



PE Policy

MOORPARK JUNIOR SCHOOL
Subject Policy Document
Physical Education and Activity Policy



This policy has been adopted on behalf of all four academies in The New Guild Trust:

Moorpark Junior School
Jackfield Infant School
Alexandra Infant School
Alexandra Junior School

Approval and Review

Committee to Approve Policy	Trust Board Committee
Date of Board / Academy Committee Approval	July 2022
Chair of Board / Academy Committee	
Signature	
Accounting Officer	
Signature	
Policy Review Period	12 months
Date of Policy Review	July 2023

Version	Date Approved	Changes	Reason for Alterations (from and to)
1	04/03/21		Initial MAT policy
2	04.04.22		Updated wording to intent, implementation and impact

Intent

Our School believes that Physical Education (PE), experienced in a safe and supportive environment, is essential to ensure children attain optimum physical and emotional development and good health. We intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills. We want to teach children skills to keep them safe such as being able to swim. We also want to teach children how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values. Our curriculum aims to improve the wellbeing and fitness of all children at Bacon Garth, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes.

Implementation



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- PE at Moorpark Junior School provides challenging and enjoyable learning through a range of sporting activities including; invasion games, net & wall games, strike and field games, gymnastics, dance, swimming and outdoor & adventure.
- The long term plan sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met.
- Pupils participate in two high quality PE lessons each week, covering two sporting disciplines every half term. In addition, children are encouraged to participate in a range of extracurricular activities.
- Children are invited to attend competitive sporting events within the local area. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children.
- Children in Year 5 swim once a week for an hour for 15 weeks and 6 swim once a week for an hour for 10 weeks. We provide a further 5 week course in summer for any children that are still unable to swim.
- We are soon to launch the “Daily Mile”, to help meet the government target of all children being active for at least 60 minutes a day.

Impact

We help motivate children to participate in a variety of sports through quality teaching that is engaging and fun. From our lessons, our children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports. We equip our children with the necessary skills and a love for sport. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE.

Introduction.

- This policy defines the meaning of P.E. and School Sport (PESS) within the context of Moorpark Junior School. It clearly sets out the aims and objectives of the PESS programme and how it will contribute to the overall development of the children at this school.
- The policy also provides the foundation for future decision making in terms of the planning and development of high quality PESS as it reflects both the whole school development plan
- This policy document aims to reflect the philosophy of our school in relation to the teaching and learning of high quality P.E.S.S. It provides a basic framework through which all staff, teaching and non-teaching, can approach P.E.S.S. and gives guidance in areas such as curriculum content, planning and evaluating and Health and Safety.
- This policy is to be used in conjunction with the schemes of work for P.E. and identifies the areas of the curriculum that will be covered and by which year group. It is intended that this policy in conjunction with the Health and Safety Policy and the schemes of work and advisory documents in the areas of Dance, Gym and Games, will form the basis for the teaching of P.E. in Moorpark Junior School. Working in consultation with the whole staff this document has been compiled by the P.E. Co-ordinator and therefore has established a shared sense of purpose and a collaborative approach to providing high quality P.E.S.S.

Mission Statement.

- Physical education and physical activity is an essential part of all children's social and physical development. As a school we are committed to providing all the children with the opportunity to discover and develop their individual level of physical ability and motor skill.
- Through gym and dance we will create an exploratory environment where the children's control and aesthetic understanding will be extended.
- Through the delivery of the curriculum and outside the curriculum we hope to develop positive attitudes to physical activity and encourage the children to adopt an active and healthy lifestyle.
- A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.
- Through P.E., the children of Moorpark Junior School will be made aware of their own and others strengths and weaknesses and will develop an appreciation of and an empathy for others' abilities and differences.

This mission statement will be met through the provision of a broad, well-balanced curriculum which require the children to

- develop competence to excel in a broad range of physical activities
- be physically active for sustained periods of time



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- engage in competitive (both against self and against others) sports and activities
- lead healthy, active lives.

Children are encouraged to walk to school as part of many initiatives. They are encouraged to take part in a wide range of after school clubs.

Aims

P.E. is a subject within the National Curriculum 2000 and as such teaching should reflect these orders, hence covering Gymnastics, Dance, Games, Outdoor Pursuits and Health and Well-Being, in Key Stage 2.

Our aims are for all children to:

- Develop competence to excel in a broad range of physical activities
- Be physically active for sustained periods of time
- Engage in competitive (both against self and against others) sports and activities
- Lead healthy, active lives.
- Receive at least 2 hours high quality physical activity opportunities within the curriculum and the opportunity to a further 1 hour outside the curriculum.
- Develop community links with clubs through signposting physical activities in the local area.
- Fully achieve their potential regardless of ethnicity, gender or disability.
- To develop leadership skills.

