



"Healthy body, healthy mind, healthy future"

1.0 Introduction and Rationale:

Lawnside academy believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical, mental and social development. A broad and balanced physical education curriculum for school sport is intended to provide pupils with the necessary skills to achieve individual, paired and group success.

Progressive learning objectives across the Foundation Stage, Key Stage 1 and Key Stage 2 combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils.

Through the selection of suitably differentiated and logically developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential via opportunities at school or accessed through external agencies.

2.0 Aims and Objectives:

Lawnside academy aims for Physical Education have been identified in order to fulfil the requirements of the National Curriculum.

- 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)
- To improve observation skills and the ability to describe and make simple judgments on their own and others work, and to use their observations and judgments 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)
- 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)

2.1 Reception:

In reception lessons are structured so that there are two focused PE sessions per week aimed at the physical development area of the curriculum. These sessions are divided into two 1 hour blocks per week. Sessions are planned and assessed in order to achieve the Early Learning Goals (ELG's).

Additional physical activity in the Foundation Stage includes the opportunity to access and develop their physical development through a variety of outdoor equipment/apparatus, e.g. bikes, scooters, balls, climbing, crawling resources etc.

2.2 Key Stage 1 & Key Stage 2:

Key Stage 1 and Key Stage 2 are provided with two PE sessions each week.

Each class is timetabled so that they can access the hall for the duration of their sessions. The option to take sessions outside is at the teacher's/coach's discretion or based on the area of activity being taught and to facilitate this provision, e.g. Outdoor and Adventure Activities.

Children in Year 4 are also given the opportunity to swim over a 12 week period. Each child is provided with a 30 minute session which is conducted by at least a Level 2 qualified swimming instructor at Saxon pool. Arrangements for sessions are placed onto the Evolve educational visits platform.

3.0 Teaching and Learning:

The organisation of P.E at Lawnside academy promotes high quality teaching and learning. Lessons are blocked in units of work to promote greater depth of understanding, development of skills, contextual applications of these skills and the ability to perform reflectively.

The emphasis in our teaching of P.E at Lawnside academy is on allowing pupils to enjoy activities, set personal goals, celebrate achievements inside and outside of school and cover National Curriculum subject. We aim for the children to develop:

- Control, co-ordination and mobility
- Skill and confidence in a range of physical activities
- An awareness of the physical capabilities of the body
- Co-operative skills
- Evaluating their own work and improving it

All pupils are presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams. They will learn how to think in different ways to suit the different challenges. Pupils will also be given the opportunity to demonstrate their learning, using a range of communication styles, allowing for effective assessment.

4.0 Organisation and planning:

Where appropriate, P.E is organised in themes to promote greater cross-curricular planning, teaching and learning and to follow the topic based approach adopted at Lawnside academy. P.E is taught throughout the school year and is not weather dependent as hall time is always timetabled.

The timetable and scheme of work (Get set 4 PE) is provided by the P.E Co-ordinator with the support of the head teacher and all teachers to ensure planning is appropriate to the relevant age groups and themes being taught. Development of core tasks remains a primary focus in all planning and teaching of PE.

Lawnside academy encourages the physical development of all pupils in the Foundation Stage as an integral part of their work. Pupil's physical development is related to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged 3 to five years of age. All pupils are given the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Relevant Get set 4 PE units are made available to all staff that teach classes and they will be expected to evaluate these units using the Get set 4 PE monitoring tool, feeding back to the PE Co-ordinator. This allows for curriculum review in relation to content, progression, continuity, teaching and learning. Individual lessons should be evaluated to inform planning and ensure differentiation.

On occasion International Sporting bodies will support, team teach or deliver lessons under guidance from the PE co-ordinator.

5.0 Assessment- Recording and reporting:

Assessment opportunities are identified in each session and topic. At the end of each series of lessons, teachers should be able to identify pupils who achieve higher, lower or expected level for their age using the Get set 4 PE program.

In the written report at the end of the year it will be indicated to the parents whether the individual is working in line with, above or below national expectations.

6.0 Equipment and resources:

All resources are recorded on the resources for P.E list (available from the P.E Co-ordinator). These are regularly reviewed in order to ensure they are appropriate to the range of ages, abilities and needs of the children in order to enhance learning. All equipment stored in the following areas:

- Hall (in appropriate storage cases, e.g. mats and wall apparatus)
- In the cupboard at the back of the hall
- Outside in the metal storage shed (far right)
- Outside shed on far left (playtime equipment only)

Pupils are not permitted to use equipment unless supervised by a member of staff. Some departmental equipment used by pupils at lunchtimes or after school for recreational use is encouraged but must be stored correctly again after use. It is the supervising adult's responsibility to ensure that this is done correctly. Lunchtime equipment is located in the far left shed and used solely for this purpose. Equipment used for curriculum time is housed separately in the far right shed.

Any damage, breakage or loss of resources should be reported to the P.E. Coordinator as soon as possible. Any damages observed done to a piece of apparatus which could cause subsequent injury must be isolated from use, disposed of and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.

An independent firm is used once a year to run checks on all fixed and moveable equipment. This includes apparatus used in the hall and on the playground.

In the interest of all colleagues, equipment should be returned to the appropriate place ready for the next user. It is the responsibility of **all staff** to keep the P.E, storage areas clean and tidy.

