

Newport Infant School

Physical Education Policy

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Policy Lead	Darel Tidman-Poole
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Category	C

Contents: **Page**

Rationale **3**

Purpose of Study **3**

Aims **3**

Teaching and Learning. ..... **…4**

Long Term Planning and Coverage **4**

Early Years Foundation Phase **5**

Active 30:30 Offer **5**

Assessment **6**

Resources **6**

PE Kit **6**

Health and Safety **7**

Extra-Curricular **7**

Policy Evaluation **8**

Newport Infant School
PE Policy

Rationale

We believe that Physical Education and School Sport play a unique and vital role in children's development and well-being. We intend to develop children's knowledge, skills and understanding of Physical Education, so that they can perform with increasing competence and confidence in a range of physical activities. PE promotes and understanding for their bodies in action. It involves thinking, selecting and applying skills and it promotes a positive relationship with food and a generally healthy lifestyle in childhood and through to adult life.

Purpose of study

- To develop competence to excel in a broad range of physical activities with increasing control and coordination.
- To develop the children's enjoyment of physical activities through creativity and imagination.
- To be physically active for sustained periods of time.
- To engage in competitive sports and activities and develop their ability to win and lose.
- To perform confidently in a way that supports health and fitness.
- To perform dances using simple movement patterns.
- To use and carry large and small apparatus safely and in a variety of ways.
- To share apparatus safely.
- To work co-operatively.
- To appreciate and respond to sound (to include music).
- To teach children to evaluate their own success; providing specialist support where children have gifts or talents.

Aims

- To offer a broad, balanced Physical Education curriculum that ensures success and develops positive self-esteem through achievement and participation.
- To encourage children to enjoy physical activity and appreciate the importance of a healthy, fit body.
- To provide a scheme of work that offers a variety of challenges in a range of physical contexts and environments with opportunities to acquire and develop fundamental movement skills and begin to apply them to a range of sporting activities.
- To provide progressive activities and a range of logically developed tasks that are differentiated to ensure success and enjoyment as well as motivating pupils to develop their individual potential and discover their own aptitudes and preferences for different activities.
- To provide a balance of individual and group activities which encourage cooperation and collaboration so that they can set targets for themselves and compete against others both individually and as members of a team.
- To foster an appreciation of fair play, honesty in competition and good sporting behaviour and the ability to acknowledge other's success.

Newport Infant School
PE Policy

Teaching and Learning

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	**Dance till you Drop** (Dance)	**Jumping jacks and Rock and Roll** (Gymnastics)	**Gym in the Jungle** (Gymnastics)	**Dinosaurs** (Dance)	**Best of Balls** (Invasion/striking & fielding/ net and wall)	**The Olympics** (Athletics and Fitness)
Year one	**Animals** (Gymnastics)	**Starry Skies** (Dance)	**Salute to the Sun - Yoga** (Gymnastics)	**Throwing and Catching Cricket Focus** (Invasion games/Striking & Fielding)	**Short Tennis** (Net & Wall)	**Running and Jumping** (Athletics & Fitness)
	Attacking and Defending - football focus (Invasion games)	**Bench Ball** (Invasion Games)	**Hockey** (Invasion Games)	**Quik Cricket** (Striking and Fielding)	**Kid Circuits** (Athletics and Fitness)	**Sports Day Multiskills** (Athletics & Fitness)
Year two	**Under the Sea** (Gymnastics)	**Kid Circuits** (Athletics and Fitness)	**Plants** (Dance)	**Tennis** (Net & Wall)	**Tri Golf** (Striking & Fielding)	**Rounders** (Striking and Fielding)
	Football (Invasion games)	**Throwing and Catching** (Invasion games/Striking & Fielding)	**Basketball** (Invasion games)	**Pairs Cricket** (Striking and Fielding)	**Volleyball** (Net and Wall)	**Sports Day Multiskills** (Athletics & Fitness)

Long Term Planning and coverage

- A range of appropriate teaching and styles will be applied within PE lessons.
- Develop the children's knowledge, skills and understanding, and we will achieve this by utilising a mixture of whole class teaching and individual or group activities.
- Long term planning should follow the table above to ensure that children are offered a balanced range of activities.
- Children should be aware of the learning objective for the lessons and the steps to success
- Each lesson should raise the pupils' heart rate and provide a vehicle to discuss the benefits of exercise
- Each lesson should include a warm-up and a cool-down

- Children should be praised for their achievements and encouraged to strive to improve, participate and enjoy the lessons.
- Children should be given the opportunity to regularly engage in competition and encouraged to maintain a positive, sporting attitude to winning and losing and be given frequent opportunities to collaborate.
- Teachers will draw attention to good examples of individual performance as models for other children, and we encourage children to evaluate their own work and that of others within their class.
- Teachers will utilise AFL opportunities and use differentiation where needed to ensure the challenge is relevant to each child – this will be achieved through a range of strategies:
    - Setting common tasks that are open ended and can have a variety of results (e.g. times events).
    - Setting tasks of increasing difficulty, where not all children complete all tasks.
    - Grouping children by ability, and setting relevant challenges based on the skill levels of the groups.
    - Providing a range of challenge through the provision of different resources (e.g. different gymnastics equipment).

