



WOODMANSEY CE
PRIMARY SCHOOL

Woodmansey CE Primary School

PE, Sports & Games Policy



1. WE BELIEVE

Physical education in school is essential to the development of motor skills (both gross and fine) and the enhancement of reflexes. Hand-eye coordination is improved, as well as good body movements, which helps in the development of a healthy body and good posture.

It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. By giving pupils the opportunities to compete in **sport** and other physical activities it enables pupils to build character and help embed values such as fairness and respect.

2. AIMS

- For all children to become physically literate and understand the need to stay active in order to maintain a healthy body.
- To give regular opportunities to improve on and evaluate performance in particular area of physical activity (Personal Challenge)
- To provide a safe supportive environment for a broad, balanced programme of physical education in and out of curriculum time.
- To provide progressive and differentiated learning objectives that will allow all children to participate and enjoy success.
- To provide a variety experiences that cater to all preferences and strengths and the needs of all pupils.
- To effectively spend; allocate the PE/Sport Grant money in line with the enhanced inspections.
- To encourage children to adopt the key sporting qualities as set out by the School Sports Partnership.



3. PLANNING

Long Term Plan

PE has been allocated 86hrs (KS1) 98hrs (KS2) per year.

This is distributed across the areas of GAMES, DANCE, ATHLETICS and GYM (and in the case of Y3/4 SWIMMING)

Refer to the year group LONG TERM planning for contracted hours and UNIT TITLES this includes the **mandatory 30min fitness session each week**- hall time will be allocated for this. All subjects have a medium term overview from which



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staff can start to plan units using key skills, vocabulary and outcomes to support work.

4. MASTERY IN PE

What it means to achieve mastery in PE

Pupils fully understand how to use their bodies to achieve high quality movement and game play across the strands of PE. They will have the instincts to move and play safely and also have the physical dexterity and stamina to refine and perform to a high standard.

Through the process pupils learn and apply skills and can use this creatively in movement and instinctively in game play.

Through the process pupils are critical; evaluate their performance and the performance of others to improve.

Pupils understand the importance of rules and staying safe in the field of PE.

- **Coherence means in PE...**
 - The process of lesson design is consistent across the school. Each unit should be taught in a manner which is immediately understandable to the pupils. Main teaching points will be:
Skills, Vocabulary, Safety, Rules, Outcome.
Coherence on an individual level will include these teaching points delivered step by step building towards a final outcome (eg: basic throwing/catching...passing/receiving...small game play/races...a game!)
 - On starting a unit there should be a reminder of the skills learned in previous units and particularly those with similar themes i.e. Dance.
- **Variation means in PE...**
 - The main variation in PE is that ALL activities require certain skills, stamina and perseverance to perform well. Children will also need to work together with others and learn key values of cooperation, tolerance and sharing whether it is in a game, a dance or movement.
 - Another variation is in the role that pupils take in the process. This should include opportunities to lead and coach others. Children should experience working alone at times; in pairs as well as part of a team in all strands of PE.
 - The other key variation is the explicit recognition that the process of discussion and evaluation is applied to all forms of PE with the same outcome: to improve!
- **Structure in PE:**
 - Unit plans should always be taught with the following structure:



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- Identify strand and key outcomes.
 - Safety, vocabulary and skills.
 - Developing skills and applying.
 - Gameplay/performance.
 - Evaluating performance and next steps.
- **Fluency in PE**
 - Pupils are expected to understand rules and key vocabulary. They should be able to comment on performance and ask questions; respond to critique and evaluate in order to improve performance.
 - Pupils should be able to discuss, plan and communicate ideas to improve skills and performance in pairs, small groups or teams.
 - **Making connections in PE**
 - Children should be making connections across the units from KS1 with the basic skills learnt which they can apply later in the curriculum; building on prior knowledge and basic concepts (such as attack/defence; throwing/catching; jumping/landing; rolling and balance)
 - On the commencement of each unit key ideas should be discussed about safety, fair play, standards of behaviour and the key sporting qualities:



KEY CONCEPTS/THEMES/PROCESSES which run through the units that need to be developed, step by step, and show progression year on year. These are reflected in the organisation of objectives in FLiC and the Assessment Grids.

