



# KINGSNORTH CHURCH OF ENGLAND PRIMARY SCHOOL

<b>Name of Policy:</b>	<b>Physical Education</b>	
<b>Date Written:</b>	June 2019	
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<b>Updated By Who:</b>	Mr J Clark	
<b>Policy Originated from:</b>	Kingsnorth Primary School / Aquila/KCC/SPS	
<b>Date To Be Reviewed:</b>	July 2019	
<b>Policy Approved By:</b>	SLT: Yes	
	Staff: Yes	
	Governors: Yes	

**Our Vision Statement:**

**Kingsnorth...the best days of OUR lives!**

**Kingsnorth Values Statement**

At Kingsnorth we ACHIEVE by...

- Aiming high Academically, Spiritually, Socially and Emotionally
- Challenging ourselves constantly to improve our learning
- Helping each individual reach their potential
- Inspiring others and being inspired
- Encouraging risk taking
- Valuing others and feeling valued
- Enriching lives through our Christian Values to become future citizens of the world

**Our 5 Key Christian Values are:**

Thankfulness, Friendship, Trust, Compassion and Endurance

**Statement of Intent**

'Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish level and the Diocese of Canterbury.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all pupils.'

**Inclusion and Equal Opportunities**

All children have equal access to the curriculum regardless of their race, gender, or disability. Our behaviour policy underpins all that we do at Kingsnorth and should be closely linked to our other policies.



## STATEMENT OF INTENT

### **Introduction**

We believe that Physical Education (PE) is a vital part of a child's education. As such, all members of our staff are involved in the wide-ranging PE programme. The PE Co-ordinator is available to support and advise staff whenever necessary. The co-ordinator communicates with other subject co-ordinators where there is overlapping cross-curricular work.

Kingsnorth has bought in to a PE package from Teach, Learn and Grow (TLG) which ensures we are constantly updated with changes in PE & Sport and allows access to online staff CPD training and 24/7 helpline support when needed. We also belong to Ashford Games Partnership to allow our children to have a wide range of competitive opportunities.

### **The importance of PE**

PE promotes the healthy development of a child's body and his/her physical competence. It teaches children the value of physical activity throughout life. It provides them with opportunities for awareness and appreciation of skilful and creative performances, from their own and other cultures.

Decision making, in a child's development, is important, as are enthusiasm, involvement and fair play. These can be encouraged through participation in PE activities.

A great deal of a child's self-esteem and spiritual development depends on a sense of achievement and positive attitude about themselves. This, we feel, can be nurtured through the opportunities we provide in our PE curriculum.

PE enables children to develop socially through co-operation and collaboration. We provide opportunities for children to promote their problem-solving skills and their awareness of others. During PE, a child is encouraged to think, devise, plan, practise, adapt and evaluate individually, or in a small group, or as part of a team, to develop essential social skills.

By taking part in games and learning to follow rules, children have many opportunities to develop positive sporting behaviour. We aim to develop their sense of fair play, both within PE curriculum time, and by encouraging the older children to participate in extra-curricular sport.

PE contributes greatly to the broad curriculum we provide at Kingsnorth School many opportunities for the development of a child as a "whole". Many of the skills acquired in the classroom can be extended, during PE activities, into practical situations to promote confidence and create a positive school community.



**Learning Outcomes:**

The outcomes are derived from the aims and will guide the planning process, forming the basis for assessment of the pupils and evaluation of the policy. Pupils will have access to a broad and balanced PE curriculum through which they will have opportunities to develop their knowledge and understanding.

**Breadth & Balance**

We provide a broad curriculum using the TLG-PE system, focusing in KS1 on learning fundamental skills and introducing pupils to small sided skill-based games. By KS2 pupils are introduced to a wide variety of sports using the skills they learnt in KS1 to build on. They will learn basic rules of a variety of sports including at least one or two lessons of physical activity a week or as a block. Plus, an additional 1 hour of physical activity In Key Stage 1. This includes curriculum activities and the provision of apparatus during playtimes to encourage the children to be physically active.

