Shurdington CofE Primary

Be the BEST we can be, through LOVE!

Believe Enjoy Succeed Together

'Love God and love your neighbour as you love yourself.'

Matthew 22, verses 37 and 39.

Physical Activity Policy including P.E and Play October 26

Shurdington Church of England policies are written in the spirit of Christian values.

1 Aims and objectives

1.1 We understand that regular physical activity can improve quality of life, improve health, promote social inclusion, raise individual self-esteem and confidence and counter anti- social behaviour. At Shurdington, we are part of the CAS (Creating Active Schools) research program which is focussed on increasing and improving the school's provision for physical activity across the school day. The CAS framework means we create opportunities for activity across the curriculum in addition to traditional P.E lessons. We encourage pupils to identify the benefits to increased physical activity and are aware of the positive affect this can have on teaching and learning, behaviour and pupil wellbeing within the school.

1.2 In all classes, children have a wide range of physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results
- setting tasks of increasing difficulty, where not all children complete all tasks
- grouping children by ability, and setting different tasks for each group
- providing a range of challenge through the provision of different resources
- providing a range of extra-curricular activities to give children the opportunity to explore their skills further or gain more confidence in a skill

2.0 Physical Education (P.E)

2.1 Physical Education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming, athletics, fundamentals, yoga, ball skills and outdoor adventure activities. Physical Education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives.

2.2 All children should receive at least 2 sessions of P.E each week. Each session should be for an hour (although children will also need to get changed within this time) and should be taught inside if bad weather. All classes will also take part in an extra activity on a daily basis to promote physical wellbeing within the school and increase movement minutes. These include daily mile, skipping, wake up shake up, active games and a class choice.

2.3 The objectives of teaching P.E in our school are:

- *to enable children to develop and explore physical skills with increasing control and coordination;*
- *to encourage children to work and play with others in a range of group situations;*
- *to encourage confidence and high self-esteem towards physical activities.*
- *to develop the way children perform skills, and apply rules and conventions, for different activities;*
- *to show children how to improve the quality and control of their performance;*
- *to teach children to recognise and describe how their bodies feel during exercise;*
- *to develop the children's enjoyment of physical activity through creativity and imagination;*
- *to develop an understanding in children of how to succeed in a range of physical activities, and how to evaluate their own success.*

3 Teaching and learning style

3.1 *We use a variety of teaching and learning styles in P.E lessons. Our principal aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of whole-class teaching and individual, paired or group activities. We give the children the opportunity to explore different concepts before the teaching takes place. Teachers draw attention to good examples of individual performance as models for the other children, and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.*

4 P.E curriculum planning

4.1 *Our school uses the GetSet4PE Scheme of Work. This scheme uses the objectives from the National Curriculum. We try to link activities in school to local, national or international sporting events.*

4.2 *The curriculum planning in P.E is carried out in two phases (long-term and medium-term). The long-term plan maps out the P.E activities covered in each term during the key stage and the progression for the children. These progression documents are available through our scheme and monitored by the subject lead.*

4.3 *We use the scheme of work as the basis for our medium-term plans. This gives details of each unit of work for each term and the prior learning that will be built upon. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term.*

4.4 *Weekly and medium term plans are annotated and amended as required, on an ongoing basis.*

4.5 *We use the GetSet4PE plans to build upon prior learning. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school. More information on our P.E curriculum can be found on our website.*

5 P.E and inclusion

5.1 *We teach P.E to all children, whatever their ability or individual needs. We recognise the importance of all children having the opportunity to be active and thrive through movement. P.E forms an important part of the school curriculum providing a broad and balanced education to all children. Through our P.E teaching we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see related policies.*

5.2 *When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – equipment, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps ensure that our teaching is matched to the child's needs. We may also borrow resources from other agencies.*

5.3.1 *Intervention through My Plans or My Plan + may lead to the creation of an Education Health Care Plan (EHCP) for children with special educational needs. The My Plan may include, as appropriate, specific targets relating to movement and P.E.*

5.3.2 *We enable all pupils to have access to the full range of activities involved in learning P.E. Where children are to participate in activities outside our school (a sports event at another school, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils. Written permission is sought from a parent or carer.*