Pupils are taught to use equipment safely and with respect.

7.0 Health and Safety issues:

Physical Education is by nature, a subject where the activities can sometimes be potentially hazardous. Therefore, teachers will ensure that:

- The equipment being used is safe to use
- The area to be used is safe
- There is adequate supervision and discipline is good
- Pupils are taught to understand the need for safe practice in P.E. and how to achieve this (includes getting out and putting away of apparatus and equipment safely and correctly)
- Pupils are sufficiently able to cope with the work set
- Clothing is appropriate so it presents no hazard, i.e. nothing can get caught, hair ties back etc....
- Jewellery is removed
- Pupils use bare feet when working on the apparatus or in the hall
- Plimsolls or preferably trainers to be used outside

7.2 Medical needs:

Any child with an Individual Care Plan (ICP) must be considered at the start of each session and the appropriate steps taken to ensure that they can participate safely. Any prior concerns need to be addressed with the parent and added to the care plan if necessary.

Inhalers should be taken to the location that PE is taking place and kept with a responsible adult throughout the session.

7.2 Kit:

The kit that pupils should bring to each lesson is listed below:

Indoor- White or red T-shirt & Shorts

Outdoor- White or red T-shirt, Shorts, tracksuit bottoms, jumper & trainers

All kit must be clearly labelled with the name of the pupil and kits are advised to come in at the beginning of the term and kept in school until end of the half term when they can be washed.



8.0 Differentiation

The teaching of P.E. at Lawnside academy takes place in mixed ability groups. However, we recognise as a school the importance of differentiation in enabling all pupils to fulfil their potential.

We recognise that differentiation can be achieved through tasks and outcome and employ both types of differentiation in our teaching. We set different tasks according to ability of the pupil or, when appropriate give the pupils the same starting point and leave the result open-ended to facilitate more progress and a higher level of performance. We plan lessons and also use equipment that allows maximum chance of success.

Provision is made for those Gifted and Talented children to access inter-school competitions and be linked with a local club.

9.0 Special Educational Needs:

Physical Education at Lawnside academy is structured in such a way that it is accessible to all pupils, in line with the National Curriculum. This may mean that activities are modified or even changed at times for a pupil with SEN.

Alternatively, activities or tasks can be modified for SEN pupils without impinging on entitlement. An activity may be changed and another substituted, or all pupils may be given the opportunity to experience a modified version.

Wherever activities are changed or modified it is important that this is managed carefully in order to allow SEN pupils to integrate as much as possible. Modified activities must still be worthwhile and meaningful.

It is also essential that those who teach Physical Education are aware of pupils with SEN, especially those who may have physical impairment and/or disabilities.

10.0 Equal Opportunities and Inclusion:

Every pupil has equal access to National Curriculum Physical Education. Learning experiences are differentiated in such a way as to meet the needs of all pupils.

All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

11.0 Physical Education and Other areas of the curriculum:

P.E contributes to the teaching of Literacy at Lawnside academy by encouraging children to develop their speaking and listening skills. Through a variety of activities pupils are encouraged to describe what they and others have done and to discuss how they and others could improve their performances.

Whenever possible/relevant PE planning, teaching and learning will follow a topic based approach.

Pupil's achievements and success are rewarded through a celebration and performance of their work and/or a certificate may be awarded during celebration assembly each week.

11.1 Physical Education and Computing:

The use of cameras and iPads recording pupil's achievements in P.E should be used across all year groups. This is to allow pupils to review and evaluate skills in order to refine skills or highlight good practise.

It is also possible for children to observe film footage of good practise in all areas of the curriculum, with the availability of Core Task performances on government produced materials.

12.0 Additional Physical activities/Out of School Hours Learning (OSHL):

Lawnside academy offers a range of lunchtime and after school physical activities. These activities are open to any pupil in the relevant year/key stage groups and are supervised by lunchtime supervisors, qualified coaches or the relevant staff.

Such activities include:

- A variety of playground equipment at lunchtimes (supervised by lunchtime supervisors)
- A variety of playground markings, posters and role play boards to stimulate activity and play during playtime and lunchtimes
- Extra-curricular sports activities, delivered by Premier Sport qualified coaches, e.g. basketball, hockey, football, etc.
- Organizing special events, e.g. attending festivals related to School Sports Partnership, playing sports against other schools, inter-house sport activities

The extra-curricular sports activities are varied throughout the whole school year for both girls and boys and for both key stages. After school activities are delivered by Premier sport coaches and funded by parents.

13.0 AOTTSL's (Adults Other Than Teachers Supporting Learning):

Any AOTTSL that is sourced by the school needs to be screened as the appropriateness of their role within the school. If deemed satisfactory a Service Level Agreement (SLA) needs to be completed. It is important that this is signed and dated and that the AOTTSL is fully aware of:

- Who their point of contact is within the school
- Security arrangements
- Equipment storage and location, if not supplied by themselves
- The main activity- objectives, purpose & school schemes of work
- First Aid and dealing with Emergency situations
- Discipline procedures
- Child protection/Safeguarding children
- Risk assessments
- Payment procedures, if necessary
- Confidentiality

All AOTTSL's will be required to have full DBS clearance.

Version	Date	Author	Notes on revision(s)	Date ratified by governors
1	June 2020	L. Holden	New policy written for adoption.	18.06.2020

Signed:



Principal



Chair of Governors