

Griffin Park Primary School



Attendance Policy

Written by	Christian White
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Signed – Chair of Governors	Trevor Anderton
Signed – Headteacher	Catherine Clayton-Young

Physical Education Policy

Griffin Park Primary School

Overview

Physical Education (PE) contributes to the overall education of all children by helping them to lead full and valuable lives through engaging in purposeful and high-quality activity. It promotes active and healthy lifestyles, physical skills, physical development, and knowledge of the body in action. PE enables children to learn confidence, perseverance, team spirit, positive competitiveness, and organisation. Children must engage in a programme of PE that encourages fitness, improves their strength, and teaches them the rules of games. PE is an integral part of school practices, allowing all children in the school to gain a sense of achievement and develop positive attitudes towards themselves and others.

Funding

Schools receive PE and sport premium funding based on the number of pupils in years 1 to 6. This funding must be used to make additional and sustainable improvements to the quality of PE and sports we offer.

We use the premium to:

- Develop or add to the PE and sports activities that we already offer;
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

There are 5 key indicators that we should expect to see improvement across:

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

As part of the funding criteria, we are required to publish details (on our website) of how we spend the monies and a review of the impact on pupil outcomes.

Aims/Objectives

In order to promote active and healthy lifestyles, all children should:

- Be physically active, adopt the best possible posture, and make appropriate use of the body.
- In activities that develop cardio-vascular health, flexibility, muscular strength, and endurance.
- Understand the need for personal hygiene in relation to vigorous physical activity.

In order to develop positive attitudes, all children should:

- Follow the conventions of fair play and honest competition.
- Cope with success and limitations in their performance.
- Persevere with and consolidate their performances.
- Be mindful of others in their environment.
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Strategies

At Griffin Park, PE will be taught through;

- Exposition (demonstration, explanation, and instruction) by the teacher to the class, groups or individuals
- Practical activity and related discussion
- Co-operative group work
- Consolidation and practice of fundamental skills
- Opportunity to discuss and reflect on their work through a plenary
- Use of professional/qualified coaching to enhance current provision within school
- Links made to Mental Health and Healthy Schools
- Extended high-quality provision making use of professional/qualified coaches
- Use of community facilities—local swimming baths

Curriculum

The areas of physical activity (games, gymnastics, dance, yoga, circuit training, athletics, swimming, and outdoor activities) are set out in the Foundation Stage Curriculum and National Curriculum 2014. The PE curriculum at Griffin Park is based on these requirements and is detailed on the year planner. Each year group will learn

PE in accordance with the long-term planning. This will ensure continuity and progression through school in order to continue to improve standards in PE

Areas of activity

Early Years Pupils should be taught:

Games

- Spatial awareness
- Basic motor skills
- Co-ordination and control
- Aiming, predicting, and estimating

Dance

- Using their imagination in art, design, music, dance, imaginative role-play, and stories.

Gymnastics

- Travel around, under, over, and through balancing and climbing apparatus.

Games (KS1 and KS2)

Pupils should be taught:

- Simple competitive games.
- A variety of ways to send, receive, strike, and travel with or without a ball.
- Games which include running, chasing, dodging, avoiding, and awareness of space and other players.
- To develop core skills in attacking, defending, invasion, striking, and fielding.
- To play small-sided and simplified versions of net/wall and target games.

Gymnastics (KS1 and KS2)

Pupils should be taught:

- To use technical vocabulary.
- To perform basic actions of travelling (turning, rolling, jumping, balancing, climbing).
- To link movements on the floor and apparatus.
- To repeat movements or develop sequences.
- To develop complex movement.

Dance (KS1 and KS2)

Pupils should be taught:

- To compose and control movements by varying shape, size, direction, level, speed, tension, and continuity
- Investigate different genres of dance.
- To express feelings, moods, and ideas
- To respond to various stimuli, including music

Athletics (KS1 and KS2)

Pupils should be taught:

- To develop and refine basic running, jumping, and throwing techniques using a variety of equipment.
- To measure, compare, and improve their own performance.

Swimming (KS2)

Pupils should be taught:

- To swim unaided, competently, and safely for at least 25 m.
- To develop confidence in water.
- To develop floating skills and support positions.
- To develop effective and efficient swimming strokes on the front and back.
- To understand and follow basic water safety and survival skills.

Outdoor Activities (KS2)

Pupils should be taught:

- To perform outdoor and adventurous activities in a variety of environments.
- To face physical and problem-solving challenges individually and collaboratively.

