



P.E Policy 2020- 2021

PE Policy

Vision

PE is highly valued at Leybourne Chase. It is valued not just for the clearly defined skills and knowledge that it can teach as prescribed in the National Curriculum. It is valued also for the softer, less clearly defined but enormously important skills that it can teach about perseverance, determination, self-reliance, resilience and responsibility. Added to all of these skills is the fact that an enthusiasm for sport and PE will contribute to a healthy and active lifestyle. A fit and healthy body is one of the greatest gifts that a child can give to their future adult selves and it is therefore one of the most important responsibilities of our school.

PE at Leybourne Chase has three chief goals:

The first goal is to design and build a curriculum which will deliver the knowledge and skills stipulated by the National Curriculum. We teach each skill repeatedly throughout children's time at our school and using difference activities as vehicles to teach these skills. We pitch lessons in such a way as they are demanding for the year group but differentiated to accommodate all abilities and disabilities.

The second goal is to give children the opportunity to face and embrace challenge without reluctance or hesitation. We aim for children to experience adversity both as individuals and as part of a team and teach children the skills of tenacity, team work and self-reliance required to overcome. All children will have the opportunity in each year group of the school to take a place on a competitive sports team to compete against other schools. The PE and sport provision will help children to grow in character and learn to face triumph and disaster and treat those two imposters just the same.

The third goal is to give children a daily opportunity to be active and out of breath. We aim to provide for children an experience of a range of physical activities, far beyond those suggested by the national curriculum, to help them to find a physical activity that they can be enthusiastic about and pursue outside school. We do these things, in-keeping the DfE's obesity strategy quoted below, so that being active every day becomes an ordinary element of children's lives and to contribute to their chances of living a longer and healthier life.



P.E Policy
2020- 2021

The Obesity Strategy: A Plan for Action (DfE August 2016)

“Every primary school child should get at least 60 minutes of moderate to vigorous physical activity a day. At least 30 minutes should be delivered in school every day through active break times, PE, extra-curricular clubs, active lessons, or other sport and physical activity events, with the remaining 30 minutes supported by parents and carers outside of school time”.

Intent	Implementation	Impact
<p>Goal 1 – see the vision statement above</p>	<ul style="list-style-type: none"> • Clear and comprehensive scheme of work in line with the National Curriculum. In P.E, children will study certain main areas repeatedly through their time at our school. These include: Gymnastics, Athletics, Games, Dance and OAA. Every skill stipulated by the national curriculum will be taught many times as a child move up through the year groups and the skills will be taught through varied activities and contexts. Within P.E lessons, children will adopt many different roles such as a performer, coach, umpire and leader and explore many different outdoor activities. • Access to expert CPD Over the period of an academic year, all teachers will receive CPD for a full term of PE lessons from an expert PE teacher in order to upskill the teacher. By the end of the year, all teachers will have received this training. • High Expectations The pitch of our PE lessons will be high and there will be plenty of opportunity for high ability children to stretch themselves. Each lesson plan has differentiation built into the activities to enable all children to access the content. • Multi strand assessment In each lesson, children will be given three targets for the lesson. One of these will be physical/skill based; one will be cognitive and related to strategy or problem solving; and the other will relate to social and emotional skills such as self-evaluation, determination and team work. At 	<ul style="list-style-type: none"> • Children will achieve and exceed age related expectations in PE. • Children will be conscious of, and grow in, the three foci of our PE lessons (Physical, cognitive and, social and emotional). • Teachers will grow in confidence and ability in PE pedagogy.



