



## Physical Education Policy

The PE policy below is adapted from the Witchford Family policy.

There is an Ely Group which works together as part of the Witchford Sports Partnership.

The Ely group comprises:

Ely St. Mary's Junior  
Ely St. Johns Primary  
Spring Meadow Infant  
Lantern Primary  
Downham Feoffees Primary  
Littleport Primary  
Millfield Primary

Each school's PE coordinator represents the school in the Witchford Family as a Primary Link Teacher (PLT).

The PLT has access to a Secondary Sports Co-ordinator (SSCO) employed by the Witchford Sports Partnership to lead the family in developing the teaching and leading of PE. Further, they have funding from the Witchford Sports Partnership for training and development days.

The PLT works closely with the other PLTs from the Ely group in developing the curriculum, sharing training needs and working towards the 5 hour offer.

Further, the Ely family has regular inter-school festivals which offer competitive and non-competitive opportunities for extending sport between schools.

Below is a summary of two new developments that make PE special to Ely St. Mary's

- 2 hour provision per week (well above national and local average)
- Lunch time whole school activities to try and increase mass participation.

- Ely St. Mary's Junior School PE POLICY

#### Statement

The family believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical, social and intellectual development and well-being. We should consider the body as an instrument through which it is possible to learn rather than simply a unit which must be kept fit.

'Physical Education is the development of 'knowledge, understanding and skills through participating in activities which involve pupils in planning, performing and evaluating their work''

QCA Expectations in Physical Education KS1 and 2 1997

ECM – PE is seen as a vital element of a pupils time as it covers all 5 Every Child Matters outcomes in a variety of ways.

- Be healthy – health and fitness
- Stay safe – swimming, warming up and down, safe use of body movement
- Enjoy and achieve – competitive and non-competitive achievement.
- Make a positive contribution – team sport
- Achieve economic well-being – future potential for employment

#### Aims

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency [acquiring and developing].
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas [selecting and applying] and to develop artistic and aesthetic appreciation within and through movement.
- To improve observational skills and the ability to describe and make simple judgement on their own and others work, and to use their observations and judgements to improve performance [improving and evaluating]
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising [knowledge and understanding of fitness and health] and to promote a healthy active lifestyle.
- To develop the ability to work independently, and communicate with and respond positively towards others [working alone and with others].
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being [applying safety principles].
- Develop positive attitudes to physical endeavour including perseverance, fair play and sporting behaviour and the ability to cope with success and failure.
- To give all children the opportunity to take part in intra-school competition, beyond sports day.
- To give some children the opportunity to compete or participate in inter-school competition and festivals.

#### Staffing and Staff Development

Class teachers, and in some cases regular PPA teachers, are expected to teach their own classes for PE and according to the agreed PE Schemes of Work within the school.

Witchford Sports Partnership provide specialist coaching in a variety of sports and multi-skills, leading to participation in inter-school sport festivals.

Staff within the school will share their knowledge of sports, interests and resources which are relevant to the PE activity schedule.

Staff development needs will be identified by each individual and the PLT and will be linked to each teacher's performance management.

### Entitlement

The pupils entitlement to PE is set out in the Government's Public Service Agreement which states that every pupils entitlement is 2 hours of High Quality PE and Sport within and beyond the curriculum. A definition of High Quality is to be found in 'High Quality PE and Sport for Young People' QCA March 2004.  
Ely St. Mary's are working towards the new Government target of achieving the 5 hour offer.

### Key Stage 2

In each year pupils should be taught 5 areas of activity: 3 must be Games, Gymnastics, Dance and 2 are chosen from Swimming activities and Water Safety, Athletics and Outdoor and Adventurous Activities. Swimming and Water Safety must be one of these areas unless the pupils have completed the full Key Stage 2 teaching requirements during Key Stage 1. Schools use the Witchford Scheme of work which is being developed by The Witchford Sports Partnership, including the PLT, in line with the Cambridgeshire Scheme of work. Children in KS2 have the opportunity to attend after school sports clubs and activities (See Out of School Hours Learning).