Objectives

- All children can access at least two hours of curricular physical education in which a broad and balanced programme is provided.
- Relevant in service training is provided for all those leading P.E. and physical activity sessions during lesson time or lunch time.
- There is provision for adequate resources and funding for Physical education and physical activity lessons.
- Provision of safe and stimulating areas in which children can play and be physically active.
- Cross curricular links are encouraged especially in Dance.
- We are members of North Stoke Partnership and have visiting coaches which encourages us to liaise with other adults in the community. We encourage children to join local clubs.

The Role of the PE Coordinator:

- To be responsible for the planning and development of the curriculum in PE in the school.
- To co-ordinate the teaching programme throughout the school.
- To ensure progression and continuity from Y3 to Y6.
- To support and assist colleagues in lesson planning and teaching methods.
- To disseminate good practice, materials and training resources and make other staff aware of relevant CPD opportunities.
- To liaise with outside providers to ensure that good quality CPD is taking place for all staff.

Staff CPD

Those that require CPD, take part in professional development to help with their subject knowledge and awareness of health and safety procedures. Staff should be comfortable and competent in the area of activity being taught. Staff are asked at the beginning of each academic year to indicate where they feel they need support so that appropriate INSET can be identified as soon as possible. All staff who attend any CPD course must provide feedback/ disseminate the information.

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Classroom assistants are used in P.E. under direct supervision of the teacher or specialist coach.

- In supporting the teacher during lessons
- In sports activities e.g. Sports Day

Specialist sports Coaches are used in line with the LEA guidelines

Entitlement

In response to the Government's PSA target regarding PE all children are offered two hours each week of high quality PE and school sport. P.E. is time-tabled so that both indoor and outdoor facilities are available to each year group. P.E. is taught throughout the school year, but not all areas of activity are covered each term and in each year group. P.E. is taught in mixed ability groups, however grouping by ability is done where required to enable all children to progress at their own level.

Within this framework each class:

- Spends two lessons per week on P.E., covering two of the following; games, swimming, gymnastics, dance or athletics.

Lessons follow the format of:

- Warm up
- Introductory activity
- Skill development
- Game situation/performance/refinement
- Cool down

Curriculum content.

Gymnastics

Knowledge and understanding of fitness and health

- How exercise affects the body in the short term.
- How to warm up and prepare appropriately for different activities
- Why physical activity is good for their health and well-being
- Why wearing appropriate clothing and being hygienic is good for their health and safety.

GAMES

Games skills are taught in each and are developed through simple co-operative and competitive situations, progressing from individual activities, to working with a partner, to working in a small group.

Lessons include all the generic skills essential in games play, using a wide variety of games equipment.

Skills:

- sending (throwing, striking, rolling, bouncing)
- receiving
- travelling with
- running, chasing, dodging, avoiding
- spatial awareness

Pupils are taught to:

- travel with, send and receive a ball and other equipment in different ways
- develop these skills for simple net, striking/fielding and invasion- type games
- play simple, competitive net, striking/fielding and invasion type games that they and others have made, using simple tactics for attacking and defending

By the end of the Key Stage most children should be able to:

1. Send a variety of objects e.g. balls, hoops, quoits, and beanbags.
2. Catch or receive objects, which are sent accurately.
3. Play simple games alone and with others, using simple rules devised by themselves or the teacher – experiencing being a team member.



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4. Show a basic awareness of space and appreciation of others within a games situation.

GYMNASTIC ACTIVITIES

Gymnastic activities are taught indoors, in every year. The main focus is body awareness, concerning the development of control, coordination and versatility. Strength is developed and flexibility maintained.

The children will experiment with and are taught the basic natural actions of:

- travelling
- turning
- rolling
- jumping
- balancing
- climbing
- take off and landing/flight

Pupils are taught to:

- perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus
- develop the range of their skills and actions (for example, balancing, taking off and landing, turning and rolling)
- choose and link skills and actions in short movement phrases
- create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed

By the end of the Key Stage most children should be able to:

1. Perform confidently, travel with varying degrees of control and co-ordination, all of the basic gymnastic actions.
2. Use apparatus to get on/off, under/over, along, around and through.
3. Land safely when jumping or moving from apparatus of various heights.
5. Remember and refine actions, linking them together into a simple sequence.
6. Lift, carry and place a range of simple apparatus safely.

DANCE

Dance is taught, in every year throughout the school. It is concerned primarily with developing control, co-ordination, balance, poise, elevation and individuality. It also encourages aesthetic awareness and the appreciation of quality in movement.

Children are taught to develop the above elements through the basic actions of:

- travelling
- jumping
- turning
- gesture
- stillness
- shape

Pupils are taught to:

- Use movement imaginatively, responding to stimuli, including music, and performing basic skills
- Change the rhythm, speed, level and direction of their movement
- Create and perform dances using simple movement patterns, including those from different times and cultures
- Express and communicate ideas and feelings

By the end of the Key Stage most children should be able to:

1. Appreciate and use contrast in speed, in effort and in spatial aspects, for example, quick/slow, strong/light, wide/narrow, high/low.
2. Appreciate and respond to, contrasting sounds in music, percussion and words and to be able to react to simple rhythms.



