Phoenix Infant and Nursery School PE Policy

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1. Curriculum Statement

Intent Phoenix Infant and Nursery School recognises the value of Physical Education (PE) and fully adheres to the aims of the National Curriculum to ensure that all children:

- Have positive attitudes towards physical activity
- Engage in a broad range of sports and activities
- Develop competence to excel in physical activities
- Are physically active for sustained periods of time
- Lead healthy, active lives

Implementation At Phoenix Infant and Nursery School, PE is taught as an area of learning in its own right as well as integrated where possible with other curriculum areas. We teach lessons so that children:

- Have fun and experience success in sport
- Have the opportunity to participate in PE at their own level of development
- Secure and build on a range of skills
- Develop good sporting attitudes with an understanding of fair play through cooperation, collaboration and competition
- Understand basic rules
- Experience positive competition
- Learn in a safe inclusive environment
- Have a foundation for lifelong physical activity, leaving our school as physically active
- Have equal opportunities to achieve their full potential, through curricular and extra-curricular activities

Impact PE is taught as a basis for lifelong learning, where the children have access to a range of sports and activities in the belief that this exposure will encourage them to have a physically active life. Our PE curriculum inspires all children to succeed in sport and physical activities. We provide opportunities for children to become physically confident in a way which supports their health and fitness. Furthermore, we know that physical activity builds character, helps to embed values such as fairness and respect and is proven to enhance behaviour, focus, attention, spatial awareness and motor skills.

2. Teaching and Learning

Lessons at Phoenix Infant and Nursery School are fully inclusive and take account of children's differing needs and physical ability. Lessons are planned so that a wide range of sports are covered over the year and that there is progression in skill and techniques across year groups.

Foundation Stage (Nursery and Foundation Stage 2)
Planning in Nursery and Foundation Stage 2 (FS2) is done through the Early Years Foundation Stage Statutory Framework. There are two strands under Physical Development: Moving and Handling and Health and Self-care.

- **Moving and Handling:** Children learn to develop 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 learn the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

In Nursery planning is done through the termly Topic. Children develop their physical abilities through play and are encouraged by staff to make progress on an individual basis. Children have time and space to enjoy energetic play daily. They access a range of resources including balls, quoits, bean bags and climbing and balancing equipment. Teaching staff identify and encourage each child to progress physically by providing instruction or activities for their next step.

In Foundation Stage 2 (FS2) children have one formal PE lesson each week lasting between 30 and 45 minutes. Lessons are planned through the Early Learning Goals. In addition to a formal lesson, children have daily opportunities to practise their movement skills and develop their fine and gross motor skills during continuous provision. This is time when children can independently access outdoor equipment such as bats and balls, skipping ropes, walking pots, throwing scoops, quoits, hoops, bikes, scooters and an obstacle course.

These skills can then be built on when children enter KS1.

**Key Stage 1 (KS1)**

In KS1 children have two hours of PE per week which is split into two lessons. Class teachers teach one lesson and the other lesson is taught by Mrs Southall and Mrs Smith.

In accordance with the National Curriculum, PE is broken into the following areas of activity:

- Dance
- Gymnastics
- Invasion Games
- Net and Wall Games
- Striking and Fielding
- Athletics
- Swimming (Year 2)

Children are 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.

Lessons in KS1 develop fundamental movement skills, whereby children become increasingly competent and confident and are given access to a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Children are given opportunities to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

All children in Year 2 have swimming lessons once a week during the summer term which is delivered at Carlton Forum Leisure Centre by their swimming instructors.

The PE Passport app is the agreed scheme of work for planning and assessment. A long term plan is drawn from this app ensuring coverage of all curriculum areas across the year. A medium term plan is then drawn up ensuring progression from Year 1 to Year 2. Short term plans from the app are then adapted to suit the class and needs of the children. Teaching styles and strategies provide opportunities for children to participate in a range of activities and sports. Careful planning ensures time is spent in organising and resourcing lessons and activities. Children experience a range of opportunities to work individually, in pairs or in groups over time.

Lesson Structure:
• At the beginning of each lesson, the teacher explains the intention of the lesson and informs children how they can be successful in achieving the lesson aims
• There may be a ‘hook’ drawing children into the lesson and to engage and excite them
• Lessons then commence with a warm up to prepare children physically for exercise
• There is direct teaching of skills and the subsequent skills are practiced by the children
• Children then have the opportunity to independently and cooperatively practice the skill in context such as a game
• Finally, there is a cool down activity to prepare children to return to a normal-state both physically and mentally
• Throughout the lesson there are opportunities to celebrate and share children’s successes

3. Assessment

The assessment of PE is in accordance with the National Curriculum and is an ongoing process. As each lesson or activity progresses, the teacher carefully observes and assesses, intervening as necessary, to ensure that each child makes the full progress of which they are capable.
Foundation Stage
Assessment in Nursery is based on Teaching Staff observing children undertaking an activity. This may include a child climbing on a piece of apparatus with independence, holding an object while walking down steps, throwing and catching a range of balls, kicking a large ball and moving in a range of ways over in and through the equipment. Praise is given to a child who has met the learning objectives and a new challenge is given. Specific times are set aside to enable assessment of specific skills for every child. Evidence is gathered through the use of post it notes and photographs which are stuck into children’s Learning Journeys. The ‘30-50-month Development Matters document’ is used to assess children in Nursery.