P.E Policy
2020- 2021

<p>Goal 2 – See the vision statement above</p>	<p>the end of each term, each child will be assessed against these three strands. Data from these assessments will be used to identify which children are to invited to join our Change for Life clubs. The three strands of challenge communicated to children at the beginning of each lesson will enable all children to achieve whether their bent be cerebral, social or physical.</p> <ul style="list-style-type: none">• Swimming Swimming can be both a physical activity and a life-saving skill. As such, due attention is paid to our statutory obligations in this regard. Swimming lessons are taught to all children in year 5 and those children who do not meet the standard required by the national curriculum at the end of year 5 will be given the opportunity to catch up in year 6• Self-reliance Many of the lessons in our PE curriculum feature the opportunity for children to compete against themselves and beat their previous score in a certain activity. Most of the lessons in our PE curriculum include the opportunity for children to compete against each other as individuals. Our Mile run three days a week demands that children show determination and perseverance to keep going to the end. The run also gives children the opportunity to push and beat their personal best times. When lessons don't include direct competition, they usually include the expectation to perform a dance or gymnastic routine for the rest of the class. This teaches children to rely on themselves and thrive under pressure.	<ul style="list-style-type: none">• Participation levels in PE will be 100%.• Children will begin to exhibit a confidence, sense of responsibility and independence which extends beyond their PE learning into all areas of their lives – academic and otherwise.• Children will grow in confidence when in pressurised situation such as public performing or competing against other teams. They will learn to overcome their nervousness and a determination not let themselves or team mates down.
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P.E Policy
2020- 2021

Goal 3 – See the vision statement above

- **Team Competition**

Many of the lessons in our PE curriculum feature the opportunity for children to form small groups and compete with other teams in whatever skill is being taught in that lesson. Outside of PE lessons children in every year group are given the chance to take a place on a competitive sports team. These teams will compete against other schools in the Tonbridge and Malling district. Some of the competitions give the opportunity to compete against schools at a county level. We also take part in Football and Netball leagues locally. There is a house trophy to be won once a year in a netball competition within the school and we take part in 7 trust wide events a year across the Valley Invicta Primaries chain.

- **Break times**

Break and lunch times provide children with a clear opportunity to be active. In order to assist children to make the most of this opportunity, year 5 children are trained as play leaders and provided with equipment. On a rota basis, these children play the role of games facilitators. They teach and play games with children that they might otherwise not have known about.

- **Mile Run**

Three times a week, the whole of Key Stage 2 will run for one mile at the end of each afternoon. Research by Guillen Fernandez of the Donders Institute for Brain, Cognition and Behaviour shows that exercise done 4 hours after learning,

- Children will enjoy sport and take the opportunities to join after school clubs and take part in out sports teams.
- Children’s physical fitness and health will increase.
- Daily physical activity will be a normal element in children’s lives.



P.E Policy
2020- 2021

	<p>aids retention of the material studied. This exercise gives children the opportunity to beat their personal best and improve their stamina and determination.</p> <ul style="list-style-type: none">• Breadth of offering As well as traditional primary school sports, our school includes whole term's worth of PE lessons in horse-riding, skiing, mountain-biking and archery. Added to the sports and physical activities found across the rest of our curriculum, these give children a wealth of experiences and avenues into keeping active and maintaining an interest in physical activity outside of school and after they leave our school.• Change4Life Our three-pronged approach to assessing each term will firstly highlight which children are most at risk of slipping into a sedentary lifestyle. Secondly it will identify which of the three strands a child needs most support with. The by-invite-only clubs which we run towards the end of the year will tailored towards these specific and those areas of weakness.• Extra Curricular All children from years 1 to 6 will have access to an after-school sports club which will further furnish children with the opportunity for physical activity and engagement with sport.• Free Fruit / Water only snack policy School provides free fruit for all KS1 children daily. School has a fruit / water only snack policy at playtimes.	<ul style="list-style-type: none">• Children will take an interest in an activity at school and pursue it outside of school.• Children who are at risk of an inactive lifestyle will be identified and every effort will be made to increase their participation and enjoyment of physical activity.
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P.E Policy
2020- 2021

Pedagogy

In PE, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In PE, the following approaches will be used, and be evident in pupil discussion, observations and work in books, in order to ensure that the PE learning opportunities and skill development are as effective as possible and that pupils progress throughout the year and across year groups during their art experiences in school:

Teaching Sequence in PE	Step 1 – discuss the three strands of learning intention for the coming lesson, Physical, cognitive, social and emotional.	Possible pedagogical approaches used in PE	Behaviourism	Direct teacher instruction; modelling of skills and techniques; demonstration
	Step 2 - Review most recent learning in PE.		Social Constructivism	Teacher modelling; questioning; mix of individual, paired and group instruction.
	Step 3 - Specify key vocabulary to be used and its meaning.		Liberationism	Pupil-led learning; opportunities to showcase learning; critical audience
	Step 4 – Specify key skills to be used.		Learning, Working and talking like a competitor	Being introduced to the key vocabulary and physical skills relating to the PE so that all children can perform and compete using the correct skills.
	Step 5 - Provide opportunities for the children to work as individuals and in pairs/groups			
	Step 6 - Provide opportunities for children to critically review their own work and that of others.			
	Step 7 - Individual reflection on the learning and skill development that has taken place.			
			Step 8 – children given opportunity to assess themselves against the three strands of learning mentioned at the beginning of a lesson.	



P.E Policy
2020- 2021

PARTICIPATION / EXPECTATIONS

Our aim is to engage ALL children in regular physical activity as recommended by the chief medical officer. ALL children are expected to take part in their timetabled 2 hours of physical activity every week unless they are deemed medically unfit or injured, in which case a note should be provided by either doctor or parent. These children, if able will be given some other PE related task to do e.g. observer work sheet, assessing on an iPad, officiating or coaching.

Children who forget their PE kit will be given a PE task to do e.g. observer work sheet, officiating or coaching.

Our PE Kit is as follows:

INDOOR – White t-shirt, blue shorts and trainers/ plimsols/ pumps.

OUTDOOR – White t-shirt, sweatshirt depending on the weather, tracksuit bottoms or blue shorts depending on the weather, socks, trainers.

For long hair must be tied back

No jewellery of any description. Children must be able to remove their own earrings and any other items of jewellery. It will not be the responsibility of the teacher to do this. Earrings must be removed; simply taping them up will not be sufficient to meet our safety requirements. Parents should consider this element of our policy when deciding to have their children's ears pierced.



P.E Policy 2020- 2021

Start of the lesson

Change into the correct kit in a quick, sensible, quiet manner. If you are unable to take part, give the teacher your note. Assist teacher with setting up / carrying equipment if needed / Wait sensibly when ready.

During the lesson

Behave in accordance with the school's positive behaviour policy (listen and do not talk over staff or other pupils/ respect others/ make a positive contribution); stay focussed; try different roles

End of the lesson

Assist in putting the equipment away.
Change quickly and sensibly

Leadership

Some Year 5 children will be trained as play leaders by expert PE teachers. This teaches children to become leaders and builds their confidence in organising and leading activities for others under supervised conditions. They can then continue this into Year 6.

Competition

A high quality physical education curriculum can inspire all children to succeed and excel in competitive sport and other physically demanding activities.

We at VIAT Leybourne Chase run and enter competitions which provide opportunities for children to participate in competitive sports and activities both in and beyond the curriculum at the appropriate level.

Our inclusive programme of provision is specifically targeting those children who have additional needs and gives them the opportunity again to try things they might not always get the chance to do elsewhere



P.E Policy 2020- 2021

Provision for More Able Students

The questionnaire every child completes at the start of the year allows us to identify those children who maybe showing a talent in an activity outside of school hours.

We then compile a list of these children's names and provide extra support for them if needed.

Staff are also asked to consider carefully any child in their class showing consistently good all-round sporting talent and who may not necessarily be taking part in sport outside of the school day. These children will then be targeted and encouraged to join extra clubs both within and out of school.

Provision for Least Active Students

Our PE questionnaire also allows us to select those children who may not be as active and not getting the amount of recommended activity. We can then target extra provision such as our Change4Life Club for these children to try and support and increase their physical activity requirements. These children will also be identified through the 3-pronged assessment system.

We also complete a mile run as a KS2 activity three days a week whereby children must walk, jog or run a mile around the school grounds. This ensures all children are doing some form of physical activity throughout the day and contributes to the government's plan of 30 minutes every day in school being physically active.

