



PEDPASS POLICY

(Physical Education, Daily Physical Activity & School Sport)

Aims and objectives

There are four main purposes to this policy:

- It establishes an entitlement for all pupils
- It establishes the expected teaching standards and procedures for PE-DPA-SS
- It confirms the need for planned progression and promotes continuity and coherence across the school
- It states the school's approaches to this subject in order to promote public, and particularly parents' and carers' understanding of the curriculum.

Introduction

The importance of this subject to the curriculum

Physical education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and a knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

Aims and Expectations of PE

- To teach pupils to be more skilful in the ways they control their movements and develop co-ordination.
- To develop habits leading to a healthy and active lifestyle and promote physical fitness and well-being.
- To help pupils understand how the body responds to activity.
- To develop pupils' confidence in applying and adapting a range of skills in a variety of settings.
- To foster an appreciation of the artistic and aesthetic aspects of physical activity.
- To contribute to pupils' social and emotional development, by developing their self-confidence and self-esteem.
- To develop personal qualities such as commitment, fairness, tolerance, and a concern for others.
- To develop personal and social competence and the necessary skills to manage success in competitive and co-operative situations; to cope with losing and to retain a proper sense of perspective in competition.

Strategies for Implementation

Teaching and Learning

Good lessons should contain the following elements:

- Purpose: lessons should have clear objectives and defined learning outcomes which should be explained to the pupils at the beginning of the lesson.
- Progression: pupils' capabilities should be developed with increasing demand made on the physical and mental processes. Building on previous learning is essential; so too is working to achieve successful outcomes through repetition, application and refinement of skills.
- Pace: high levels of activity, avoiding dead spots, with clear expectations for high work rates to be maintained are important. The physiological benefits of exercise should be explained and understood and their association with health emphasised.
- Coherence: all teachers should reinforce previous understanding and establish links between curriculum experiences.
- Challenge: high expectations will be set for individual and group achievement. Pupils will be extended both physically and intellectually through interesting tasks.
- Differentiation: will be achieved through using tasks and equipment that enable pupils to be challenged appropriately and which ensures good progress for all ability groups.
- Pupils' responsibility: in lessons pupils will be encouraged to make decisions. They will be given responsibility for: equipment; group organisation; and at times their own learning, as they practice and repeat movements in order to improve efficiency and the quality of their performances.

Entitlement

All pupils are entitled to a progressive and comprehensive physical education programme which covers National Curriculum requirements and which takes account of individual interests and needs.

Pupils will have experience at least five components of the National Curriculum programmes of study, (athletics, dance, games, gymnastics, outdoor education and swimming) so that they have every opportunity to meet and exceed expected levels.

Inclusion

No pupils will be excluded from any physical education programme.

Lessons will provide good quality experiences that are suitably challenging for all pupils. Pupils will undertake different activities, but all pupils will be given the same opportunity to achieve the aims through an appropriate range of activities. For pupils with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of pupils. These pupils may also receive targeted intervention to improve their core physical skills.

Children's self confidence in their abilities within PE is crucial, and teachers must be sensitive to the range of demands that may be made. Every child's contribution is valued.

Organisation

The curriculum is planned to provide a balance of activities across the Programmes of Study. The KS2 scheme of work is based on "A Devon Approach to Physical Education" and at foundation and KS1, the document, 'Leap into Life' is used. Teachers will refer to the QCA and Devon schemes of work and plan units of work in detail to include outline tasks, risk assessments, if and when appropriate, and assessment opportunities.

Lessons will include warming-up exercises and stretches before the main tasks, and cooling down activities at the end when appropriate.

Opportunities will be taken where appropriate to make links between PE and other subjects.

Swimming

Swimming lessons will take place at the local Leisure Centre and are run by professional qualified swimming coaches. Children in Years 3 and 4 are allocated 45 minutes a week for a term. Children in Years 5 and 6 may be offered catch up sessions if they are finding swimming difficult. Transport time will be included as part of the PE time allocation. The school aims to have all children swimming 50m by the time they leave Year 6.

Time Allocation

There will be two sessions a week for Key Stages 1 and 2. This may vary slightly during the year depending on what activities are being taught.

Resources

There is a variety of games equipment to enable pupils to work with balls, bats and rackets, which are best suited for their age and ability.

Pupils should be trained to select, collect and replace all equipment tidily, but it is the responsibility of the staff all staff to ensure that this is done properly.

Safe Practice

Safety should be paramount when planning PE activities. All teachers must refer to the following guidelines:

- Safe Practice in Swimming (1993) - Devon Education
- Safe Practice in Physical Education – BAALPE
- Outdoor Education, Visits and Off-Site Activities Health and Safety Policy (March 2018)DCC

(These documents are located in the subject leader's file.)

Risk assessments should be included in medium term plans, and safety aspects should be discussed with the pupils prior to activities. Pupils should be taught how to improve their own abilities to assess risks.