<u>Key Stage 1 - Skills</u>	<u>Key Stage 2 - Sports</u>
Dance	Tag Rugby
Throwing & Catching	Floor Gymnastics
Sending & Receiving	Hockey
Attacking & Defending	Dance
Gymnastics – balances, travel, shapes	Netball
Net & Wall	Swimming
Striking & Fielding	Tennis
Athletics	Cricket
	Handball
	Athletics / fitness & circuits
	Football
	Outdoors Adventurous Activity (OAA)

The teaching programme will include a variety of well-organised team or individual, and co-operative and competitive activities, allowing pupils to work and play together within their class and school community.

**EYFS**

EYFS covers many aspects of PE under the area of Physical Development during Child-Initiated activities using the TLG-PE system. The activities on TLG-PE are very specific to the statements mentioned in the ‘Moving and Handling and Health & Self-Care’ sections.

**Extra-curricular Activities and Community Links**

Extra-curricular PE activities play an important role in the life of the school. They can extend and develop skills acquired during lesson time, promote the social aspects of sport and add a



dimension to the school community. All children in Years 1 to 6 have the opportunity to participate in one or more of the activities offered.

We feel that competitions against other teams, within the school and inter-school, lead to the development of team spirit and enable children to learn the useful lessons associated with winning and losing. Our membership of the Ashford School Games Package keeps us informed about the wide variety of sports events being held in the area. We, as teachers, have opportunities to build upon our skills from specialists.

### **Principles of learning, teaching and inclusion**

Teachers will adopt a range of teaching styles in order to engage all pupils in learning. Using TLG-PE, a long-term plan was put in place in April 2018. All areas have a scheme of work ensuring progression and variety throughout the school.

#### **Our PE Curriculum ensures we can:**

- Aim to give every pupil the opportunity to experience success in learning and achieve high standards
- Take a flexible approach to take accounts of any gaps in learning and to meet individual needs

#### **Respond to pupils diverse learning needs:**

- Teachers will set high expectations and provide all pupils with opportunities to achieve
- Teachers will be aware that pupils bring with them a range of experiences and take these into when taking PE Lessons.

#### **Overcoming potential barriers to learning:**

- In PE the barriers to learning can range from physical capabilities to issues around changing, difficulties with language and comprehension or attitude and expectation. Things that might act as barriers for a few or many pupils will be addressed through planning and differentiation.

Using the TLG-PE system, teachers have been trained to use the STEP method to ensure differentiation and challenge during lessons. This enables maximum physical participation whilst being completely inclusive.

**Space** - increase or decrease the area or distance in which the task is performed.

**Task** - break down the task into steps, repeat the task, extend or decrease the time given to complete the task.

**Equipment** - change the size, height or layout of the equipment.

**People** - are the children working alone, in mixed ability pairs, in same ability groups.



### **Equal Opportunities:**

Pupils will have equal opportunities to access, take part in and succeed in PE and Sport. All pupils regardless of race, culture, gender, physical or learning disability, social origins or physical stature are entitled to be included and achieve. Every pupil has an entitlement to a broad and balanced curriculum, equal curriculum time, access to extra- curricular activities and use of resources and facilities. Our policy is to enable all pupils to experience success. Sensitive and informed grouping of pupils, for example, mentor, ability, social and random groupings will ensure all pupils will contribute, be actively and physically involved and be challenged appropriately. Resources and facilities will also support children's age, stage and ability.

### **Additional Educational Needs:**

Pupils with additional educational needs will be entitled to the same access to physical education and sport as their peers. In planning lessons teachers will identify challenge for all pupils, modifying and adapting the task and/or equipment to include all pupils.

When planning for children with special needs, teachers realise that it is important to examine both the content and the methods of the PE programme, so that each child can gain the maximum benefit. Teachers plan positively for these children by:

- identifying their need;
- gathering background information;
- establishing objectives;
- keeping records as necessary;
- emphasising ability not disability.

Additional support will be given where it is needed and liaison with the SENCO will be sought.

