practice in PE following the Association of Physical Education Health and Safety Advice and the British Association of Advisers and Lectures in Physical Education (BAALPE) safe practice in PE publication.

In order to ensure the safety of pupils taking part in physical activity the following steps must be taken:

- All equipment is regularly checked by the PE coordinator / Head teacher.
- Gymnastics apparatus is regularly checked by an external Health and Safety organisation.
- There are sufficient qualified first aid trained staff in school.
- All staff use the Safe Practice document to inform planning and delivery of lessons as well as looking at the risk assessment of P.E. lessons.
- All pupils should be appropriately dressed for physical activity.
- Safe and effective exercise procedures are taught and adopted in all activity sessions within and outside school hours – this includes a warm up and cool down.
- Suitable PE clothing must be worn for all P.E lessons.
- Teachers should wear appropriate clothing and footwear, setting a good example to the children.
- Any sport undertaken inside the hall will be done in bare feet.
- If a child has a verruca they should wear plimsolls.
- All children that have long hair must tie their hair back when taking part in any PE lesson.
- Any headbands must be removed.
- The Association for Physical Education (afPE) recommends that all personal effects, including ear and body piercings, be removed at the start of every lesson to establish a safe working environment. Specifically regarding earrings, pupils who are unable to remove them should make them safe by taping them both front and back, which provides a measure of protection for a short period of time.
- A note or verbal communication is needed from the parent/ carer if their child is not able to take part in PE lessons.
- Children who are not physically fit to take part in the lesson will engage in the lesson in some capacity. For example, mini sports coach, area leader.

The Current Code of Practice for Physical activity, Games, Sports and Outdoor Activity states that 'watches, jewellery, rings, belts, ear rings and other likely encumbrances likely to the child or to others should not be worn. Schools have a duty to deliver the

national curriculum to all pupils but also have a duty to safeguard pupils in their care. Parents or children refusing to comply with these safety requirements are themselves preventing the school from delivering the National Curriculum.

Teachers are not allowed to take out or replace children's earrings if a child is unable to do so themselves, and, although willing to look after earrings during a lesson, they cannot be held responsible for any losses. Parents are encouraged to actively work with schools in helping minimise disruption to the physical education curriculum. Parents can help by ensuring that school guidance on jewellery is adhered to. We would advise that if children are having their ears pierced that they do this at the beginning of the summer holidays.

### **ASSESSMENT**

The school's PE programme will be monitored by the co-ordinator and Headteacher in accordance with the monitoring and evaluation policy.

Evaluation will include:-

- Teacher analysis of pupil response and levels of achievement.
- Self-evaluation of PE lessons by the class teacher focusing on preparation, presentation, control, organisation, questioning, continuity and progression, differentiation, equality of opportunity.
- The co-ordinator evaluating the learning of a group of pupils.
- Teacher observations by the co-ordinator & Headteacher.
- Review meetings by the whole staff led by the Headteacher or co-ordinator and in connection with the school improvement plan.
- The use of assessment through Insight and teacher observations.

### **ROLE OF TRUSTEES**

Trustees determine, support, monitor and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching.

**This policy was agreed by all staff and the Governing body. It will be reviewed and issued to the parents via the school's website on an annual basis.**