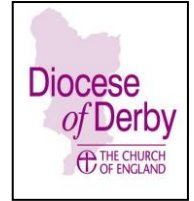


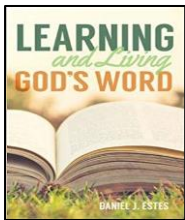


Langley Mill Church of England (Controlled) Infant School and Nursery



Physical Education Policy

Always our Best for God, Each Other and Ourselves.



"Beloved, I pray that all may go well with you and that you may be in good health, as it goes well with your soul."

~3 John 1:2

This policy has been impact assessed in the light of all other school policies and the Equality Act 2010 (ammended January 2024).

Always our best for God, Each Other and Ourselves.

Written / Reviewed by	Date	Approved by GB		Minute Number		Next Review Date
J. Thurston	February 2020	June 2020		GB/2020/06		February 2022
C. Chambers	May 2022	10 th May 2022		GB/2022/31		May 2024
Written / Reviewed by	Date	Changes Made		New Policy/Version		Next Review Date
S. Gardner	September 24	Yes	No	Yes	No	September 26

Langley Mill Church of England Infant School and Nursery
Physical Education Policy

Intent

Philosophy

At Langley Mill Church of England (Controlled) Infant School and Nursery, we believe that all school stakeholders should have the opportunity to take part in and promote regular physical activity, thus leading to healthier lifestyles and a happier community. Our school believes that physical education, experienced in a safe and supportive environment, is vital in its contribution to the pupils' physical and emotional development and health.

Aims

At Langley Mill Church of England (Controlled) Infant School and Nursey, we believe that a high-quality physical education curriculum can inspire all pupils to succeed and excel in sport, both competitive and otherwise and other physically demanding activities. We aim to provide a curriculum which allows our children to become physically confident in a way which supports their health and fitness. Our vision and values, align and support physical education, allowing us to embed our school values as well as the Olympic legacy values.

Objectives

- To fulfil the requirements of the Key Stage One National Curriculum for Physical Education and the relevant aspects of the Early Years Foundation Stage curriculum.
- To ensure a minimum of 2 hours of PE lessons are taught a week.
- To ensure that all children develop competence to excel in a broad range of physical activities.
- To ensure that all children are physically active for sustained periods of time (nhs guidelines state children should be physically activity for 60 minutes a day, school aim to support this by promoting physically active time daily, for example playtime, lunchtime, Daily mile etc.
- To ensure that all children engage in competitive sports and activities.
- To maintain a high profile for physical activity in all aspects of school life, both during and after school hours e.g. in school and after school clubs, communal display, festivals, events and competitions.
- To provide teaching and support staff appropriate ongoing training and requirements for CPD, through the LA CPD portfolio and the AVSSP.
- To access Amber Valley School Sport Partnership (AVSSP) resources to ensure quality of provision.
- To work with key partners in ensuring that all children have access to appropriate community activities, for example William Gregg VC Leisure Centre, Langley Mill Cricket Club and local football teams.
- To promote inclusion by developing a sense of fair play and sportsmanship and to develop communication skills, encouraging the use of correct terminology, to promote effective cooperation.
- To develop positive attitudes towards health, hygiene and fitness.
- To foster an appreciation of safe practice in all staff and children.
- To promote resilience and team work using lessons from the 'Commando Joe' scheme.

Implementation

Planning

- Long term plans show what units of work will be taught each half term across school. These have been carefully selected to ensure coverage and progression for each curriculum subject across year groups, key stages and school.
- Class teachers develop medium term plans, using AVSSP plans to ensure quality and coverage, each half term which outline in more detail what will be taught. These are shared on the school website. Half termly class newsletters.
- Short term planning is undertaken by class teachers and the PE leader, utilising specific resources.

Delivery

Whole School

- The middays plan and deliver a range of physical activities during the daily half hour lunchtime session alongside the designated member of teaching/support team, that build on PE lessons, reinforcing and practising skills developed.
- Lunchtime staff ensure a range of equipment is available to children at lunchtimes to support them in appropriate physical activities.
- The expert PE specialists deliver a weekly 60 minute after school club that reinforces fundamentals.
- The teachers/PE lead accompany and lead groups of children during termly intersport competitions delivered by AVSSP sports leaders at local sports venues.
- The passionate PE leader displays PE work within the designated area in school to celebrate sport and fitness and maintain a high profile for PE.
- The committed PE leader attends termly AVSSP CPD events and an annual PE conference to maintain expertise and specialism in the field of PE.
- The PE leader supports colleagues in their implementation of the Schemes of Work and ensures that all teachers within the School are fully informed with regards to resources, good practice and professional opportunities.
- The PE lead models good practice in PE for other staff, demonstrating lessons which provide opportunities for children to:
 - Have fun and experience success in sport
 - Organise equipment and apparatus
 - Develop a range of skills
 - Develop good sporting attitudes in line with the school's four Langley Mill Foundations – Aspire, Learn, Respect and Serve
 - Understand basic rules
 - Experience positive competition
 - Have a foundation for lifelong physical activity
- The PE lead models good practice in PE for other staff, demonstrating lessons, with teaching points that are differentiated and supported with appropriate resources, suitable to meet the needs of all pupils.
- An annual competitive Sports Day is planned and delivered for KS1 and a non-competitive sports day is planned and delivered annually for EYFS children and their families to join in with.
- The school takes part in local and national events each year that sustain interest and enjoyment in sport such as ACES day.

