CHALKWELL HALL INFANT SCHOOL

PHYSICAL DEVELOPMENT POLICY

Reviewed and Approved by:

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PHYSICAL DEVELOPMENT POLICY

Rationale

We believe that physical activity and development should be incorporated into the school day. This may take the form of activities such as "Activate" and play times as well as formal Physical Education lessons. P.D. is the aspect of the curriculum concerned with the development of physical skill, knowledge and understanding through:

- Games
- Gymnastics
- Dance
- Swimming

P.D. also promotes health related fitness and encourages self-analysis and self-esteem while providing opportunities for pupils to be creative and competitive.

"Physical education educates young people in and through the use of the body and its movement. It aims to develop physical competence so that pupils are able to move efficiently, effectively and safely and understand what they are doing. It is essentially a way of learning through action, awareness and observation."

(Physical Education for ages 5 – 16 DES/VO 1991)

Aims of Physical Education

The “Order for Physical Education in the National Curriculum and The Early Years Foundation Stage Curriculum” provides a basis for us to deliver a broad, balanced and differentiated physical education programme which helps us to fulfil our main aims which are:-

1. To provide situations in which all children can develop their individual abilities in PD to the full.
2. To develop the children's understanding of the contribution that sporting activities can make towards a healthy lifestyle.
3. To give children opportunities for the development of qualities such as perseverance, initiative and endurance in a variety of sporting activities.
4. To develop children's understanding of the importance of valuing the contribution of others at whatever level of ability or social or cultural background.
5. To help pupils acquire knowledge, skills and understanding of a range of sporting activities.
6. To develop co-operative group skills in a team situation.
7. To encourage full participation by the children in curricular and extra curricular sporting activities.
We aim to deliver a balanced programme which provides children with opportunities to promote physical development and competence and to develop artistic, aesthetic and linguistic understanding through movement.

We aim to give all children the opportunity to extend their range of physical skills and develop their proficiency as well as appreciating the benefits of participation. Through physical education we aim to develop interpersonal and problem-solving skills, develop personal qualities, such as self-esteem, confidence, tolerance and empathy, and help forge links between the school and its community.

P.D. offers opportunities for children to:
- develop competence to excel in a range of physical activities;
- be physically active for sustained periods of time;
- engage in competitive activities;
- lead healthy active lives;
- inspires pupils to succeed and excel in physically demanding activities;
- become physically confident in a way which supports their health and fitness;
- build character and help embed values such as fairness and respect;

(The National Curriculum in England 2013)

THE SCHOOL

(A) STAFFING

P.D. lessons are taught by class teachers or teachers employed by the school who may cover classes. Occasionally P.D. lessons are taught by outside coaches supported by teachers through team teach.

The Health and Wellbeing Team or HLTA’s is responsible for the organisation, care and ordering of PD equipment, supporting colleagues in the teaching of Physical Education, being informed about current developments in the subject, monitoring of the standards of children’s work and of the quality of teaching in Physical Education and providing a strategic lead and direction for the subject in the school.
(B) PHYSICAL RESOURCES AVAILABLE FOR P.D.

P.D. equipment is stored centrally:
- Large soft apparatus is stored on the back decking outside the Reception classes base.
- Large apparatus is stored around the dining hall.
- Outdoor equipment is stored in the P.D. garage (Key outside the office)

It is up to the individual teacher to keep the P.D. cupboards tidy.

The Health and Wellbeing team is responsible for maintaining equipment on a regular basis. Please inform the Health and Wellbeing team members if any new equipment is required or needs repairing.

(C) NON-PARTICIPANTS

PD is a very important part of children's development and everyone takes part in the lesson. The parents or guardians of the children who persistently forget their PD kit should be reminded of the importance of PD and, if necessary, a letter should be sent to these parents asking for their co-operation. Please ensure the situation is dealt with sympathetically in case there are financial constraints. Spare clothing is available in school.

Children should only miss PD lessons if they have a broken limb. They can either carry out formative assessment during the lesson or join another class.

Teachers should be aware of medical conditions and necessary treatment of children in their class, e.g. asthma, epilepsy and diabetes, etc. All new medical knowledge of a pupil should be sent to the main school office and added to the school's medical register and the child's individual care plan.

(D) WET WEATHER PROVISION

We aim to take children outside for all Games lessons in all weathers. However, if there are extreme weather conditions, such as storms, high winds, hail or heavy rain, the class teacher will do his/her best to find an indoor space for the lesson instead.