Role of Curriculum Subject Leader

- The monitoring and evaluation of the PE curriculum throughout the school.
- To encourage other members of staff in their teaching of PE and to give support where appropriate.
- To encourage staff to work within the guidelines laid down in the PE policy.
- To keep up to date with current good practice and with national changes within the PE curriculum.
- To evaluate and update the policy and resources on a regular basis.
- To assist the head teacher and governors in the development of the school improvement Plan.
- To manage a budget to purchase in line with the school's needs.
- To support members of staff in the use of effective planning, assessment, and recording systems.
- To oversee an annual inspection of all PE equipment.

- To maintain a high standard of PE teaching in his/her own classroom and ensure that PE keeps a high profile within the school, through sports activities, external support, etc.

Outcomes

Planning for PE is initially shown in long-term plans. Lesson plans show more detailed learning objectives and differentiated activities.

High-quality lessons should include:

- A statement of the learning objective
- A whole class risk assessment
- Teaching the children to warm up safely
- The teaching of skills and techniques
- The application and adaptation of learnt skills in games activities
- Modelling of correct technique
- Use of correct and specific technical vocabulary
- Performance and evaluation of each other's work
- Work which reflects the learning objective
- Teaching the children to cool down safely
- Teaching the children, the impact PE has on their bodies

Monitoring and Evaluation

Summative and formative assessment in PE is carried out by class teachers:

- Informally during the course of teaching through observation.
- At the end of each unit of work, teachers must complete pupil assessments in order to update the children's attainment and progress in that area of PE.
- These are used to assist in reporting to the parents and passed on to the following class teacher to inform future planning

Inclusion

In accordance with the school's inclusion policy, PE activities are differentiated to meet the needs of each pupil. More able and talented pupils and children with special

educational needs and disabilities will be identified through a range of activities. Their needs will be met through the development of individual or group programmes that encompass a range of learning styles and are designed to enrich the curriculum.

Equality

Teachers will ensure that all pupils have fair access to the PE curriculum, regardless of gender, race, or ability, in accordance with the school's Equality Policy.

Resources

All teachers have access to PE resources, which are essential for delivering quality physical education to our students. These resources are stored in two designated locations: an indoor store located adjacent to the main hall and an external store next to the Key Stage 2 playground.

Health and Safety

Everyone has a duty under health & safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health & Safety Policies. Advice can be sought from the Local Authority's adviser, or the staff members responsible for Health & Safety.

Reference should be made to the school's Risk Assessments. All staff have access to a digital copy of the Health and Safety Policy.

- Staff should carry out risk assessments with the children at the start of all PE lessons.
- All equipment, apparatus, and environment should be checked before the start of every lesson by teacher and is the responsibility of the teacher
- Children should be given health and safety guidance through the lesson.
- All jewellery should be removed and stored safely before each lesson.
- If children wear stud earrings, they should be taken out by the child. If this is not possible, the child should be given tape to cover their earrings.
- All long hair should be tied back.
- Suitable clothing should be worn for each lesson (see school website for correct clothing).
- Children should not engage in physical activity without the correct kit.
- For indoor PE, children should walk to the hall with suitable footwear on (pumps/trainers or school shoes).
- All children taking part in indoor PE should be barefoot or suitable footwear for indoor PE (pumps, not trainers).

- For gymnastics, when the apparatus is being used, suitable footwear should be worn. (Pumps or barefoot only).
- All children with verrucas should wear pumps.
- Children who do not have a PE kit will take part in the lesson as an observer rather than a participator. Parents will be informed after two consecutive occasions of no PE kit.
- Every child must have a school PE kit. They should bring it into school at the beginning of a half term and take it home at the end of a half term for cleaning. Children will not be allowed to share or borrow PE kits from siblings or other children in school.

When travelling to sporting activity, the appropriate risk assessments are completed and the following issues addressed:

- All children wear seat belts.
- All supervising adults to be aware of risk implications
- All supervising adults that attend swimming must hold a current DBS.
- All transporting adults to be fully insured
- Parent permission for taking children out of school obtained
- Parent permission for children to be transported by other parents
- After school competitions, children are to be collected by their parents or a responsible adult to whom the child's parents have given permission, unless otherwise stated. School to be informed.

Safe-practice standards are consistently applied by staff, students, and other visitors across all aspects of the school.

Out of School Hours Provision

Depending on the time of the year, Griffin Park provides opportunities for children in a wide variety of areas. These after-school clubs are updated and changing according to the interests of the children. After-school clubs are available for children to attend from Year 1 to Year 6, and if required, there is a subsidiary available where finance may be an issue. All sports clubs are open to both girls and boys and are delivered by qualified coaches or teachers who deliver high-quality lessons. The provision of Out of School Hours sports clubs is reviewed annually, and registers are kept to ensure opportunities are provided for all children.

Policy updated by Christian White. Autumn 2024