- The school promotes appropriate outside physical and health related events that encourage the children to undertake new physical activities.
- Class teachers ensure that knowledge and understanding of fitness and health has cross-curricular links to other subjects such as Science and PSHE.
- All staff ensure links are provided to other aspects of health for example, by promoting healthy eating with fruit at playtimes and providing access to water throughout the day.

Early Years Foundation Stage (EYFS)

- Time and space is planned daily to allow all pupils to enjoy and engage in physical activity, both indoors and out, during adult led and child initiated play.
- The **class teacher** delivers, evaluates and assesses **PE lessons weekly** in FS2 which focusses on fundamentals of movement and balance alongside throwing, rolling, kicking and catching skills.

Key Stage One (KS1)

- The **class teacher** plans, delivers, evaluates and assesses **PE lessons weekly**, following the AVSSP quality 'Think-Do-Feel' PE scheme.
- Class teachers plan, deliver, evaluate and assess **dance lessons** using the BBC School's Radio Programme to compliment overall topics (YR-Y1 Let's Move, Y1-Y2 Time to Move).
- All children partake in a daily active playtime of 15 minutes.

Inclusion

- We aim to provide a physical education curriculum which is broad, balanced and fully inclusive to ensure all children have equal learning opportunities, regardless of age, ability and gender.
- All children will be given the opportunity to participate in PE at their own level of development.
- Pupils with SEND who have particular physical difficulties may have specific targets relating to PE and targeted interventions.
- The school employs the **STEP** principle for adjusting lesson activities to suit need:
 - S** = change the space available
 - T** = change the time allowed
 - E** = change the equipment, e.g. softer or larger balls, different sized bats
 - P** = change the people, e.g. size of the groups

NB - Some children may require different activities, for example, with a particular focus on fine motor skills if hand to eye coordination proves to be a challenge.

- Pupils experiencing difficulties in other areas of the curriculum may excel in PE.
- Pupils who show particular aptitude for PE are encouraged to participate in extracurricular learning activities and individual tuition.
- Staff believe that PE promotes equal opportunities and prepares children for life in a multicultural society.
- Staff avoid gender, race, cultural and ability stereotypes within PE Education lessons.

Safe practice

- The general requirements for health and safety apply in this subject.
- We encourage the children to consider their own safety and the safety of others at all times.
- We expect the children to arrive in activewear consisting of: T shirt, shorts and **trainers or** plimsolls.

- No jewellery is allowed in school, other than for cultural or religious reasons, including earrings. If a child arrives wearing earrings, they can be asked to remove them where possible or they can be taped up with the permission of their parents/carers.
- Parents are contacted if children fail to wear the correct PE kit, with letters and phone calls.
- Staff are expected to set a good example by wearing appropriate clothing when teaching PE.
- PE equipment is checked annually by DCC.
- We follow the guidance provide by the afPe (The Association for Physical Education) in their publication 'Safe Practice in Physical Education and School Sports (2016 edition).

Equipment and Resources

- The PE lead is responsible for auditing, organising, storing, maintaining and ordering quality resources for PE.
- We have a wide range across school to support the teaching and learning of PE.
- Most equipment is kept in the indoor PE cupboard in the hall which is accessible to children only under adult supervision.
- The hall contains the large apparatus, and we expect the children to help set up and put away this equipment as part of their learning and development within different stages of lessons and activities. Doing so enables children to handle equipment safely and correctly.
- The children use the school field, playgrounds, trim trails and playground equipment for games and athletics.
- Lunchtime / outdoor resources are stored in an outdoor shed.

Assessment

Assessment of PE is an ongoing process:

- All staff continually talk to and observe children in their daily activities/lessons, using these observations to make assessment judgements.
- In EYFS, staff make daily observations during play and adult led activities, feeding these into electronic pupil portfolios against relevant Development Matters steps. Information from these gives a half termly summary of attainment of individuals, groups, classes and cohorts.
- At the end of EYFS, children are given a grading for relevant Early Learning Goals (ELGs).
- In KS1, staff carefully observe and assesses pupils as lessons/activities progress and feed these into end of term summative assessments.
- Class teachers and the PE subject lead analyse summative data to ensure good progress and fuel future plans.

Monitoring and Evaluation

- The PE leader uses a range of monitoring and evaluation activities to inform next steps for PE, identify gaps within the curriculum and decide on what needs to be implemented to move children forward.
- The PE leader provides an annual subject evaluation, action plan and report to Governors, disseminate successes and future plans and actions for development each year.
- The PE leader has regular non-contact time to organise events, festivals, competitions, theme days, after school provision and to monitor and evaluate the subject.
- The PE leader ensures the PE and Sport Premium is used effectively, preparing an annual report showing usage and impact which is made available on the school website.

- The nominated governor for PE is involved in monitoring and evaluation in conjunction with the PE leader.

Parental Engagement

- The PE lead will ensure the PE section of the website is up to date.
- The PE lead will share a yearly PE newsletter with parents/carers to promote the subject and share what happens with PE at Langley Mill Church of England Infant School and Nursery.
- The PE lead will ensure parents/carers are informed of any sports clubs/events happening in school, including Sports Days, Fun Days etc.

Impact

- Children make good progress in their physical skills across years, key stages and the whole school.
- Children are prompted to continue to lead a physically active life through access to a wide range of activities, good teaching and achieving success.
- Children are inspired to succeed and excel in competitive sport and other physically demanding activities through the high-quality physical education curriculum.
- Children are supported with their health and fitness through opportunities provided to become physically confident.
- Children build character gain values such as fairness and respect through opportunities to compete in sport and other activities.