KINGS HILL SCHOOL

# Kings Hill School

# PE Policy

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## PE POLICY

## Introduction

At Kings Hill School we are committed to providing all children with learning opportunities to engage in Physical Education. This policy reflects our School's values and philosophy in relation to the teaching and learning of PE. It sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

## Whole School Vision – Inspired to Believe, Inspired to Achieve

At Kings Hill School we aim to inspire and engage children's interest in sporting activities through providing a wide range of opportunities within school, after school and within the wider community. We aim to foster children's interest in physical wellbeing and healthy lifestyles in order to establish long lasting lifestyle guidance.

We aim to promote our School values through sports and positively encourage children to cooperate, respect, show kindness to each other as well as demonstrate responsibility, resilience and courage.

We have developed six learner profiles that fundamentally underpin our curriculum aims and design. These profiles encompass our values based ethos, reflect the strengths of the school and are responsive to the needs of our community and the ever changing wider world around us:

## Intent of the PE Curriculum

It is the intent of our PE curriculum to ensure that all children: -

- Gain knowledge, inspiration and competence to participate and excel in a broad range of sports.
- Gain knowledge about physical activity and healthy lifestyles and apply this knowledge to choices about their own health and physical activity.
- Acquire skills and confidence to engage in competitive sport and resilience to be physically active for sustained periods.
- Embed the school values in their approach to PE particularly respect, courage and cooperation.

## Implementation of the PE Curriculum

- The PE curriculum is planned to ensure skills progress throughout the school and there are planned opportunities for these skills to be applied throughout the curriculum. The curriculum leads to a healthy active life style being aware of the importance of physical and mental wellbeing through regular exercise, healthy eating and the promotion of healthy mindset

- Each class is timetabled so that they can access the hall at least once a week regularly. The playground areas, running track, trim trail, MUGA, fields and whispering woods are used to facilitate activities such as outdoor activities and games.

- Teaching staff deliver high quality PE activities/lessons for 1.5-2 hours per week. Swimming lessons are provided by qualified teachers from Larkfield Swimming Pool to Year 4 pupils. Parents are asked for a voluntary contribution for the cost of transport. Pupils who do not meet the 25m swimming requirement in Year 4 can continue with intensive swimming tuition in Year 5 or Year 6.

- Coaches from local sport clubs (e.g. Tennis/Cricket/Basketball/Mountain Biking/Badminton) regularly provide additional opportunities for extending the PE curriculum.

- A variety of sporting extracurricular clubs are provided and the focus of the sport will change each term. Kings Hill School is committed to PE provision extending beyond the school day.

- All children given the opportunity to participate in termly challenges set by PASS.

- Lunch time clubs provided focused activities for KS2/KS1/EYFS children helping to establish healthy lifestyles.

- The school has strong links with PASS who specialise in the teaching of PE. PASS give guidance for curriculum planning, teaching of PE and provide additional extracurricular opportunities which are rotated to different year groups each term.

- Through the Tonbridge and Malling link with Aylesford Sports College and PASS, the children are given regular opportunities to participate in after school competitive sporting activities. School staff accompany the teams to these events.

## Teaching and Learning

All lessons should contain the following elements:

**Purpose**: Lessons should have clear objectives and defined learning outcomes, which should be explained to the pupils at the beginning of the lesson.

**Progression:** Pupil's abilities should be developed with increasing demand made on the physical and mental processes. Building on previous learning is essential; so too is working to achieve successful outcomes through repetition, application and refinement of skills.

**Pace**: High levels of activity, avoiding dead spots, with clear expectations for high work rates to be maintained are important. The physiological benefits of exercise should be explained and understood and their association with health emphasised.

**Coherence**: All teachers should reinforce previous understanding and establish links between curriculum experiences.

**Challenge**: High expectations will be set for individual and group achievement. Pupils will be extended both physically and intellectually through interesting tasks.

**Mastery:** Pupils working at a mastery level within PE will be given further challenge and opportunity to utilise their talents.

**Differentiation:** Will be achieved through using tasks and equipment that enable pupils to be challenged appropriately and which ensures good progress for all ability groups.

**Pupil's Responsibilities**:
In lessons pupils will be encouraged to make decisions. They will be given responsibility for equipment; group's organisation; and at times their own learning, as they practice and repeat movements in order to improve efficiency and the quality of their performances.

## Early Years Foundation Stage

Physical development within the EYFS framework is one of three prime areas for learning.
The two related early learning goals are:

**Expected**
• Moving and handling – Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
• Health and self-care – children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

**Exceeding**
• Moving and handling – Children can confidently hop and skip in time to music.
• Health and self-care – Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

Children access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. In addition to this, they also have weekly PE lessons.

## Key Stage 1 & 2

• The school follows the PE Schemes of Work as developed by PASS – The schemes are in accordance with the current National Curriculum guidelines.
• Lessons are blocked in units of work to promote greater depth of understanding, developing skills, contextual application of these skills and the ability to perform reflectively.

• Currently swimming lessons take place weekly for Year 4 during the Autumn/Spring terms. Transport time to the local pool is included as part of the PE time allocation.

Contribution of PE to teaching in other curriculum areas

**English**
Links between PE and English include: writing sequences, following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama.

**Maths**
Links between PE and Mathematics include: measurement, shape and space, sequences, number, angles, position and movement, rotation and time.