### **Gifted and talented:**

For pupils whose abilities exceed the expected levels of attainment, teachers will use the STEP method for increasing challenge. Teachers may draw on work from later key stages to provide extension work giving greater depth or breadth of knowledge, skills and understanding. Where a child has a particular gifted ability in one sport it will be necessary to work with parents and coaches and to identify a local club or coach who can further assist that child outside of school.

### **Key Skills / Cross-curricular links:**

PE offers an additional dimension to the whole school curriculum and the wider life of the school. PE has particular links with health education, personal and social education, citizenship, and key skills, including, literacy, numeracy, ICT, geography, language and communication skills and working with others. The dance element of the physical education curriculum will also enhance and enrich, complement and intensify experiences within the arts curriculum and across the school. Teachers will give pupils the opportunity to make the connections and develop these key skills through their work in PE.



### **Continuity and progression:**

The curriculum offered in PE will provide a framework for progression taking account of pupil's needs and abilities.

### **Sportsmanship:**

All children should demonstrate our school values when taking part in PE and Sport. When children are competing, they are representing Kingsnorth and should uphold the Christian Values the school promotes. Every child should at least try to participate in PE and Sport in accordance with the school values. Commitment is also paramount. Any child who commits to taking part in a school team, practice or an intra or inter-tournament must honour their commitment. If the participant drops out for no good reason, that child will risk being selected in the future. All children and parents will be made aware of this procedure prior to the commitment.

### **Assessment Recording and Reporting:**

#### **Teachers:**

Using the TLG-PE online portal, teachers will assess each child in their class against the learning objectives being taught for each term. Under each skill / objective, teachers will assess if a child is EMERGING, MET or EXCEEDING in each of the areas. Furthermore, teachers are able to assign 'notes' to individuals to make future class teachers aware of any progress, achievements and particular difficulties. These 'notes' will remain with individuals but only against a particular set of objectives.

Teachers can use the assessments to produce reports of progress for their class and use this information to inform their STEP targets for PE lessons.

Teachers are encouraged to work alongside year group partners regularly as well as other year group teachers to ensure consistency and accuracy of PE assessments. It is also expected that teachers assess children or straight after lessons using the TLG-PE portal. This ensures greater accuracy of PE assessments.

#### **The subject leader:**

#### **Will provide strategic direction and development of physical education.**

- To continue working with TLG-PE to help develop ideas and confidence for staff.
- Ensure that the policies and plans reflect the ethos of the school.
- Is responsible for developing a long-term curriculum plan based on the national curriculum programmes of study.
- Support other staff to develop and build their confidence in teaching PE
- Will evaluate the effectiveness of the physical education curriculum.



- Attend meetings each term to develop community links with other schools and enable the participation of our pupils in district tournaments and events.
- Attend any CPD training and conferences to improve the teaching and learning of staff.

**Will secure and sustain effective teaching of PE and evaluate the standards of learning and achievement:**

- Will monitor standards of teaching and learning using a range of strategies including lesson observation, reviewing planning, teacher assessment data and talking with staff and pupils.
- Will ensure curriculum coverage, continuity and progression, taking into account the needs of all pupils.
- Ensure that teachers are clear about teaching objectives in lessons and can communicate this to pupils.
- Set expectations and targets for staff and pupils in relation to standards of achievement and the quality of teaching.
- Develop effective links with parents and the local community in order to extend and enhance the understanding and development of the subject.

**Will lead and manage staff:**

- Help staff to build constructive working relationships when working in PE and sport.
- Liaise with other curriculum co-ordinators re cross-curricular activities for example Sports Activity Events.
- Support staff to evaluate and develop their practice.
- Lead professional development of the subject and help to identify opportunities for continuing professional development to meet the needs of staff and the school.
- Support trainees and newly qualified teachers to develop their understanding and practice in PE.
- Will ensure that staff and governors are informed and involved in developments, policies, plans and priorities and the success in meeting these.