Reasonable Adjustments in PE

As a curriculum leader in PE, I recognise the importance of ensuring that children with identified Special Educational Needs and/or Disabilities have access to an ambitious PE curriculum. Within the curriculum area of PE SEND children will be provided with reasonable adjustments through their tasks and level of challenge provided. Advice can be sought from the school's SENDCO where applicable.

Sports Mark Award – Every year we apply for the School Games Sports Mark Award which is awarded for improvements in all aspects of sporting participation. In the 2018/2019 academic year we gained the **GOLD** Award which means we were achieving exceptionally high sporting standards with many children taking part in sport, and as a whole school taking part in many sporting activities. That **GOLD** award was carried over into 2020/2021 in lieu of any Schools Sport assessment during 2020 Covid lock-down.



P.E Policy 2020- 2021

Active Club Links & Pathway Sport – we have several links to outside clubs and agencies. Representatives from these organisations come into school and run weekly before and after-school clubs, acting as a sign post to opportunities outside of school and adding to the offering already provided by the school. We give all children the opportunity to let us know what they are doing outside of school by completing a questionnaire at the beginning of the new school year. We promote other clubs in assemblies.

TRAINING & SAFEGUARDING

One of our aims is to continue to increase confidence, knowledge and skills of all staff in teaching PE and sport. We have an outside agency called PASS P.E which provides CPD for staff throughout the year.

Staff are also fully trained in all aspects of safeguarding and child welfare and understand how to identify and report any concerns they may have.

HEALTH & SAFETY

Our PE equipment is regularly maintained and is inspected frequently.
All teaching staff check their PE equipment is safe and appropriate to use for each lesson.

Any condemned or dangerous equipment is reported and disposed of immediately to avoid injury.

ROLE OF PE CO-ORDINATOR

The PE Co-ordinator works alongside other PE co-ordinators in our cluster and the head teacher to ensure that PE, Sport & Physical Activity within the school is of high quality and that we are improving what we do from year to year.

The PE Co-ordinator role includes:

- Supporting colleagues in all aspects of the curriculum
- Reporting updates to the head teacher & staff
- Keeping the noticeboard up to date
- Selecting and meeting with the sports council



P.E Policy 2020- 2021

- Completing the application for the Sports Mark
- Ordering new equipment
- Assigning the Sport Premium budget
- Ensuring areas for lessons are safe
- Hold three meetings a year with the other PE coordinators in our cluster of primary schools.
- Organising CPD for all staff
- Ensuring staff are following procedures such as PE Rewards
- Ensuring staff are delivering consistently high-quality PE lessons through learning walks and observations
- Updating the School Games Website
- Updating the school website

EXTRA-CURRICULAR SPORT

In our endeavour to increase participation we offer a wide range of extra-curricular opportunities for our pupils.

All clubs have structured training sessions led by confident or specialist staff in that sporting area.

Children must take a letter to take part in a club and return a signed consent form. There is no cost to clubs run by the school but those run by external groups do require payment.

Extra-Curricular Activities include:

Football

Gymnastics

dancing

Year 1-3 multi skills



P.E Policy
2020- 2021

Year 4 – 6 multi skills
Karate
Golf

SPORTING EVENTS

Our school takes part in numerous sporting events both within school time and outside of school time. In order to do these events safely we complete a full risk assessment.

For fixtures we arrange ourselves and between the VIAT trust we choose a suitable venue for hosting the event and complete a Risk Assessment form for each event

The teacher ratio is compliant with the local authority guidelines and all staff are responsible for the children at the event.

Children will be fully informed with a letter of all details regarding the event and consent from parent / guardian must be obtained prior to the event occurring along with photographic consent. Parents are responsible for ensuring that the children come fully prepared by reading the detail in the letter. Staff must ensure things such as medication are taken with them on the coach.

EVALUATION

This policy will be updated annually by the Head Teacher / PE Co-ordinator / Curriculum Committee of the Governing Body, to ensure it is still fit for purpose. Circumstances may require more frequent modifications.