



Glasshoughton
Infant Academy

Physical Education Policy

Glasshoughton Infant Academy
September 2020
Version 1

Next Review
Sept 2021

Everyone deserves the Best!
Everyone deserves Respect!

Intent

Physical education develops the children's knowledge, skills and understanding, so that they can perform and participate with increasing competence and confidence in a range of physical activities now and in the future. These include dance, games, gymnastics, apparatus and outdoor activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus, we enable them to make informed choices about physical activity throughout their lives.

Physical education plays a vital role for pupils at Glasshoughton Infant Academy by:- being a driver for other curriculum subjects; providing cultural capital, so children have a deep understanding, respect and tolerance of the world around them, taking in to account individual needs and styles where ALL children experience success; increasing the physical, mental health well-being of all children through the use of exercise and to further build the character of children through a range of extra-curricular opportunities.

At Glasshoughton Infant Academy, we recognise the contribution of PE to the physical health, mental health and well-being of the children especially in **response to Covid-19** and school closures. We know that children will have faced different experiences during closure including lack of movement competence, anxiety, bereavement, social isolation, lack of confidence and lack of activity. Physical education is paramount in helping children reintegrate back into school life and improving their overall health and well-being. We believe that an innovative, varied and a remote PE curriculum and extra-curricular opportunities have a positive influence on the concentration, attitude and academic achievement of all our children, whether learning in school or at home.

Implementation

We have a very broad Primary Curriculum covering 12 subjects meeting all the national curriculum requirements. The National Curriculum states that children should be taught to master basic movements, participate in team games and perform dances using simple patterns. Children access a weekly indoor and outdoor PE session.

Physical health and well-being are not taught in isolation at GIA but through a range of experiences including: -positive playtimes, the play leaders programme, the use of the Scrap Shed, Healthy Week, extra-curricular clubs, the daily mile and HiT sessions, circle time and Science lessons.

Children will develop specific gymnastic skills, dance skills, ball skills, team game skills, interpersonal skills in each year group at GIA through a coherently planned and sequenced curriculum. This is outlined in the long term and medium term planning and also to ensure that PE topics are revisited to commit knowledge to long term memory. There is a coherent planned pathway of learning to support progress from on entry to end of key stage 1 and beyond, accelerating progress in all sequences of learning.

- Learning is most effective with **spaced repetition**
- **Interleaving** helps pupils to discriminate between topics and aids long term retention.

- **Retrieval** of previously learned content is frequent and regular, which increases both storage and retrieval strength.

Across the year children are taught a range of skills using both the floor and a range of apparatus. Dance sessions are planned across the year and progressively throughout each year group.

PE is taught in a cross curricular manner- using techniques across the curriculum that the children are familiar with e.g. mapping, critique, maths fluency and responding to music as they learn through a variety of methods and learning styles. The transference of skills and language between subjects will then be seamless.

With coaching from the PE lead teacher class teachers will complete plans for PE lessons to ensure lessons are progressive to meet the needs of all the learners.

Teaching and learning styles

Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as WAGOLLS/models for the other children and we encourage the children to evaluate and critique their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources such as climbing frames and sporting equipment.

During each lesson the children are given the opportunity to Speak like an Expert. This term has been adopted across the curriculum by all learners. Children are expected to retrieve knowledge that has been previously taught as a strategy to support them to move learning from the short term to the long-term memory. To ensure lessons are learning focussed, with an emphasis on the development of children's vocabulary, Sticky Knowledge is used. This is the knowledge we would like the children to retain. This knowledge is key. This allows children to confidently communicate their learning.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child depending on their starting point. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as throwing and catching, running.
- Setting tasks of increasing difficulty, where not all children complete all tasks, e.g. climbing the rope, getting across the monkey bars.
- Providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

Providing opportunities for children to challenge themselves within sessions.

Using entry and exit assessments so that all children make progress from their starting point.

The Foundation Stage

EYFS Early Adopter Framework:

As early adopters of the EYFS framework July 2020, in Physical Development, children at ELG will be able to:

Gross Motor Skills;

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills;

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing.