Early Years Foundation Phase

In the foundation phase, we encourage the physical development of our children in the nursery and reception classes as an integral part of their work. As the nursey and reception classes are part of the Foundation Stage of National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin curriculum planning for children aged three to five years of age. We encourage the children to develop confidence, control of the way they move and care in the handling of 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, both gross and fine motor.

Active 30:30 Offer

NIS is committed to providing at least 30 minutes of physical activity to the children per day, in addition to timetabled PE lessons. This is achieved in a variety of different strategies:

- Daily Mile / NIS Marathon – the children will complete a mile a day* run around the school grounds. They will track their process and hope to complete a marathon a term, once all the miles are totalled together.
- Teachers seek opportunities to include active learning withing their usual planning. This could be in the form of standing activities, for example.
- Brain breaks – teachers will allow for 5 - 10 minute active brain breaks for the children, where they complete short bursts of exercise (e.g. GoNoodle), not only to boost their physical output per day but to also help with the children's attention and concentration.
- Organised play opportunities – Break time and lunch time to be utilised as an opportunity for

the children to take part in semi-structured PE and games (organised and monitored by PE apprentice) to include a variety of different sports and physical activities.

- EYFS to use their outdoor area frequently throughout the day to increase the activity of their class groups.

Assessment

Teachers assess the children's abilities in PE using the assessment and progression grids, as part of the whole school foundation assessment system. The assessment is used to guide further planning and delivery, in accordance to the needs of the group. Assessment will be a fluid process, that involves teacher observations, discussions with the children and additional support from the PE coordinator (where required).

PE performance will be summarised within the report system each year for each child, and in addition to this, any concerns will be shared with parents at the time of identification.

At regular times throughout the academic year, the PE coordinator will undertake drop ins and discussions with the teaching staff to monitor the effectiveness of the PE provision and delivery within school.

The PE coordinator is responsible for supporting colleagues in their teaching of PE and for keeping informed about current curriculum developments. The PE coordinator is also responsible for providing the head teacher and governors a report which documents the PE budget spend and it will also identify any areas for celebration and any area for development.

Resources

There are a wide range of resources to support a high standard of PE delivery throughout school. Most of the equipment is stored in either the inside or outside PE cupboard/sheds. There is also a range of apparatus stored in the hall for use indoors when required. The children will be shown how to safely use all of the equipment, and support will be given to the children to encourage them to set up and put away equipment and apparatus safely. The school playground, field and adventure play area are all available for PE lessons, in addition to the hall and classroom space.

PE Kits

Children and staff will always be dressed appropriately for PE, with all children required to change into PE kit, and staff to be setting a positive example at all times. At the start of each year, parents will be sent a letter contain all the details regarding PE kit requirements, with images for reference also. Children will be placed in a sport house on their arrival at NIS; each house is assigned a colour (blue, red, green and yellow). The children are expected to wear a t-shirt and sweatshirt of their house colour as part of their PE kit uniform. The rest of the kit

is made up of black short/skirt/tracksuit bottoms. Footwear should be suitable for both inside and outdoor lessons, therefore, black PE pumps and a pair of outdoor trainers are encouraged. Children are also asked to wear socks with their PE kits and refrain from wearing tights underneath their kit,

for hygiene reasons.

We ask that PE kits are brought in at the beginning of the week and then remain in school until Friday (unless then kit is soiled in some way and it will be sent home for washing). This way we hope to avoid the situation where a child is without a kit. If this situation does occur, the child we be given PE related work to complete within the lesson. If this is a recurring event for a particular child, then an informal conversation with the grown up will be appropriate.

Health and Safety

Teaching staff are asked to always consider the health and safety of pupils within PE lessons as a matter of priority. Teachers and TA's in charge must check the area that they are delivering before the lesson commences, to ensure that it is free and clear of hazards, including animal faeces. All equipment and apparatus must be checked to ensure it is fit for use and any damaged/broken equipment should be reported to the PE coordinator. The PE coordinator will also complete an annual inventory and safety check and any equipment that needs replacing will be replaced.

Jewellery is to be removed completely or in the case of stud earrings that cannot be removed, taped up. Again, teachers and staff are to set an example in this area. Clothing should not be loose or dangling and shoelaces are to be tied up properly and tight.

Any child not behaving within a PE lesson, in a safe manner, will be asked to change their behaviour. However, if no change is observed, the teacher will remove the child from the lesson and a conversation with the child's grown up will happen to explain the actions taken by the teacher. All actions taken will be to ensure the safety of all children and adults.

Extra-Curricular

In collaboration with Active8, NIS provides a range of PE-related activities both afterschool and in the school holidays. All children have access to all activities. The activities and sports are designed to further develop the children skill range and confidence. Details of the current termly offer are sent out to parents, and parents liaise directly with Active8 regarding the booking of extra-curricular spaces. The PE coordinator will also seek additional input from outside providers where possible and will also look for opportunities for the children to take part in external festivals and competitions.

Policy Evaluation

The PE coordinator is responsible for monitoring and evaluating the effectiveness of this policy and the PE and sport offer across NIS. The policy will be reviewed in accordance to the timeframe set out at the beginning and as and when it is needed, in response to curriculum changes and external inspections.