**Will identify and support efficient and effective deployment of staff and resources:**

- Will establish staff and resource needs.
- Review the needs of physical education in terms of delivery, staff training and resources to keep the subject in line with any National or County Changes.
- Will have a PE development plan, which will support the school development plan.
- Communicate with sporting organisations and other schools
- Ensure the effective management and organisation of learning resources.
- Establish, update and maintain resources bases in both departments.
- Support the development of the learning environment to create a stimulating climate for teaching and learning.
- Work to ensure that there is safe practice and that risks are assessed and managed.



## Health and Safety:

- It is essential to secure safe practice and to ensure that all routine procedures are agreed and consistently adhered to by all staff. These procedures will include, organisation within the lesson as well as before and after the lesson when changing and moving to and from the working area; pupils' kit and equipment, resources including storage and safety, pupil's responsibilities and management of safe practice and the withdrawal of pupils.
- It is essential that pupils are taught skills and operate within appropriate ground rules to enable them to participate safely and confidently within PE. Pupils are expected to work in a safe manner and know what this means.
- All staff will plan their work with the safety of pupils in mind and support can be sought from the subject leader to ensure that this is the case and that risks have been assessed and are managed effectively.
- The PE leader will ensure all outside agencies are appropriately qualified, risk assessed, mentored and that communication between outside agencies and school staff is clear.

## Clothing – In doors PE:

- Black or navy shorts only,
- PE shirt (colour dependant on child's school house),
- Black plimsolls, white/black/navy socks.

Children will not participate in any indoor school sports if the child isn't wearing the correct clothing. This excludes any clothing which must be worn for religious reasons. It is the responsibility of the teachers to make children aware of the correct clothing procedures which includes no wearing of: jewellery, headbands, fitness trackers, watches, outdoors clothing including joggers, fleeces and hoodies, and earrings.

When children are learning floor gymnastics and dance in the hall, children must remove plimsolls and perform in bare feet. However, this can be at the teachers' discretion. Children must wear plimsolls from the classroom to the hall and if they need to visit the toilet.

## All jewellery including earrings/studs and sports bands in PE and Swimming:

**ALL** jewellery must be removed before participating in **ALL** PE lessons (including swimming). If a child is unable to remove their own earrings parents should do so before school on a PE day.

In the event that children cannot have their studs removed during the 6 week healing period or children come to school with earrings in, they will receive alternative PE education by the teacher. This includes activities such as - assessing, timing, scoring, refereeing, photographing, coaching etc. However, the children cannot participate physically and must be in full school uniform during the lesson.

Staff should always give a verbal reminder to children about jewellery before the PE lesson.



## Clothing - winter for Outdoor Games

- Black or navy jogging trousers
- School embroidered fleece or plain red fleece only (optional as light- weight coat/ outdoor PE)
- Black or navy trainers without logos or school plimsolls
- School or prescription only sunglasses (at discretion of the teacher)
- Red PE bag – Red Kingsnorth drawstring bag or any drawstring bag
- Football – Shin pads should be worn at all times and must be worn during football matches. Plastic studded football boots only can be worn on the field. No studded football boots should be worn on playground or MUGA.
- Hockey – Shin pads and mouth guards must be worn at all times for KS2 hockey due to the wooden sticks being used. When KS1 children use hockey sticks for their fundamental skills, they will use the smaller, plastic sticks. No shin pads or mouth guards are needed for KS1.

**It is the responsibility of the teachers teaching PE to make sure all children are wearing the appropriate sportswear. If children forget any key sportswear which disallows them to participate in PE then teachers must follow up with the parents by phone or text. This is to ensure the correct sportswear is in place by the next lesson. If this continues then teachers should make the FLO aware to be followed up.**

It is at the teachers' discretion whether children wear jogging bottoms, leggings or fleeces outside in Terms' 1, 2, 3 & 4. This decision will be based on the weather only. School sunglasses can be worn but it is weather and sport dependent and at the teachers' discretion. Religious clothing rules will be respected.

NB. There is additional guidance for health and safety in PE and sport in the BAALPE (British Association of Advisers and Lecturers in PE) '*Safe Practice in Physical Education*' which is available in school. There is also the KCC guidance on '*The Leadership and Management of Offsite work*'. Additional advice and support can be sought from the Adviser for Physical Education and the KCC health and safety department and TWKSSP. Ensure the sports premium money has impact on school sport in school.