- **Developing skills.**
 - **Exploring parameters of activities.**
 - **Applying skills and using them effectively.**
- ...and the overarching skills of:
- **Working as part of a team.**
 - **Displaying sportsmanship.**
 - **Reflecting and evaluating performance.**

PE ACTIVITY CONTEXT	EXPLORING THE PARAMETERS OF THE DISCIPLINE	DEVELOPING SKILLS TO PARTICIPATE EFFECTIVELY	USING THE SKILLS EFFECTIVELY i.e. Skill Level	PERFORMANCE AND PARTICIPATION IN THE FIELD OF PHYSICAL ACTIVITY	EVALUATING YOUR JOURNEY AND RELATING IT TO OTHERS



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5. RELATIONSHIP WITH THE REST OF THE CURRICULUM

PHYSICAL EDUCATION AS A CROSS-CURRICULAR TOOL

Literacy: Speaking and listening skills are prompted through evaluating and appraising work produced by themselves and their peers. Children are encouraged to offer constructive criticism and discuss methods to improve their work. Literacy is also promoted through the children recording their sequences, games, rules and ideas as reminders; or as a working document for other groups of children to use, particularly Young Leaders, who will have to pass on their games, ideas and training.

Numeracy: Elements of problem solving are approached through creating dance sequences and new games. Dance and gymnastics also extends opportunities for shape and pattern. At Key Stage 1 number work is evident through practical games and warm up tasks.

Information and Communications Technology (ICT): ICT skills are used to support the teaching of Physical Education through the use of video cameras. Recordings of performances are used for the children to be able to critically evaluate their work, and record improvements.

Personal, Social and Health Education; and Citizenship (P.S.H.C.E.): Physical Education contributes to the children's personal and social skills throughout the subject, encouraging children to interact with all and abiding by game rules. It offers the children opportunities to develop acceptable behaviour in a variety of situations. Health education is promoted through delivering the benefits of exercise and healthy eating. Physical Education gives the children the opportunity to experience how their body works in different situations. PE, in particular, sport has much to teach children about fair play, teamwork, responsibility and good sportsmanship. PE can also be an important part of helping to raise children's confidence and self-esteem. The structure of our Physical Education curriculum and out of hours clubs expects children to work with all children irrespective of race, sex or ability. This enables the children to gain respect for everyone therefore gaining a better understanding of themselves and others.

MFL: As part of the school's promotion of greater cross-curricular foreign language use, PE can again play an important part. Basic moves, directions and rules could be translated into French and used on a regular basis in PE lessons e.g. Line up, find a space, find a partner etc. Songs/music from other cultures/languages can be used in dance and Activate sessions are also delivered in French using a special resource which spans all ages.

6. MEDIUM TERM PLANNING

The Medium-Term Plans for PE sessions have been created by the subject leaders to cover a progression of skills and knowledge stipulated in the new curriculum.

They:

- Provide a starting point.
- Ensure progression.
- Give key vocabulary and skills to be mastered.
- Give equipment and safety guidance.
- In the case of SPORTS have clear rules and game play.
- In the case of ATHLETICS have rules and scoring ready for sports day.
- Provide clear guidance and enable differentiation and extension activities to be arranged.



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- Give staff who are not experts in PE the confidence to tackle the subject well with their pupils and to meet the requirements of the National Curriculum fully.
- Provide a focus for discussions between the teacher and coordinator.
- The medium-term plans have enabled confidence to grow and enabled staff to use the models given and to adapt the activities or to change them altogether and produce original plans based on a well-tested approach.

7. ORGANISATION

The decision-making process involved as teachers prepare to implement a PE is as follows:

1. What experiences have the children had previously in PE and what skills have they already mastered? Teachers can then use medium term planning to assess:
 - A) Essential knowledge.
 - B) Essential skills
 - C) Key questions
 - D) Core vocabulary
 - E) Outcomes.
2. How and when is the PE unit to be blocked? (using above)
3. Agreements need to be sought over access resources and field/hall/MUGA etc.
4. Which resources are required? Are any extra resources required? Approach coordinator to order these if necessary.
5. If colleagues feel insecure about a particular PE unit or require support in a particular element of it, classroom support from the coordinator can be sought.
6. Volunteer Helpers / support staff have to be arranged for eventualities- e.g. Children with particular medical or physical needs; working with risky equipment.
7. Is differentiation into set groups appropriate? (SEND)
8. What safety issues need to be covered and discussed with children (especially in gym units)
9. Which skills need to be taught/revised for progression in the discipline?
10. Are children to be working as individuals, in pairs or small groups?
11. What are the essential rules of the games/activities being taught ready for "gameplay" (many of our sporting units culminate in a tournament)