(E) ALLOCATION OF TIME FOR P.D. FOR EACH YEAR GROUP

Foundation Stage follows the Development Matters and will aim to deliver 2 hours of physical activity each week, including Activate.

Key Stage One pupils should all be receiving at least two hours of P.D. each week, including Activate. All children will be taught gymnastics/dance, games and swimming.
Swimming

Swimming is now an important part of the National Curriculum whereby children are required to swim a distance of 25 meters by the end of Key Stage 2. We are contributing to this outcome by delivering swimming lessons to all Key Stage 1 children, alternating year groups each term. We are following the ASA guidelines and the National Plan for Teaching Swimming Framework.

During the lessons, the children will develop a range of different skills including; water confidence, movement through the water, an understanding of buoyancy, streamlined body positioning and stroke development. All of the swimming lessons will be differentiated by ability and split accordingly.

All children must wear a swimming hat, girls are to have a swimming costume and boys must have swimming trunks. All earrings are to be removed. If a child has a verruca they must wear a swimming sock.

A risk assessment is in place for the swimming pool and the minibus journey to the pool. All helpers must be DBS checked and aware of the risk assessments and safeguarding policy.

(F) HEALTH AND SAFETY FACTORS IN PHYSICAL EDUCATION

1) Clothing

Clothing and correct attire for a particular activity represent an important feature of safe practice for staff and pupils. Pupils should be encouraged to change for PD quickly and quietly.

All Key Stage 1 children should have a PD kit, which is different from the clothes and footwear worn during the remainder of the day. It should consist of a round neck blue T-shirt and shorts, trainers and a blue hoodie and navy jogging bottoms for the winter. These should be named and kept in a named bag in their box and taken home during school holidays for washing. As participation in P.D. is a legal requirement parents are asked to ensure that their child always has their P.D. kit at school on the days that this subject is timetabled.

Reception children require the above mentioned PD kit from the beginning of the Summer term.

Bare feet for gymnastics and dance produces better quality work, but the teacher should assess the condition of the hall floor before asking children to work with bare feet. If anticipating barefoot work, children should wear trainers until a check of the working area has been made by the teacher in charge.

Some cultures require particular garments to be worn that conform to their religious beliefs and traditions. This should be discussed with the parents, guardians and leadership of the groups involved. Satisfactory arrangements should then be made for the pupils involved to wear suitable clothing to ensure their safe participation in physical education lessons.
2) Jewellery and tying back of hair

Personal effects such as jewellery, religious artefacts, watches, hair slides and headbands etc. should always be removed by pupils before participating in physical activity. When jewellery has been taken off it should be kept with the child’s personal belonging or on the teacher’s desk, at the child’s own risk. Staff should give a verbal reminder to pupils and, where necessary, visually monitor removal of jewellery.

It is recommended that parents do not send children into school with earrings on PD days. It is not considered safe practice to tape earrings so all earrings MUST be removed before a PD session. If the child is unable to remove their earring/s then the parent needs to be contacted to come and remove the earrings for the child.

In exceptional circumstances, if the parent refuses to remove the earring/s or the child has newly pierced ears then the parent will be asked to arrange a meeting with the Headteacher to discuss the issue further.

If hair reaches a child’s shoulders it should always be tied back for P.D. If children arrive at school with their hair down, a teacher or LSA must tie her/his hair back using a spare hair band or elastic band.

Teachers should demonstrate good safety standards by their own actions and clothing (trainers should be worn, large jewellery removed and long hair tied back).

The P.D. Leader has a copy of BAAPLE Safe Practice in Physical Education for specific reference.

3) The environment

- The playground area or floor should be checked for stones, litter, obstacles, cleanliness and dryness before each P.D. lesson.
- The teacher should be familiar with procedures for getting out and putting away equipment safely, using correct lifting techniques. The P.D. team is responsible for making sure teachers are aware of the correct procedures.
- Safety issues, including responding to commands and signals should be discussed and reinforced with the children.
- Whilst P.D. lessons are in progress, other adults and children should not be using or passing through the work space.
- The noise level should be such that the children can hear and respond to the teacher’s instructions.
- All lessons should include:
  - A warm up
  - Stretching
  - A main activity
  - A cooling down activity
- Equipment, including mats and floor space, should be used appropriately and for specific tasks.
• All children should be taught the correct handling of all apparatus.