Every attempt will be made to fully integrate children of all abilities, cultures, religious beliefs and genders, into participating in physical activities with other children.

2 hours curriculum time is given to PE, in two one-hour lessons.  
Curriculum is mapped with respect to inter-school and intra-school festivals, as planned by PLTs for the Witchford Family of schools  
Typical unit of work is between 6 and 8 hours long  
Indoor curriculum is mapped with consideration of implications of hall / theatre use other than PE: school plays and exhibitions.  
PE is timetabled in morning or afternoon of the school day.  
How is the curriculum planned and activities mapped across the 2 key stages  
PLT is responsible for mapping the curriculum in communication with all year groups.

### Out Of School Hours Learning (OSHL)

To utilise support from external agencies such as local clubs, local authority and the School Sports Partnership to enhance provision of OSHL activities within the school.

The school also utilises the school staffs' interests and willingness to provide a variety of activities.

Range of sports clubs offered over the course of the year.  
By outside agencies:  
Gymnastics  
Football  
Athletics

### Adults Other Than Teachers (AOTT's)

On utilising any AOTT's in sporting activities full reference will be made to the 'Adults Other Than Teachers and Private Sports Organisations Guidance' developed by Cambridgeshire County Council. The Headteacher will oversee this process in conjunction with the PLT.

Use of AOTT's in OSHL is to provide high quality sporting opportunities.

Insurance issues are covered in the AOTT's guidance mentioned above.

Lunchtime supervisors offer a range of informal but structured sporting activities including; netball, hockey, skipping, rackets.

Use of AOTT's within curriculum time is to support teaching and learning, and raise confidence of both the teacher and pupils.

### Safe Practice

All Physical Education activities adhere to the guidelines set out in 'Safe Practice in Physical Education and School Sport' 2008. Other sources from which advice and support can be gained on safety issues the Cambridgeshire County Advisors in PE, Swimming and Outdoor Education and the KS 2/3 PE Teacher.

Pupils are made aware of safety issues specific to activities as the activities are being taught.

All staff work to the same safety standards and use the same procedures in PE. The PLT is responsible for inducting new staff in the expectations, use of equipment and apparatus and familiarity of the schemes of work.

All pupils are expected to wear a different set of clothes, appropriate to the activity, to the ones they wear all day. This is for health and hygiene as well as safety reasons. If there are families which have difficulty in providing this for their child the school will provide an alternative. If the 'PE Kit' is forgotten the pupil should not physically participate in the PE lesson. The pupil is still involved in the lesson through the non-active participation.

Pupils should have long hair tied back with hair friendly bands or cloth alic bands. Fringes will need to be clipped back so they do not obstruct the eyes.

If pupils wear glasses they should be encouraged to have plastic or non-shatter lenses. If the activity is one which could involve contact the teacher should risk assess the pupil wearing glasses, as opposed to the pupil not wearing glasses. For example it may be safer if the child wears the glasses and can see the ball, as opposed to not actually being able to see the ball.

Pupils should not wear any jewellery in PE lessons.

There is an expectation that any staff involved in the PE lesson will be dressed in appropriate clothing for the activity. This involves wearing appropriate sports clothes and footwear.

Children change in class. The teacher to use the changing time as an opportunity to talk to children about the up-coming lesson, to show video clips or other visual presentations to elucidate the learning objectives and activities to be covered.

All staff are aware of emergency procedures relevant to PE in accordance with school policy: first-aid, fire, equipment handling.

Gym contractors, R.E.J.B. and Company checks the gymnastics apparatus on a yearly basis. The Headteacher is responsible for ensuring that these checks take place. However, safety and conservation of all of the equipment is the responsibility of all staff and any issues must be raised with the PLT as they arise. In lessons, once the apparatus is out the member of staff will check that all of the apparatus is safe to use.

Pupils are taught to manage, handle and use the pieces of apparatus and equipment safely within lessons as detailed in the schemes of work.