8. HEALTH & SAFETY

In Physical Activity general teaching requirements for health and safety apply. Children are expected to change into suitable clothing and remove jewellery. Teachers are expected to lead by example and also wear appropriate clothing. Earrings should be taped over.

In both outdoor and indoor lessons clear safe boundaries are set for the children by using line markings or cones. Equipment is checked for safety by the Physical Education Co-ordinator and also by teachers prior to using it. The children are also encouraged to consider their own safety and the safety of others.

Risk assessment posters are located in key areas and these should be adhered to by all staff. Each sporting activity has a risk assessment to be read, familiarised with and then signed off by all staff who teach that area. These are kept in the central file box in the staff room.

There is a general off-site EVOLVE form for all off-site competitions which is signed-off and taken with attending staff. Swimming risk assessments are reviewed by staff annually. ALL medication should be taken in a central bag for any off-site activity.

Letters for attendance in after school sports will always include:

Can/Cannot attend; date and signature box; emergency contact number box; medication required box; photo permission box... to be completed by parents/guardians. These are shredded to keep in line with GDPR.

Staff attending after school events will adhere to pupil/teacher ratios and will always take a first aid kit. Any medication needed is the child's responsibility to obtain but staff MUST check that they have it close to hand.

The school has a stock of Physical Education kit, which can be purchased from the school office. Children in both key stages should have a white, plain t-shirt and plain black shorts for indoor P.E. uniform kit, available every day; KS2 children also require a warm outdoor kit. Children must remove all jewellery prior to a Physical Education lesson. Members of staff are also encouraged to follow safe guidelines in regard to their jewellery, clothing and footwear.

Children participating in out of hours clubs must change out of their whole school uniform and wear a Physical Education kit. All regular P.E. rules apply through the clubs.

All games lessons follow a structure of a warm up routine, skill development, games context and a cool down. Appropriate clothing must be worn including footwear.

All gymnastics lessons follow the structure of a warm up routine, floor-work, skill development/apparatus and a cool down. Gymnastics should be done barefoot.

All dance lessons follow a structure of a warm up routine, isolated skill progression, composition development and a cool down. Dance should be done barefoot.

All fitness lessons should include an inclusive warm-up followed by regular intense activity and a cool down. Fitness should be done barefoot.

Hockey and Football may require the use of shin pads.

Football only requires shin pads if studs are being used.



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9. OTHER PRIORITIES

Children should be made aware of the need for exemplary behaviour as in any other lesson.

Children should be encouraged to maintain high levels of sportsmanship and respect. Children should be encouraged to become more self-reliant in organising themselves in regard to having the correct sports kit and changing themselves.

There should be discussions in teaching teams and with the children regarding what equipment will be needed and basic safety.

Other Curriculum Issues:

Year 1 and Year 2 have Activate into their daily repertoire and follow Val Sabin schemes. Y2 have adopted handball as a “start-up” sport and have an annual tournament to consolidate these skills.

Y3 to Year 6 have a Pre Lunchtime Activity of taking part in ‘The Daily Mile’. This encourages those who prefer to sit or be more sedentary at breaktimes to participate in some exercise.

Y1-Y6 also have a 30min Fitness slot every week. This is timetabled to take place in the hall (but can be done outside if teacher want to) This should involve station-based fitness activities or aerobics style lessons- The aim is to raise the children’s pulse rates and build stamina.

Special Events

Outside agencies and professional sports coaches are welcomed into the school to work with children both in curriculum time and after school.

In KS2 two tournaments are organised each year following specific courses in curriculum time. These are in football, rugby, tennis and cricket. Every child in KS2 participates.

Athletics afternoons take place in the summer term.