Assessment in FS2 is similar to that in Nursery. Observation of children undertaking different activities is again evidenced through the use of post it notes, photographs and also achievement tick lists. This evidence is collected during both continuous provision and formal PE lessons. The last PE lesson in the block is used to assess children based on the Foundation Stage Early Learning Goals.

Key Stage 1
Assessment in Key Stage 1 is through observation of the children’s performance during PE lessons. Assessment is done summatively during lessons whereby children are either challenged or supported according to their performance.

At the end of a unit children are assessed formatively. The PE Passport app records assessments where children are awarded either bronze, silver, gold or greater depth. These are marked against criteria which follow the National Curriculum. Evidence of achievements are documented on the app via photographs and videos and children’s progress is tracked. Children are also given the chance to self-assess through the app at the end of a unit.

4. Equipment
PE equipment is stored safely in the P.E. cupboard in the hall. Equipment is labelled and is regularly checked by the PE subject leader to check its tidiness and organisation.

Equipment is checked for safety and replaced when needed.

The PE Passport app is downloaded on Class 4’s Ipad.

5. PE Kit
It is expected that children wear PE kit during lessons.
This includes:
- T-shirt/polo shirt
- Shorts/trousers
- Plimsolls/trainers
- Jumper/fleece (when outside)
- Hair tied up
- No jewellery. Earrings removed or covered with tape
- Children can work with bare feet indoors during gymnastics and dance. Tights and socks must not be worn.

It is encouraged that outdoor PE lessons take place in all seasons as feasible. Classes are timetabled so that each class has two slots in the hall each week, so if the weather is not appropriate for outdoor PE, the PE lesson can still go ahead. Children are encouraged to wear clothing in line with the season and weather conditions, maximising access to all lessons.

It is important that staff should consider their own and their children's safety with regard to their own personal clothing, footwear and jewellery when involved in the teaching of any PE activity.

6. Equal Opportunities and Inclusion

At Phoenix Infant and Nursery School we are committed to promoting equal opportunities for all. Our well-balanced and planned PE lessons ensure that lessons are fully inclusive, allowing all children equal access to participate in order to reach their own potential, irrespective of ability, special educational need(s) or physical disability.

Any activity which may not be suitable for a child will be differentiated by task and/or equipment. Some children may need different equipment and/or alternative or adapted activities. By setting suitable learning challenges, responding to children's diverse learning needs and overcoming potential barriers to learning and assessment, teachers will create a positive and achievement orientated learning environment.

Any 1:1 classroom support must extend in to PE lessons. Teachers working with children during PE will be made aware of any pupils who have special educational needs or medical conditions.

7. Non-Participation in PE lessons

Children should only miss PE lessons on health grounds requested by their parents or carers. Children who persistently forget their PE kit should have a note written in their diaries to parents reminding them that a PE kit should be in school every day.
8. Parents

Parents are encouraged to let school know if they have a certain expertise in a particular sporting area. In this instance, we can involve a parent in delivery of lessons, clubs or events.

Parents are encouraged to attend Sports Day to celebrate and promote physical activity, as well as support groups to travel to any sporting events.

Annual reports are written in the summer about each child for parents/carers and PE is listed as a foundation subject in all reports.

9. Extra-Curricular Activities

We are committed to recognising the importance of physical activity of children outside of the National Curriculum. Next Level Sport deliver after school sports clubs, such as multi skills and dance. These clubs are offered to all children in FS2 and KS1.

Children's attainment at clubs and tournaments outside of school, such as swimming, dance and football, is celebrated in assemblies and photographs of children with their certificates are displayed in the hall.

10. Health and Safety

Health and good safe practice is always emphasised throughout lessons. The following procedures are undertaken so as to minimise the risk of accidents to both children and teachers:

- Children's clothing should be checked by teachers prior to undertaking PE activities to ensure that appropriate clothing is worn, jewellery has been removed and hair is tied up
- All forms of physical activity should be preceded by an appropriate warm-up
- Children must be given tasks which are challenging, but within the scope of their ability
- Teachers must check all equipment before use and give children disciplined strategies for safe handling of the equipment
- Equipment must be handled and stored safely and any broken or damaged equipment must not be used
- Appropriate levels of lighting must exist to facilitate a safe working environment
- The surface that the children are expected to work on should be clean and free of hazards that could cause an accident. The teacher should pay special attention to the suitability of the surface, after the floor has been polished in
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- the hall, after rain on the playground or on the grass as this may make the area too slippery to be safe
- All jewellery and watches should be removed
- Long hair should be tied back
- Appropriate clothing must be worn by children and staff
- The teacher must ensure good methods to cool down pupils after hard physical exercise
- Water should be offered and hats worn when outside in the summer
- The Class Teacher and PE Teacher must be aware of any medical condition which may affect physical ability and make the appropriate adjustments in planning and implementation of the lesson to allow children who suffer from any conditions to take part actively but safely
- For Health and safety reasons, teachers may physically guide children during lessons in order to develop their skills. E.g. correcting a child’s position during a gymnastics lesson