First aid equipment is available, and all staff should know what action to take, including calling for assistance in the event of an accident. Inhalers for pupils suffering from asthma must be readily accessible.

Regular checks should be made on all equipment. The subject leader will make frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the subject leader if any items show wear and tear. Any items constituting a danger should be taken out of use immediately.

Pupils should be taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.

Pupils should be made aware of safe practice when undertaking any activity, (e.g. not lifting Unihoc stick, not jumping or running in front of others, etc).

Good class control, appropriate routines and the use of recognised procedures to teach skills are fundamental to safety.

PE Kit

Staff leading sporting activities must be dressed appropriately in tracksuit bottoms or shorts and top, suitable footwear or barefoot for gymnastics and dance, ensuring an appropriate learning environment.

Pupils should understand the safety risks involved in wearing inappropriate clothing, footwear or jewelry and other body piercing. Hair should be tied back and earrings removed or taped.

All pupils should have a PE kit, which is different from the clothes and footwear worn during the remainder of the day. Pupils are asked to wear a coloured school T-shirt, plain dark shorts or leggings and plimsols or trainers. In the winter months for outdoor PE, tracksuit trousers are acceptable, and children are asked to bring trainers. PE kits should be named and kept in a bag in the cloakroom or classroom.

Having bare feet for gymnastics produces better quality work, checks are made by staff to ensure the floor is safe. We are advised that Verucca's are not infectious in a dry environment such as the hall floor and so all children should have bare feet for gymnastics and dance.

Swimming kit should be brought into school on the day when swimming lesson take place and taken home afterwards.

Pupils who persistently forget PE kits should be reminded of the importance of PE and, if necessary, a letter should be sent home to parents asking for their co-operation.

Illness and Injury

Children who are well enough to be in school are well enough to do PE. If a child becomes ill at school and is unable to go home, teachers will use their professional judgement to decide to what extent a child will be asked to participate in a lesson. The same applies to children who have an injury e.g. broken arm, sprained ankle etc...

Monitoring and Evaluation

The subject leader will monitor standards achieved throughout the year by using allocated time to observe lessons and extra-curricular activities. This will be achieved by collecting teacher assessments of pupils' progress aligned with QCA's exemplification standards and the expected levels in the National Curriculum. Where particular weaknesses in skills are observed modification of the curriculum and time allocation for particular aspects of PE will be considered and changes made when necessary.

Staff Development

To develop staff confidence and competence in teaching physical education:

- Whole school training needs will be identified as a result of the monitoring and evaluation programme;
- Other training needs will be identified through induction programmes and appraisal.
- The subject leader will arrange for relevant advice and information from courses to be disseminated and where appropriate is included in improvement planning and turned into practice;
- Where necessary, the subject leader leads (or arranges) school based training;

The attention of staff will be drawn to new safety guidelines which are published nationally or locally.

Review

This policy will be reviewed every two years. The subject leader is responsible for the initial review which will then be discussed with the Head Teacher.

Review Date: September 2020

Appendix 1

Exercise policy

There are four main purposes to this policy:

- It establishes an entitlement for all pupils;
- It establishes expectations for standards to be achieved;
- It builds on what pupils have learned previously and promotes continuity and coherence across the school;
- It states the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

Introduction

The importance of exercise to the physical development of pupils

Expectations:

1. the school has a whole school approach to the promotion of physical activity;
2. the school provides for all pupils, whatever their age, a minimum of two hours physical activity a week;
3. the school is aware of a range of relevant national and local initiatives and networks and takes advantage of appropriate opportunities to promote and develop physical activity;
4. the school encourages its staff, pupils, parents/carers and other adults, for example, sports development officers, to become involved in promoting physical activity and to develop their skills, abilities and understanding by appropriate training.

Aims of promoting exercise

The school is committed to the following aims:

- To provide a good learning environment for physical activity; to ensure that changing facilities have sufficient space, are clean, well decorated and appropriately equipped;
- To challenge gender stereotypical beliefs and attitudes and promote positive images of boy/men and girls/women enjoying activity at all levels of achievement; (not just elite performer)
- To ensure that all physical activity is enjoyable and makes a positive contribution to the pupils' self-confidence and self-esteem;
- To ensure an appropriate balance of individual, team, aesthetic, competitive and recreational opportunities, recognising that all pupils will have preferences;
- To provide all pupils with a varied and positive experience of physical education/activity;
- To cater for the physical needs of all pupils (what ever their age and stage);
- To recognise and celebrate individual differences in pupil's abilities and to ensure that all pupils feel a sense of achievement and success;
- To enable all pupils to experience a sense of mastery in at least two areas of activity;
- To ensure lunch times are productive periods where activity is encouraged and purposeful;
- To promote an understanding of the benefits of an active life style through the school's culture which embraces all members of the school community;

- To work in partnership with other agencies to promote activity patterns which are supported by extra-curricular and community activity provision;
- To encourage members of the school community to use active physical means of transport from home to school where it is safe and feasible.