Within the EYFS curriculum Physical Development is a prime area. We relate the Physical Development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Contribution of PE to teaching in other curriculum areas

English

PE contributes to the teaching of English and speaking and listening in our school by encouraging children to describe what they have done and to discuss how they might improve their skills. Children critique others work and record their ideas. Children use subject specific terminology, taken from their correct and consistent use of Speak like an Expert and Sticky Knowledge within each lesson, in order to communicate their learning.

This is apparent throughout subjects which also relate closely to the teaching of PE, such as Science and PSHCE.

Computing

We use Computing to support PE teaching when appropriate. We use cameras to take photographs and videos of children taking part in dance, gymnastics, apparatus and games (indoor and out) We use the IWB to show children clips of dancing, gymnastics and other sports for example, sports around the world, Tour de Yorkshire, music clips and events from the Olympics.

Mathematics

PE contributes to the teaching of Mathematics by encouraging the children to count moves and actions they make, find numbers, read measurements and solve problems in a team. Fluency within maths is also developed in warm up-matching exercises to counting in multiples of numbers.

Science/ Geography/ History/ Music

PE contributes to the teaching of all other curriculum areas as children are encouraged to think about how their body works, how to read maps and compasses, games from the past and using their imaginations to think of new games and movements. Music is used throughout the PE curriculum.

PSHCE

PE contributes to the teaching of PSHCE as the children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work encourages them to co-operate, collaborate, refine, rehearse, invent, explore, communicate and remember within and across a unit of work.

Teaching PE to children with Special Educational Needs

At our school we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a coherently planned and sequenced curriculum to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We have high aspirations for children with SEND and they achieve exceptionally

well from their starting points. We do this by setting suitable learning challenges and responding to each child's different needs. Children with a This is Me booklet, at School Action level, may have specific targets relating to a physical need where appropriate. We enable pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school, for example, a sports event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils. See the Educational Visits Policy.

Extra-curricular activities

The school provides a range of PE-related activities including multi-skills and dance for children at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of the school year. The school also has links to the high school where the children take part in multi-skills competition. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

The school provides opportunities for children to develop their physical development outdoors during playtimes and lunch times. The Scrap Shed is open every day for children to use. Play leaders are also deployed daily to support positive playtimes. Each class has a colour coded basket of equipment to use at playtime. There is a trim trail and markings on the playground which children are encouraged to use.

Impact

Teachers assess children's work in PE by making assessments as they observe them working during lessons. Entry and exit assessments are completed and recorded using Assessment ladders. Teachers use AFL within lessons to plan future lessons in order to meet the needs of all learners. The impact of the curriculum is that by the end of the year, the vast majority of children have sustained mastery of the content, knowledge and skills, they remember it all and are fluent in it.

Resources

There is a wide range of resources to support the teaching of PE across the school. We keep most of our equipment in the PE store, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to

handle equipment safely. The children use the school playground and field for games and multi-skills activities.

Health and safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them and adults teaching them to change for PE into the agreed clothing which includes;

Indoor kit: lycra shorts, white short sleeved t-shirt, black/ red leotard.

Outdoor kit: Tracksuit bottoms, t-shirt, jumper/ jacket, socks, trainers.

Stud earrings can be worn but must be covered by masking tape during PE lessons. Long hair should be tied back during all PE lessons.

Staff: -An appropriate change of PE kit including trainers e.g. tracksuit, training leggings and t-shirt, sports top.

All adults and children are shown how to correctly set up PE equipment. For example, carrying a mat is done by four children one at each corner, putting a bench out needs six children. Making sure bolts are in place before using apparatus and that all equipment being used is set up and positioned appropriately and safely around the room.

All pupils must participate in silence for safety reasons. Three rules will be shared and implemented during PE: -Stay quiet, Stay safe and Try your best. These are vital to the health and safety of pupils.

Monitoring and review

The work of the subject leader also involves coaching colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Signed 
Mrs A. Walker Headteacher

Date: Sept 20

Signed M. Atkinson
Mrs M Atkinson PE Lead

Date: Sept 20

Signed 
Mr P. Wagstaff Chair of Governors

Date: Sept 20

Next Review Date: September 2021