## **Swimming**

Swimming at Kingsnorth is time tabled in the spring term for all Year 5 children, plus any pupil in Year 6 who is unable to swim 25m. Children, therefore, have the opportunity to develop and improve their swimming by the end of the primary phase. Swimming lessons last approximately 30 minutes and count as one of the classes' weekly PE lesson. Children are transported to the Stour Centre in Ashford by coach.

## **Roles and Responsibilities**

**The role of the member of staff in charge:**



- The welfare of children in changing room;
- Overall maintenance of good discipline;
- Counting children into and out of the building and recording these numbers so that they are visible;
- Marking the attendance register;
- Ensuring the water safety of all children and maintain a safe working environment;
- Confirm attendance levels and any relevant medical information with the swimming instructors;
- Make arrangements for the provision for children with special needs and confirm risk assessment;
- Adhere to health and safety requirements;

### **The role of adult helpers:**

- The welfare of specific children in changing room. Supervision and oversight of designated child, ensuring the child understands and follows instructions.
- Consult with the member of staff in charge and agree arrangements to be made about the provision for children with special needs and confirm risk assessment.
- Adhere to health and safety requirements.

### **The role of the Deputy Head and/or Class Teacher:**

- To undertake a risk assessment of the school's swimming provision and monitor its implementation;
- To ensure that the law relating to SEND is followed whereby schools take all reasonable steps to avoid discriminating against pupils on the grounds of their disability.
- To maintain and keep a record of the pupils' swimming achievements inside and outside of school.
- Ensure the recommended teacher ratios are adhered to.
- To ensure annual briefing sessions take place with all staff involved with swimming provision.

### **The swimming instructor will:**

- Possess DBS clearance.
- Have full ASA Teachers Award or an STA equivalent as well as a life-saving award recognised by Health and Safety Unit.
- Possess a relevant First Aid certificate.
- Make sure all children and teachers know safety drills.
- Have all equipment ready and in the correct place in the teaching area.
- Consult with the accompanying teacher and agree arrangements to be made about the provision for children with special needs and confirm risk assessment.
- Ensure children know the procedure for the start/end of lesson, their grouping and assigned area of pool and teacher.
- To assess and record pupil progress.



**HEALTH AND SAFETY** It is essential that schools take note of and comply with 'Safe Practice in Physical Education' [BAALPE] which provides detailed, authoritative guidance on safety issues, including safety in swimming lessons and the DfE guidelines on educational visits. 'The duty of care for all pupils remains at all times with the accompanying teacher.' (BAALPE Safe Practice in Physical Education) All staff involved with swimming provision will have read the relevant BAALPE documentation.

## **Behaviour**

The swimming pool is a place of work and should be treated as a classroom with the same rules regarding behaviour.

## **Attendance**

All parents must ensure that their children attend all allocated lessons. As swimming is a statutory part of the National Curriculum. Parents do not have the right to withdraw their children from this statutory element of the National Curriculum, unless the child has an EHCP (Education Health Care Plan).

Older children are encouraged to be independent in terms of organising their swimming kits. Children who forget their swimming kits or cannot participate in the lesson for any reason will be required to attend and observe the lessons from the side of the pool. This is in line with the other aspects of the PE curriculum delivery.

Parents of children returning from an illness that would prevent them from swimming for a short period of time must provide the school with medical evidence of the illness in order that they may be excused from the lesson. Should a child not be able to swim for an extended period of time, a Doctor's letter must be provided.

## **Swimming Kit**

Swimming Kit Girls should wear a one-piece swimsuit and boys should wear swimming trunks (not baggy 'board shorts'). All children with long hair will need to ensure that their hair is tied up. Provision must be made for alternative attire for minority ethnic pupils when a request is made. No jewellery (e.g. earrings, bracelets, necklaces) or sport accessories (e.g. fitness trackers, watches) to be worn during swimming lessons. We do not encourage beginner swimmers to wear goggles. Please see the exemplar parent information letter below:



## **CHILDREN WHO WISH TO WEAR GOGGLES IN A SCHOOL SWIMMING LESSON**

Goggles are not needed for everyday swimming. It should be remembered that in the event of your child being involved in a hazardous water situation it is extremely unlikely that he/she would be wearing goggles. It is highly desirable therefore that your child learns to swim without being dependent on goggles.