Our Sports Day (the mole-Olympics and the common-mole games) take place on separate days for KS1 and KS2. These incorporate progression in both track and field events.

Gymnastics, tennis and table tennis are played parallel to this for specific children (identifying strengths of “Talented” individuals)

Tigers Trust; Holtby Tennis and Kevin Bishop Gymnastics used extensively in curriculum time and to help deliver after school clubs.

Through all of this; children must be encouraged and reminded of the key sporting qualities:



10. COMMUNITY LINKS

Children are encouraged to join accredited sports clubs (ERCAS)



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- Tiger's Trust Sports
- East Riding Sports Development
- Beverley Rugby Club
- Longcroft Sports College
- The School Sports Partnership
- Local Primary Schools
- Beverley Leisure Centre
- Beverley Cricket Club
- Mr. I Brice- Badminton
- Meridian Gymnastic Coaching

There are links with **Active Travel** (See Travel Plan)

Cycling Proficiency takes place in Year 5/6 to encourage more independent but safe cycling to school and a bike shelter is provided. Every entrance is covered and a gazebo has been erected to encourage parents to walk to school by guaranteeing shelter from the elements whilst waiting.

11. EQUAL OPPORTUNITIES

Woodmansey CE Primary School values the individuality of all the children in physical education regardless of their age, gender, ethnicity, disability, attainment or background. The physical education national curriculum, covering all areas of activity is expected to be developed with every child. The children are in mixed sex classes and are expected to support each other through success and difficulties. In Year 5 & Year 6 boys and girls can change in separate rooms. The school is sensitive to any requirements of modesty required by a particular faith. Kit can be adapted to cover arms and legs and head if required. Alterations to kit however must match the colour scheme and must not compromise the Health and safety of the child wearing it. The physical activity out of hours clubs which Woodmansey CE Primary School provides, offers access to all children. Girls and boys football teams are organised and participants are encouraged to support each other in matches. The school's Good Behaviour Policy applies in all circumstances. In order to ensure ALL children regardless of ability have a chance to take part in after school events and represent the school; there is a Sports Events Protocol to follow; which sets out the process of how we choose children for limited places at events.

12. SEND & TALENTED PUPILS

DIFFERENTIATION

Woodmansey CE Primary School uses a range of teaching approaches within Physical Activity in order to cater for all developmental requirements. This is achieved through matching tasks to different abilities and needs, and also offering activities, which can be differentiated through outcome. Progression is built into the schemes of work so children have different starting points according to their ability levels. Variation is offered to the children in activities, resources, pace and teacher support. Children are also encouraged to work in groups in order to help and learn from each other.



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INCLUSION

The Physical Education curriculum is made accessible for children of all abilities. A variety of approaches are used to include children with specific disabilities or health conditions.

These are as follows:

Modifying activities – changing an element of the activity to allow a child to join in e.g. equipment, boundaries, rules, etc.

Parallel activities – children work on similar activities alongside each other, therefore succeeding to their own ability.

Separate activities – in some cases it is not beneficial for a child to be included therefore a separate activity is set up for the child to work with support. This would be linked with a specific area of development.

For children that require medication (for example inhalers) these are always made available prior to and during the lesson. Children are encouraged to be responsible for their medication although the teachers monitor administration.

For those children exhibiting “*enhancing*” skills in a particular field the “Talented” coordinator should be informed for the register. The PE coordinator should also be informed as this can help in decisions about SOCMS and inclusion in after school matches.

13. ADULT SUPPORT

Children should be encouraged to work as independently as they can in all activities however there will be those children that may need extra help.

GAMES: some children may need extra help with understanding the rules or learning basic skills- these children may be taken aside to practise skills with an adult in lesson.

GYM/FITNESS: some children may need additional help with equipment and may need monitoring by additional staff for safety.

There may also be children who need help with getting changed and support staff will also need to help children with medicine when required (i.e. inhalers etc.)

14. ASSESSMENT

TEACHER ASSESSMENT in Physical Education is based around a system which

- Engages the pupil in his or her assessment;
- Enables pupils to measure performance against transferable skills;
- Engages everyone in assessing within the processes, which are fundamental to success in these subjects and thus enable pupils to make progress.