#### Cross Curricular Issues

Children are extremely active and enthusiastic learners in high quality PE. Use of PE to represent ideas, to encourage exploration and participation in wide variety of learning objectives from across the curriculum is actively encouraged by the PLT and considered by staff in planning all subjects.

PE has direct links with a wide range of curriculum areas, most noticeably:

- Numeracy – measuring distance and performance over time and plotting of pulse Rates. Use of PE style games to practise and cover different mathematical concepts such as ratio, fractions, grouping, etc
- Literacy – the language of movement and in the evaluating of pupils performance
- Geography – through orienteering
- Music – through the stimulus in Dance
- Science – when looking at the effects of exercise on the body
- ICT – use of video cameras, digital cameras to record and evaluate work in PE.
- PSHE – Through the etiquette of games, traditional dances and working in pairs, groups and teams.

#### Equal Opportunities and Inclusion

Every attempt will be made to fully integrate pupils of all abilities, cultures, religious beliefs and genders, into participating in physical activities with other children.

All activities are taught in mixed ability groups.

For more information see the Inclusion policy.

G&T pupils identified through the Witchford Sports Partnership Policy  
Refer to G&T policy/co-ordinator.

### Equipment and Resources

PLT to provide a list of Equipment and Resources.

The equipment is stored in the outside shed and the cupboard in the hall.

The equipment is regularly checked by the PLT but the maintenance and safety of all equipment and apparatus is the responsibility of all staff and any issues must be raised with the PLT as they arise. The gym apparatus is checked on an annual basis by a gym contractor - R.E.J.B. and Company who ensures that the apparatus is safe to use. As mentioned above it is the Headteacher who is responsible for ensuring that these checks take place.

Pupils are taught to manage, handle and use the pieces of apparatus and equipment safely within lessons detailed in the schemes of work.

Budget for PE is now held as part of school budget and if new equipment is required then options available are:

Apply to SMT for release of capital.

Approach FOSMs for possible fund-raising.

TESCO voucher scheme is a yearly source of possible funding.

Pupils have access to sporting equipment at break and lunchtimes. This equipment is kept separate from the PE equipment and is not to be used in lessons.

### The Learning Environment

PE displays are used to support subject knowledge and sporting achievements and activities are celebrated as appropriate throughout the school year.

The learning environments for PE are the hall and the outside hard court and field. The hall is regularly cleaned and swept after lunch to ensure it is clean for barefoot work. The hard court areas and field are safe and free from hazards. There is adequate lighting and ventilation in all of the storage areas and the learning environments.

### Leadership and Management Roles

The PLT is responsible for the leadership of PE within the school and is, in turn, responsible to the Head teacher.

PLT delivers staff inset, and organises outside individuals from county and Witchford family to deliver further training.

### Monitoring and Evaluation

Part of the role of PLT is to monitor and evaluate the teaching of PE, the effectiveness of the schemes of work and the delivery of sport.

Please refer to the Coordinators Policy / Job Description and the Monitoring and Evaluation Policy.

### Assessment and Recording

Core tasks are available on the Staff computer network and should be used by the teacher at the beginning and/or end of a unit of work to assess pupil progress.

Assessment pro-formas are also available on the network, for recording children's achievement efficiently and consistently.

### Continuity and Progression

Information about progression from year to year is stored on the network under Year to year progress folder (nationally, this document is known as the long term plan). It is routinely developed by PLT and Witchford Family.

The curriculum map ensures that the activities in each year group and key stage support optimum continuity and progression for all pupils. Where there are mixed age groups in the same class, the activities are taught on a 2-year cycle ensuring that all activities are covered.

All staff re-inforce the same standards and have the same procedures in PE. The PLT is responsible for inducting new staff in the expectations, use of equipment and apparatus and familiarity of the schemes of work.

Information on pupils is passed on in verbal and written form through staff meetings, end of year reports and transition meetings.

**Reviewed: November 2017**  
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