Goggles may cause injuries even resulting in blindness if a child is knocked on the goggles when swimming or diving or putting them on and removing them. Goggles do not keep all water out of the eyes. Goggles often steam up for the first few minutes after putting them on. School swimming lessons usually last for about 30 minutes. The children swim in large numbers and sometimes in crowded conditions. Beginners do not always have full control of arm and leg movements. These factors may increase the possibility of being hit on the goggles. Goggles are held in place by tight elastic and are made of hard plastic.

The use of goggles is advisable only when there is excessive reaction to the chemicals in the water and where the swimmer is involved in lengthy training sessions. In these cases goggles may reduce the effect of contact of the eyes with the water a little. If goggles are used they should not be made of glass or breakable plastic. It is recommended that such goggles be purchased from a recognised sports equipment retailer or from local baths/leisure centres. Your child will need to be taught how to put on and remove the goggles and how to empty the water out safely:-“The goggles must be held firmly with both hands each gripping the outside corner where the straps are attached. The goggles must then be pushed upwards and NEVER pulled out away from the face.”

If you wish your child to wear goggles in the school swimming lessons please make this request in writing to the school.

----- GOGGLES

I, as parent/guardian of .....

I acknowledge that I have received and read the notes of Advice To Parents Whose Children Wish To Wear Goggles In A School Swimming Lesson.

Signed .....Date.....



## After-School and Outside Agency Clubs

After-school and outside agency clubs will follow the school's PE policy at all times. They will refer to the jewellery and clothing procedures and will disallow participation if children don't have the correct wear. Parents will be reminded termly of the school's sportswear and jewellery policy on club letters and the school website. If a child does not have the correct sportswear for an after-school club then the school office will inform parents immediately.

Football Club only – for this sports club, children are allowed to wear their own football top.

## **Sports Premium Funding**

In October 2018 the school was given £18010 School Sports Premium Funding. The Government recommendations for these are as follows:

### **Funding to be spent on schools to have impact on the following:**

**5 Key indicators that schools should expect to be able to demonstrate improvement in as a result of their PE and sport premium:**

- 1) The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 - 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.
- 2) The profile of PE and sport is raised across the school as a tool for whole-school improvement.
- 3) Increase confidence, knowledge and skills of all staff in teaching PE and sport.
- 4) Broader experience of a range of sports and activities offered to all pupils.
- 5) Increased participation in competitive sport.

TEACH LEARN GROW  
PHYSICAL EDUCATION

These will be reported on at the end of each year and also regular updates will be provided to the Governing Body in relation to how it is being spent. We will also publish this on our website/newsletter. The accountability is as follows:



**Maintained schools, including those that convert to academies, must publish information about their use of the premium on their website by 4 April 2018. Schools must publish:**

- The amount of premium received.
- A full breakdown of how it has been spent (or will be spent).
- What impact the school has seen on pupils' PE and sport participation and attainment.
- How the improvements will be sustainable in the future.
- How many pupils within the year 6 cohort can do each of the following:
  - Swim competently, confidently and proficiently over a distance of at least 25 metres.
  - Use a range of strokes effectively.
  - Perform safe self-rescue in different water-based situations.

PE and sport premium for primary schools  
Department for Education - 24th October 2017

TEACH LEARN GROW  
PHYSICAL EDUCATION

## Review

The co-ordinator, in consultation with the Headteacher and staff, reviews and evaluates all aspects of PE in the school within an annual action plan. This plan is used as the basis for the development of PE within the School Development Plan.

## Conclusion

This document outlines the school's current policies regarding the teaching and organisation of PE activities and events. It emphasises the importance of PE to the school environment and in the development of all pupils. The policies and procedures are updated on a regular basis to ensure the continuing effectiveness of all PE activities at the school.