



Physical Education and Activity Policy

Policy Statement and Curricular Aims:

Brookland Infant School believes that physical education, experienced in a safe and supportive environment, is a vital contributor to a pupil's development and wellbeing.

A broad and balanced physical education curriculum is intended to provide for pupils' increasing self confidence in their ability to manage themselves within a range of physical activity. By suitably differentiated and logically developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential. We aim for a balance of individual, paired and group activities experienced within a range of areas to promote a broad base of knowledge, skills and understanding.

Cooperative, collaborative and competitive situations aim to cater for the preferences, strengths and needs of every pupil as well as developing a pupil's ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background. Opportunities for children to compete in competitive sport are provided whenever possible.

Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness. Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute to much wider areas of learning.

Aims:

The School's aims for Physical Education and Activity are:

1. To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, coordination and fluency.
2. To develop an increasing ability to select, link and apply skills
3. To improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance.
4. To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.
5. To develop the ability to work independently, and communicate with and respond positively towards others.
6. To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and wellbeing.
7. To promote Healthy living across all year groups. This includes educating parents and children in healthy lifestyles and in particular, encouraging healthy eating.

Entitlement:

The school aims to provide all pupils with the full entitlement of **two hours high** quality Physical Education a week. This is in line with the Government 5 hour initiative.

Foundation Stage:

Physical Education is a prime area within the EYFS. Planning ensures a wide range of activities which provide continuous opportunities for physical development within the classroom and outdoor classroom setting. There is one free flow gymnastics session. This is 45 minutes in duration and aims to develop basic gymnastics skills children need to progress in year 1.

Curriculum Planning:

The timetable and scheme of work is planned by each teacher but consistent across each year group. Long, medium and weekly plans are established across Year Groups.

The school follows the progressive schemes of work provided by Val Sabin scheme of work in Gymnastics. Val Sabin is also used to plan a progressive scheme of games work for Key stage 1. Dance Flash Cards are provided for structured dance lessons which when possible link to the topic being studied that term.. Lessons are monitored and observed by the subject leaders. This provides the opportunity for curriculum review in relation to content, progression, continuity, teaching and learning. Individual lessons should be evaluated by teachers to inform planning and ensure differentiation.

Swimming is taught (not in the winter months) by the Swimming Instructor. Parent helpers are provided with guidelines to support in children in dressing and undressing for swimming sessions (see Swimming procedures document). Parent helpers are also present to walk children to and from classes in a safe and orderly fashion. Information on progress and assessment of attainment is available from this person in consultation with the school staff.

Teachers ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills.

Teaching and Learning:

The organisation of PE in the school promotes teaching and learning. Pupils will learn how to think in different ways to suit the different challenges. They will be given the opportunity of demonstrating their learning, using a range of communication styles, allowing for effective assessment. This assessment will be used to inform planning and promote greater learning.

Assessment, Recording and Reporting:

Pupils work will be assessed using formative assessment methods as well as against the 'Development Matters' document in EYFS' In Key Stage 1, APP assessment tool will be used. This will allow teachers to compare pupils against the attainment target and expected outcomes.

Pupils' progress will be monitored by the class or specialist teacher who will use this to set realistic targets for them, based on their strengths and weaknesses. At the end of each unit an indication of this attainment will be recorded. This will allow all the units to be reviewed by the end of the year so that their overall performance in key curriculum areas can be reported to parents.

Pupils will have opportunities to record their achievements and to enhance learning through ICT such as digital photography and iPads.

Lessons are not the only place that pupils demonstrate their knowledge, skills and understanding, wherever practicable staff will consider pupil's outside interests e.g. Lunchtime or after school clubs, local teams etc.

Equipment and Resources:

All resources are audited at the start of the academic year. These are reviewed from time to time to ensure they are appropriate to the range of ages, abilities and needs of the children in order to enhance learning as well as annually to ensure their safe condition.

Resources and equipment are kept in the PE cupboards in the hall. Resources should be counted out and counted in, returned in good condition and working order.

The pupils should be encouraged to:

- Look after resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place (staff should oversee)
- Be told of any safety procedures relating to the carrying or handling of resources.

Any damage, breakage or loss of resources should be reported to the PE Leader as soon as possible. Any damage observed done to a piece of apparatus which could cause subsequent injury must be isolated from use, and reported.

Safe Practice:

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. All pupils, even the youngest, must be taught how to handle and carry apparatus, resources appropriately. They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.

Staff who lack confidence in teaching areas of activities will be supported by access to INSET training either in school or on LA courses, where funds allow but are also invited to share their thoughts with the PE subject leader.

Differentiation:

Physical education in the school will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils.

The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school based intervention as set out in the SEN Code of Practice.

Some pupils may need specialist equipment and approaches or to alternative or adapted activities, consistent with school based intervention augmented by advice and support from external specialists, or in exceptional circumstances, with an EHCP.

Any classroom support provided must extend into physical education lessons as appropriate. Teachers, Learning Support Assistant and Teaching Assistants working with the children will be made aware of any pupils who have special educational needs or medical conditions. The

Inclusion Leader will liaise with all staff to ensure all pupils' needs are met in relation to teaching and learning in PE.

Equal Opportunities and Inclusion:

Every pupil has equal access to national curriculum physical education. Learning experiences are differentiated in such a way as to meet the needs of all pupils. All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extracurricular activities.

Staff Continued Professional Development (CPD):

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 so that appropriate support can be given by either the subject leader or the PE Adviser through INSET. All staff who attend any CPD course must provide feedback/disseminate the information.

Out of School Hours Learning (OSHL):

Children are encouraged to be active in accordance with government initiatives. The school offers playtime, lunchtime and some after school activities such as Karate (provided by an outside provider). These are open to any pupil in the relevant year group.

Weather conditions:

In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made. These may include class based activities around the activity, or rescheduling the activity for another day. If the indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning intentions to be achieved.

Loss of Teaching Time / Space:

Whenever it is impossible to teach the planned PE lesson, this should be recorded and teachers should endeavour to revisit the learning as soon as is practical.

Physical Wellbeing

In addition to the timetabled PE lessons, children also have opportunities throughout the school week to participate in a range of additional activities. All children are encouraged to take part in the Daily Mile.

A weekly Change for Life club for Years 1 and 2 is run with the support of Year 6 Children. This targets inactive children who may find it more challenging to develop healthy, active lifestyles. This peer led session, gives these children some simple active games that they can use outside of school to promote their physical health and wellbeing.

Our membership with the Barnet Partnership for School Sport (BPSS) provides a wealth of opportunities throughout the year for children to enjoy a range of sporting activities, festivals and competitions alongside other Barnet Schools. This includes participation in the Barnet Dance Festival and the Barnet Bar No One festival for children with additional needs.

Go Noodle is also used in every class to give children an opportunity to move around after sustained periods of inactivity. This is also used by non-teaching staff during lunch times when it is bad weather to ensure the children are still having opportunities to be active.

Covid-19 Amendments

Swimming is not currently taking place.

Change for Life Club has not started yet.

The playground equipment is more limited and is allocated to each year group bubble.

Equipment being used in the hall for gymnastics, is cleaned after each year group bubble has finished their lessons.

Covid-19 lunch time measures are impacting the use of the hall in the afternoon.

The following after school clubs are not running at present

- Karate
- Girls football