

Physical Education Policy



Agreed by Staff	Spring 2022
Date for Review	Spring 2025

Intent

At Westfield Infant School our intent is to provide a broad, balanced and inclusive curriculum that offers opportunities for practical learning experiences, the development of language, especially subject-specific vocabulary, and the enhancement of pupils' self-esteem and confidence.

It will enable all children to develop physical co-ordination and confidence, and a life-long enthusiasm for physical health and wellbeing.

Expectations

The curriculum at Westfield Infant School 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

Early Learning Goals for Physical Development

During EYFS pupils build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to work and play with other pupils in pairs and small groups. By watching, listening and experimenting, they develop their skills in movement and co-ordination, and enjoy expressing and testing themselves in a variety of situations. Pupils should be taught to;

- negotiate space and obstacles safely, with consideration for themselves and others
- demonstrate strength, balance and coordination when playing
- move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- develop fine motor skills alongside gross motor skills

Key Stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to;

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, 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

Curriculum

National Curriculum Physical Education Programmes of Study Key Stage 1 and 2

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Teaching and Learning strategies should include opportunities for:

- individual, paired, small group and team work
- whole class teaching
- scaffolded activities
- teacher directed and open ended tasks
- the inclusion of pupils of all abilities

Teaching should ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas and fitness and health.

Compliance

It is the overall responsibility of the class teacher to ensure the safety of the pupils participating in any physical activity. Pupils will work under strict supervision of the teacher. Staff are advised to follow the guidance in the afPE Safe Practice handbook located in the P.E. storeroom and refer to the afPE guidance posters. Teachers are required to ensure the following takes place.

Health and Safety

- that pupils are trained to stop immediately on their signal in case of emergency
- that pupils recognise the need for warming up and cooling down
- that pupils are made aware of the possible dangers involved in P. E. and how they can be avoided
- that pupils are not asked to attempt any activity that is outside their previous experience
- that during P.E. hair is tied back, watches and jewellery are not worn, even for religious reasons, unless otherwise instructed in writing by parents/carers
- that pupils tape their earrings if the earrings cannot be removed

Safety Issues – Safe Teaching, Teaching Safety:

Westfield Infant School follows the PESSPA guidance provided by the Association for Physical Education (afPE). This is a comprehensive guide to safe practice and managing risk in PESSPA and should be referred to regarding any aspect of health and safety.

A copy of the current edition of the afPE Safe Practice in Physical Education, School Sport and Physical Activity (PESSPA) is located in the PE cupboard.

Risk Assessment and Managing Risk

Good teaching and therefore safe teaching in PESSPA are achieved where a balance between appropriate challenge and acceptable risk is maintained and the likelihood of injury occurring is minimised. Anticipating possible risk can help in the planning of effective risk management strategies. A logical and structured approach to preparation, referred to as ‘forethought’ is an essential part of effective teaching, managing and learning.

Where this process reveals risk that cannot be sufficiently managed, then the planning needs to be reviewed.

Current risk assessments can be found in the staff room.

Teachers are also encouraged to carry out dynamic risk assessments prior to every PESSPA lesson. This will involve a quick overview of the teaching environment and equipment, which is then matched with the planned lesson content to assess whether it is safe to proceed or an alternative approach should be used.

All staff teaching a lesson should ensure:

- all apparatus and general P.E. equipment is thoroughly checked before each session
- the environment in which the lesson takes place is safe from hazards
- all pupils are made aware of the possible dangers involved in each particular lesson

Use of equipment

- all apparatus and general P.E. equipment is thoroughly checked before each session
- the pupils are taught the correct method of lifting and carrying apparatus
- mats should never be used to protect against the foreseeable outcomes of poorly developed skill, such as anticipating that pupils will fall while suspended from a ladder or similar work situation. When using mats please refer to the afPE mat guidance on the Physical education notice board

Kit

Children should wear clothing that is fit for purpose according to the PESSPA activity, environment and weather conditions.