This is done with FLiC and all the strands are included in the system. Skills areas are discussed with children and evaluated and then assessed via the FLiC system grading from **inappropriate-developing-secure-enhancing-challenging**.

This system allows for collation of data and achievement across the board for all of the PE curriculum and makes evaluation of strengths and areas for development easy to analyse for the SEF.

SUBJECT EVALUATION FORM is done annually and draws upon the FLiC data mentioned above. This allows SMT to examine where improvements need to be made. The SEF also includes a detailed overview of the year’s events...this is shared with governors (especially the dedicated Sports/PE governor) Information



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regarding sports and participation can also be collated from the annual children's survey which asks questions regarding school travel; club participation; subject appreciation etc.

SCHOOL GAMES MARK- this is also done annually and also includes a number of self-diagnosis tools (heat maps; SEN surveys etc) and is an excellent way to review and celebrate PE in school.

Assessment is based on a single grid as shown below. This grid is displayed in all classrooms and in the Hall. Assessment is designed to occur within the plenary of lessons focussing on the relevant strand to that lesson i.e.

Exploring Ideas
Developing Skills
Making, Designing, Composing
Performing, Demonstrating, understanding
Evaluating

At each level there is advice given to guide pupils and teachers to support pupils in moving to the next level.

The system is intended to be oral. Within an assessment session, pupils will be asked to assess their own achievement within a strand. Pupils will be required to justify orally why they believe they have attained a particular level and not another. Pupils will also be encouraged to evaluate the work of others through the same system. At the end of a particular unit, pupils may be encouraged to highlight their agreed performance according to each stand across a unit. This will form a valuable record and is particularly relevant to older pupils. Even so the most important part of the assessment process here is the engagement of the pupils in their own assessment and their appreciation of what they should do next to move up a level.

The use of this self-evaluation and improvement are a key part of any lessons. Teachers are encouraged at all times to give constructive feedback and look at ways forward for children as part of the accelerated learning process. Feedback to parents in reports is usually along the lines of emerging (below) expecting (in line with) exceeding (above) and again teachers are encouraged to feedback to parents on strengths and areas for improvement; usually with some suggestions as to how this can be achieved. These ways forward are in line with our self-supporting school priority.

When engaging pupils in the assessment process in these subjects, teachers may find it useful to have a range of questions available to prompt them. This may be particularly useful with younger children and with those who have not yet fully embraced the culture.

Potential Questions for each strand.



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Exploring Skills

Were you happy to try out new ideas?
How did you work with a team?
When did you listen to the advice of others?
Did you always agree with what other people suggested? Why? Why not?
How did you alter our work because of the suggestions of others?
What ideas did you have of your own?
How did you share your ideas with other people?
What did you notice, which other people did not?
Which of your suggestions did other people take note of?
How were you successful?

Developing Skills

How do you feel that you have improved?
What can you do now that you couldn't do before?
Have you thought things through carefully? Why? Why not?
What went wrong?
What did you learn from that?
What did you try out for the first time?
What surprised you?
What interesting discoveries did you make?
What have you shared with your fellow pupils?

Making, Designing, Composing (dance/sequence)

Which skills did you use in this project?
Did you achieve what you set out achieve? How do you know?
How is your work original?
How did you manage to keep within the timescale?
How did you cope with difficulties?
How is your work different to that of your friends?
What are you most pleased about?

Performing, Demonstrating, understanding

How did you enjoy the project?
Do you feel you have demonstrated your abilities?
Do you feel ready to move on to more complicated tasks?
Do you feel that you need more time to practice?
Do you feel that you have a particular flair for this work? Why?
What makes your work more interesting than perhaps that of others?
What do you admire in the work of others?
How could you and /or others improve work further?
What can advice can you offer others to reach a high standard?



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Evaluating

Describe what has been done in this lesson / unit.

What have you learnt in this lesson / unit?

How has your worked improved in this lesson / unit?

How does your work compare to that of others?

Why is their work better or not than yours?

How can standards be improved in your work and that of your friends?

The Assessment Grid...