**ICT**
Children use capturing and recording equipment (cameras and videos) for evaluation/ development of skills. Videos of professional/skilled athletes are also used to help develop good technique.

**PSHE**
PSHE and PE links include following rules, living healthily, co-operating with others and understanding fairness and equality.

**Healthy Eating**
The school recognises that physical activity is just one element of healthy lifestyles and actively promotes healthy eating to help combat child obesity. These messages are shared in clubs, lessons and through cookery workshops annually provided by Roots to Food. TCS Catering also provides cookery extracurricular clubs.

**SMSC**
PE offers many opportunities that support the social development of our children. Groupings allow children to work together and give them the chance to develop respect for the abilities of other children through collaborative and co-operative work, while gaining a better understanding of themselves.

**Inclusion**
• Class teachers will ensure that spare PE kit is available for any occasional circumstances where a child does not have their own in school.
• Lessons will provide good quality experiences that are suitably challenging for all pupils.
• Children will undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.
• For children with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of pupils.
• For the purposes of competitions, all children will be given the opportunity to participate in the experience.

**Assessment & Recording**
• Assessment is usually carried out by teachers in the course of the normal class activity.
• This is done mainly through observations and sometimes through discussion with children.
• A photographic/video record is sometimes used to document some of their work.
• Physical development levels and progress are recorded by the EYFS teachers for each child.
• Levels of attainment are recorded on skills grids for KS1 and KS2 pupils.
• Physical Education / physical development is included as part of the end of year reports to parents.

## Health & Safety

• All staff have due regard for the current Association for Physical Education (AfPE) PE guidance 2012 when preparing and delivering PE lessons:
• Pupils are taught how to improve their own abilities to assess risks.
• First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident. All staff follow the flow chart procedures for minor injuries and major accidents.
• Inhalers for pupils suffering from asthma are made readily accessible.
• Children with long-term illnesses are monitored closely throughout and after PE lessons by staff.
• Regular checks are made on all equipment.
• The subject leader makes termly visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear.
• Any items constituting a danger are taken out of use immediately.
• All large items of equipment are inspected annually by an independent safety expert.
• Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
• Pupils are made aware of safe practice and understand the need for safety when undertaking any activity. (e.g. not lifting Hockey stick above the waist, not jumping or running in front of others, etc).
• Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewelry and other body piercings.
• Teachers ensure that no jewelry is worn in lessons and long hair should be tied back. If earrings cannot be taken out, they are taped over.
• Pupils wear suitable footwear when travelling to and from the hall.
• If a child has no trainers/pumps for outdoor PE they use their shoes if the activities are on the playground.

## Paid & Voluntary Sports Coaches

The school has a number of sports coaches and leaders working within the school, providing support for curriculum PE and sometimes running out of school hours learning activities and clubs. These include specialist sports coaches, parents and non-teaching staff.
To ensure that activities are safe and of a high quality, all voluntary and paid staff should:
· Adhere to the school policy for PE
· Provide a DBS check and sign up to the DBS update service.
· Be qualified or working towards a nationally recognised qualification in the appropriate sport or activity
· Keep a register of all pupils attending each session
· Be aware of any medical conditions among children and the first aid procedure in the school
· Report any accidents & incidents to the PE co-ordinator or Head teacher
· Ensure all sessions are inclusive to all children
· Ensure the school's rules regarding behaviour are adhered to
· Adhere to all safety & accident procedures
· Discuss activities with PE co-ordinator
Be monitored and have their practice evaluated by PE Co-ordinator.

## Resources

• There is a variety of equipment to enable pupils to achieve objectives, which are best suited for their age and stage.
• Large equipment/mats and some indoor PE resources are stored in the hall.
• Outdoor equipment is stored in the outdoor sheds.

## Administration Arrangements for Extra Curricular Sporting Events

• The School Office liaises with teachers/support staff and sports coaches to arrange After school clubs and attendance of teams at External Sporting competitions.

• Where necessary the Office liaises with the Educational Visits Co-ordinator to ensure that the appropriate paperwork is completed.

## School Sports Premium

• The school has a plan to improve the quality of PE provision for all pupils. This is updated termly and reviewed by Governors. Additionally PASS evaluate the impact of their involvement termly. The plan includes an overview of sports premium spending and a review of the impact of the allocated funds. A copy of this plan is available on the website.

## Impact

The impact of our high quality PE curriculum is that our pupils integrate into a healthy and active life style being aware of the importance of physical and mental wellbeing through regular exercise, healthy eating and the promotion of healthy mindset.

Throughout the school, teacher assessment is incorporated into the PE termly and weekly planning. We assess children's knowledge and understanding by questioning, listening, and observing performances in class as an on-going process. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment. Information on a child's progress in music will be communicated to parents in the written report once yearly. This information is also recorded and kept as an indication to support future planning and the development of the PE curriculum. We also encourage the children to self and peer reflect by giving constructive criticism within the lessons. When assessing teachers and children will consider vocabulary and the use of skills and knowledge.

## Monitoring & Review

• The subject leader will oversee the continuity and progression within annual and medium term plans.
• They will also monitor the quality of teaching and learning through observations.
• The leader will support colleagues and share expertise, arrange opportunities for outside agencies to visit the school in order to enhance learning and direct teachers to examples of good practice.