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3. Convey through movement the elements contained in text (including different times and cultures) and to express appropriate characteristics and expressions.

Continuity and Progression

- A long term plan and schemes of work have been developed.
- The core tasks are used in all activity areas to ensure that both staff and pupils are aware of the appropriate level of challenge and level of attainment expected for each year group and how core tasks can be used to provide appropriate development and progression.
- Blocks of lessons are written by the PE teacher following the schemes of work.
- Evaluations are completed for every lesson by all class teachers.

Teaching and Learning

- The organisation of PE in the school promotes teaching and learning. Lessons are blocked in units of work to promote greater depth of understanding, development of skills, contextual application of these skills and the ability to perform reflectively.
- Children will be presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups.
- They will learn how to think in different ways to suit the different challenges. They will be given the opportunity of demonstrating their learning, using a range of communication styles, allowing for effective assessment. This assessment will be used to inform planning and promote greater learning.
- The structure of the scheme of work will promote teaching and learning as it provides both continuity and progression. This scheme of work specifies progression of skills, knowledge and understanding.

PE across the Curriculum

Speaking and listening is developed in P.E. as is PSHCE. ICT is used in photography and videoing movements. Dance is often linked to the topic being taught by each year group.

The Assessment, Recording and Reporting in P.E.

- The assessment of the children will be carried out by the PE teacher during normal class activity.
- The school will utilise the contextual core tasks in combination with formative assessment to arrive at end of unit levels of attainment. These will allow a picture to be built up of the pupils' progress, any areas of strength or weakness.
- Individuals will be set challenges appropriate to their attainment and will be involved in making judgements on their own progress and suggesting how they need to improve.
- The use of core tasks will make it possible for the class teacher to compare the children's progress against the national attainment targets and expected outcomes.
- At the end of each year an indication of the level that each child has been working at will be recorded.

In accordance with the school's policy parents will receive a written report on all aspects of a pupil's school-work at the end of the summer term. This will include PE and should indicate to the parents the range of activities covered and areas of personal strength and weakness.

Monitoring and Evaluation

All curriculum areas are subject to monitoring procedures as part of the school's monitoring and assessment policies.

The P.E. co-ordinator monitors and evaluates the subject and in addition there is continuous monitoring through:

- Monitoring of lessons and lesson plans
- Lesson evaluations
- The collecting of evidence

Children are also encouraged to evaluate their own and others' work.

Coaches

All coaches are CRB checked and have suitable qualifications for the sport they are coaching. They are given a copy of the risk assessment for the area they are going to be working in and are familiarised with the school behaviour policy. When working within the curriculum the work is planned after discussion with the P.E. coordinator to ensure coverage of the National Curriculum.

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Health and Safety

The school follows the Health and Safety guidelines set by the BAALPE 'Safe Practice in PE' document and also the guidelines of the whole school policy for Health and Safety. Risk assessments have been made for all relevant areas and activities using the LEA risk assessment template.

Issues include:

- Use of equipment, apparatus and techniques in accordance with Health and Safety requirements
- Appropriate storage of equipment and apparatus
- Teaching pupils to understand the need for safe practice in physical activities and how to achieve this
- Pupils wearing the correct, appropriate P.E. kit which is different to that worn in the classroom
- Jewellery is not permitted for P.E.
- Children arrive into school wearing their appropriate PE kit. This is a white t-shirt, black shorts and trainers. During the winter months, children may also wear tracksuits trousers and a jumper if required.

The Head Teacher and Link Governor have a working understanding of their liabilities and legal responsibilities relating to health and safety procedures and duty of care.

The P.E. coordinator is a qualified First Aider and there are notices displayed around school to ensure everyone knows who that is.

Equipment and Resources

A variety of resources are available in school. These include teachers' resource books, schemes of work, lesson plans and P.E. equipment, both fixed and consumable. The majority of P.E. equipment is kept in the P.E. store. The equipment is checked annually by an outside agency. The store is only accessible to members of staff, and children under adult guidance. A budget is given to the P.E. co-ordinator annually to replace or extend the equipment.

Resources are the responsibility of the P.E. co-ordinator. They include:

- Sports, games and athletic equipment in the P.E. store
- Indoor and outdoor space
- Outdoor play equipment-balls, hoops, skipping ropes etc.

Inclusion

At Moorpark Junior School, it is our belief that all children have an equal right to a broad and balanced curriculum, which enables them to meet their full potential. Through our teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those who are deemed more able and talented and those learning English as an additional language and we make all reasonable adjustments to achieve this.

As a school, we strive to ensure that all children, staff and members of our school community are treated fairly and equally. All children have equal rights to access all areas of the curriculum and the Senior Leadership Team (SLT) and all staff endeavour to provide the appropriate provision for this to occur.

This policy will be reviewed annually.