ACTIVITY: CONTEXT:	EXPLORING THE PARAMETERS OF THE DISCIPLINE	DEVELOPING SKILLS TO PARTICIPATE EFFECTIVELY	USING THE SKILLS EFFECTIVELY i.e. Skill Level	PERFORMANCE AND PARTICIPATION IN THE FIELD OF PHYSICAL ACTIVITY	EVALUATING YOUR JOURNEY AND RELATING IT TO OTHERS
BELOW TARGET LEVEL	You are sometimes positive but often wary. ADVICE: Be part of the team and you will succeed.	You sometimes feel awkward, but give responses. ADVICE: Don't be frightened of making mistakes.	You are hesitant and unsure. ADVICE: Take time and be confident.	You are making your first steps. ADVICE: Do not be afraid to take bigger steps.	You describe the lesson. ADVICE: Explain your ideas more.
DEVELOPING LEVEL	You are involved and thoughtful, a follower. ADVICE: Make a difference, give more ideas.	You offer a range of ideas, showing promise ADVICE: Nearly there, keep trying hard.	You have a range of promising ideas. ADVICE: Nearly there – stick at it!	You are developing. ADVICE: You are now making progress, practice makes perfect.	You explain your own ideas and progress. ADVICE: Explain all of the problems and how you solved them.
SECURE LEVEL	You share ideas and support others. ADVICE: Discuss ideas in more depth.	You are logical, and your work is detailed and developing ADVICE: Be bold – experiment more.	You are secure and sure in your work. ADVICE: Now is the time to be more inventive.	You feel secure in what you are doing. ADVICE: You've got it, now you can become more proficient.	You accurately explain how you improved your work. ADVICE: Compare your work to other pupils'.
ENHANCING LEVEL	You share ideas and support and learn from others. ADVICE: Keep your focus strong.	You are willing and successfully explore and develop new techniques. ADVICE: Keep on with your work and refine your creativity even more.	You are inventive and your ideas are original. ADVICE: Keep working hard to become truly fluent.	You are expressive. ADVICE: You are working at a high standard: can you leap to a higher level?	You make informative, full and detailed comments. ADVICE: Try to use specialist terms in your evaluation.
CHALLENGING LEVEL	You are a leader, you are fair and you negotiate. ADVICE: Continue to develop your consultation skills.	You are creative and experimental this leads you to make inspirational discoveries. ADVICE: Enjoy the fruits of your labour!	You are confident and fluent in your work. ADVICE: Consider developing a specialism in this area of work.	You are fluent and fully confident. ADVICE: Where else can you find opportunities to develop this work?	You use specialist terms to evaluate work and relate to other work you have seen. ADVICE: How have others, in a professional sense, solved similar problems?

15.RESOURCES

The school is equipped to provide for whole class teaching in the following:

- Football
- Tag rugby
- Tennis
- Netball/basketball
- Hockey
- Cricket
- Rounders
- Orienteering
- Gymnastics
- Athletics, track and field
- Small and large ball activities
- Handball
- Seated Volleyball

Out of hours learning



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Physical Education is promoted during breaks and lunchtimes and pupils are encouraged to be more active at these times.

The playground has markings on to encourage positive play and to inspire the children to make the most of their playtimes.

The trim trail provides the chance to climb, slide and move on different levels which will encourage more active play amongst children from Y1 to Y6. There is a rota and daily safety checks. A sign is erected if the weather conditions or any other occurrence make use of the trim trail unsafe.

Woodmansey CE Primary has a vegetable garden which helps promote activity through regular gardening sessions and will also encourage a greater interest/knowledge in healthy eating.

16. PE in EYFS

The children in the Foundation Stage are exposed to elements of PE on a daily basis through their on-going provision.

Examples are:

Physical development takes place across all areas of learning. Examples of learning opportunities:

Developing gross motor skills:

- Fixed or moveable climbing frame, low balancing bench, climbing wall, transporting logs.
- Skipping ropes, basketball nets, parachute.
- Logs and planks.
- Everyday objects for transporting eg: tyres, crates, blocks, bricks, large boxes, balls and beanbags.
- Opportunities for self-expression through physical activity, music, dance, small world and role play.

Developing fine motor skills:

- Construction eg: clay, lego, threading and puzzles, wooden blocks and small world toys.
- Threading, stacking and peg boards.
- Clay, play-doh and cooking activities, drawing, painting, collage, model making and cutting tools.