4) Teaching forward and backward rolls

Only teachers who have attended training on how to teach forward and backward rolls should teach the skill. Pupils should not perform headstands.

5) Risk assessment.

Risk Assessments are a legal requirement under the “Management of Health & Safety at Work Regulations 1992”.

Risk assessment is largely a process of logic, common sense and sound planning and should be applied to any activity that forms part of the PD programme. It requires a careful examination of what could harm pupils, colleagues or others in the teaching and learning situation (i.e. the HAZARD). Once the HAZARD is identified then RISK control means that precautions should be implemented which minimise or prevent harm. This should be shared with the children at the beginning of every lesson.

Annual safety checks and repairs are carried out on gymnastic equipment and staff check apparatus as it is being taken out for every lesson.

If a potential hazard is identified the apparatus is immediately taken out of use.

6) Procedures for dealing with accidents

If a minor accident occurs, this is dealt with by an attending LSA or the child is sent to the office to be treated there, if the teacher is on his/her own.

If the accident is more serious the pupil is immediately taken into the office for the designated first-aider to deal with.

For serious accidents (head injuries, serious cuts or suspected fractures) the teacher should stay with the child and send an LSA or responsible child to inform the school office. After the incident the teacher must complete an accident report form which is available in the office.

7) Verrucas

If a child has a verruca then his/her parents or carers should treat it appropriately and quickly. A child with an uncovered verruca must wear plimsolls or trainers for gymnastics and dance, rather than have bare feet.
PLANNING THE PHYSICAL EDUCATION PROGRAMME

PLANNING

We plan using the Chalkwell Hall Infant School Schemes of Work for Dance, Games and Gymnastics to ensure progression and challenge. Teachers are responsible for putting together the Medium Term plans by referring to the SoW (schemes of work). PD planning throughout the year will include use of ICT – for example, using a video camera so that children can watch their performances and self-assess. Planning is differentiated to take into account the abilities of each child.

Planning for creativity is important and therefore schemes of work do not need to be followed to the letter by members of staff. Teachers are encouraged to create their own exciting lessons based around the topics they are teaching.

Children can be asked how they would like to develop certain skills and may offer ideas which can be used or adapted by the teachers.

Equal Opportunities and Inclusion

We believe that all children, irrespective of physical ability, race, gender, culture or stage of achievement have the right to reach their full potential in P.D. and achieve enjoyment, satisfaction and success at their own level. All children will be encouraged to develop:

- Control, co-ordination and mobility
- Skill and confidence in a range of physical activities
- An awareness of physical capabilities of the body
- Co-operative skills.

Special Needs

Planning for differentiation incorporates:

- Pupil groupings, e.g. ability or mixed ability groups; paired or individual activities.
- Resources, i.e. the use of different equipment for differing levels of ability.
- Pupil activity, e.g. different group tasks, pupil roles and responsibilities, allocation of time and variations of pace within the lesson.
ASSESSMENT IN PHYSICAL EDUCATION

The main method of gathering evidence and assessing achievement in P.D. is through a continuous process of teacher observation. This is informed assessment based on knowledge of the pupil and the content of the work.

Evidence of knowledge and understanding is also gathered by using the strategy of question and answer and assessment of pupils’ powers of evaluation can be made through comments on demonstrations or through reciprocal teaching.

This evidence can be collected as a result of stimulating the children’s natural instinct to learn through a variety of teaching and learning strategies. Children should be encouraged to ‘green’ and ‘pink’ each other’s work to peer assess.

Monitoring & Evaluating Physical Education

The monitoring of the standards of children’s work and of the quality of teaching in Physical Education is the responsibility of the Head Teacher and the Health and Wellbeing team. The work of the Health and Wellbeing team also involves supporting colleagues in the teaching of Physical Education, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Other Physical Activity in School Hours

‘Huff & Puff’:
This is a lunchtime play initiative which aims to encourage children to participate in organised physical activity. A designated MDA is assigned to the task of providing children with access to equipment and organising the games and activities.

Out of School Hours Learning (OSHL)

Throughout the year there are a wide variety of sporting clubs on offer to all the children.

Adults Other Than Teachers (AOTTs)

The AOTTs (for example a parent helper) do not provide specialist support in the club; this is left to the teacher or specialist coach. Football club is provided by Southend United Community Dept. The coaches hold relevant coaching awards and are all police checked.