Indoor and outdoor requirements:

- pupils must wear their P.E. kit during all P.E. lessons which is suitable to the environment
- pupils will work in suitable footwear
- for classroom-based movement in a limited space or playground activity (eg 'wake and shake' type activities), it is acceptable for children to remain in their school uniform. During this type of activity, children work within a small area or on the spot, and safety concerns linked with slips, trips and falls are reduced
- in hot weather, protection from the sun is advisable; therefore, children can wear caps and loose, light clothing. Parents will be advised to provide sun cream protection for their children to apply
- if a pupil is without kit then they may borrow suitable clothing from the P.E. storeroom
- prior to attending Westfield Infant School parents/carers are to sign a Home School Agreement stating a PE kit is provided and in school
- teaching staff to make every effort to ensure children are wearing suitable kit
- staff should always endeavour to change into appropriate clothing for teaching PESSPA. On the rare occasions that this proves difficult or impractical, a change of footwear and removal of jewellery, at the very least, should always be undertaken. (Clothing and correct attire for a particular PESSPA activity represent important features of safe practice that apply in equal measures to both staff and pupils)

Initial Teacher Trainees

It has been agreed at Westfield Infant School that all Initial Teacher Trainees should be supervised by a trained teacher when teaching P.E..

Early Years Foundation Stage

In the Reception Year pupils follow the objectives set out in EYFS for Physical Development. Physical Development is a prime area of learning. The two areas of learning are Gross Motor Skills and Fine Motor Skills. Pupils are given the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors.

Equal opportunities, Gifted and Talented, AMA and Inclusion

Every student has equal access to national curriculum PESSPA. At Westfield Infant School, learning experiences are scaffolded to meet the specific needs of individual and groups of

pupils, including those who have SEND, gifted and talented pupils, AMA pupils and those who have English as an additional language.

Lesson planning, delivery and assessment aim to ensure that pupils are provided with appropriate and effective opportunities to actively participate and succeed in the whole range of learning opportunities offered within and outside the curriculum.

Any classroom support provided must extend into PESSPA lessons as appropriate. Teachers and adults other than teachers (AOTTs) working with children will be made aware of any pupils who have special educational needs or medical conditions.

Extended Provision

In addition to the statutory requirements of the National Curriculum at Key Stage 1 pupils will also have the opportunity to participate in Out of School Hours Learning (OSHL) activities.

These may include:

- Multi-sports club
- Football Club
- Active Playground Activities at break and lunchtime including the use of the Trim Trail, Sensory Trail and outside impact absorbent patio area
- Mud Busters (Forest School)
- Outdoor Learning
- Sport Leader lunchtime activities

External Sports Coaches

- the head teacher will always maintain responsibility for safe recruitment procedures, disclosure certification, possession of a governing body sport licence, where relevant, and confirming authenticity of all coaches
- the class teacher will always maintain overall responsibility for what is taught and the conduct, health and well-being of the pupils

Assessment Recording and Reporting

Assessment is an on-going process to:

- monitor pupils progress
- record attainment
- direct future teaching
- report to pupil, parents/carers, other teachers, the headteacher, governors or inspectors
- evaluate the effectiveness of teaching

- moderate assessment both within and between schools
- monitor the impact of the School Sport Development Plan

In Key Stage 1, pupils understanding and performance is assessed and recorded at the end of the year and the information is passed between year groups. In the Early Years Foundation Stage, teachers carry out assessments for the different areas of learning where appropriate. Teachers record on-going pupil progress on the Foundation Stage Profile and from Baseline Assessment on an individual tracker.

Monitoring and Evaluation

The monitoring of work should ensure consistency and progression throughout the school. To ensure quality assurance of assessment, the subject leader or PE and Sport Coach will observe Teachers, lead EYFS, Year 1 and Year 2 PE sessions (once a week) and liaise with Year Group Leaders.

Subject monitoring and evaluating will be carried out by the subject leader. The school will utilise the following strategies and measures in order to evaluate standards in PESSPA:

- observation of teaching and learning, including coaches, to assist in the identification of strengths and development needs
- assessment of student progress and needs
- student interviews
- self-evaluation of the subject in relation to PESSPA and Sport Premium

Links with other Curriculum areas

In Key Stage 1 and the Early Years Foundation Stage teachers when planning, will seek opportunities to make cross curricular links whenever appropriate.

Links with other Policies

This policy has links with;

- Health and Safety Policy
- Behaviour and Discipline Policy
- Keeping Children Safe Policy
- Integration and Inclusion Policy
- Special Educational Needs Policy
- Supporting Pupils with Medical Conditions Policy
- Assessment, Recording and Reporting Policy
- Academically More Able and Gifted Pupil Policy

- EYFS

Liaison

Partnerships with Westfield Junior School and other local schools have been strengthened during our involvement with the 'Physical Education and School Sport Support Packages' programme as part of the Hinckley and Bosworth School Sport and Physical Activity Network.

Review

It is intended to review this document in spring 2025

Resources

- P.E. Curriculum Portfolio
- afPE Safe Practice in Physical Education, School Sport and Physical Activity
- Primary P.E. and Sports Premium Grant
- P.E. Action Plan