6 Assessment for learning

6.1 *Teachers assess children's work in P.E by making assessments as they observe them working during lessons. All children are encouraged to assess their own lessons through the plenary part of each lesson. At the end of a unit of work, teachers make an informal judgement against the National Curriculum levels of attainment and add these to insight. Teachers record this information and use it to plan the future work. Teachers update the assessment documents found in the scheme after each unit and these are monitored by the PE co-ordinator. These records also enable the teacher to make an annual assessment of progress for each child, as part of the school's termly reports to parents. The teacher passes this information on to the next teacher at the end of each year.*

6.2 *The P.E subject leader keeps evidence of children's work. This demonstrates what the expected level of achievement is in each area of P.E activity in each year of the school.*

6.3 *Talented pupils will be identified and encouraged to develop their skills and abilities with external clubs.*

7 Resources

7.1 *There is a wide range of resources to support the teaching of P.E across the school. We keep most of our equipment in the P.E store, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus and indoor equipment, and we expect the older children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children*

use the school field for games and athletics activities, and a local swimming pool for swimming lessons. The school grounds are also used for Forest Schools sessions.

8 Health and safety

8.1 *As with all subjects, health and safety is a vital consideration. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for P.E into the agreed clothing for each activity area. A reminder letter will be sent home to the parents/carers of children who persistently forget their kit. Teachers will set a good example by wearing appropriate clothing when teaching P.E. No potentially dangerous jewellery is to be worn for any physical activity. Earrings should be removed or taped up if this is impossible. No child should miss P.E because they don't have kit. Spare kit is kept in school.*

9 Physical Activity in the Early Years Foundation Stage

9.1 *We enhance our children's physical development by building on their fine motor and gross movement skills. We link this to the milestones of the 'Moving and Handling' Early Learning Goal in the Early Years Foundation Stage, through which children improve their fundamental movement skills, and are taught good practice when handling tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, using a wide range of resources to support specific skills. Another aspect of Physical Development within the Early Years Foundation Stage is the 'Health and Self-Care' Early Learning Goal. This is embedded daily within our Reception Class where children are taught key skills such as dressing independently and managing personal hygiene, as well as the importance of maintaining a healthy, balanced lifestyle.*

10 Play

Our school believes that all children need opportunities to play that allow them to explore, manipulate, experience and affect their environment. We believe play provision should be welcoming and accessible to every child, irrespective of gender, sexual orientation, economic or social circumstances, ethnic or cultural background or origin, or individual abilities. Our school is committed to providing the strategic and operational leadership needed to provide and maintain quality play provision for all of our children.

We use OPAL play provision to support our schools play. The OPAL Primary Programme rationale is that "… better, more active and creative playtimes can mean happier and healthier children, and having happier, healthier, more active children usually results in a more positive attitude to learning in school, with more effective classroom lessons, less staff time spent resolving unnecessary behavioural problems, fewer playtime accidents, happier staff and a healthier attitude to life."

10.1 Definition and value of play

Play is defined as a process that is intrinsically motivated, directed by the child and freely chosen by the child. Play has its own value and provides its own purpose. It may or may not involve equipment or other people.

We believe play has many benefits, including:

- *Play is critical to children's health and wellbeing, and essential for their physical, emotional, social, spiritual and intellectual development.*
- *Play enables children to explore the physical and social environment, as well as different concepts and ideas.*

- *Play enhances children's self-esteem and their understanding of others through freely chosen social interactions, within peer groups, with individuals, and within groups of different ages, abilities, interests, genders, ethnicities and cultures.*
- *Play requires ongoing communication and negotiation skills, enabling children to develop a balance between their right to act freely and their responsibilities to others.*
- *Play enables children to experience a wide range of emotions and develop their ability to cope with these, including sadness and happiness, rejection and acceptance, frustration and achievement, boredom and fascination, fear and confidence.*
- *Play encourages self-confidence and the ability to make choices, problem solve and to be creative.*
- *Play maintains children's openness to learning, develops their capabilities and allows them to push the boundaries of what they can achieve.*
- *Play improves children's enjoyment of the school experience and therefore children are more keen to come to school.*
- *Play enables children to be more physically active throughout the school day and it therefore improves children's fitness through being more physically active.*

10.2 Aims

In relation to play our school aims to:

- *Ensure play settings provide a varied, challenging and stimulating environment.*
- *Allow children to take risks and use a common-sense approach to the management of these risks and their benefits.*
- *Provide opportunities for children to develop their relationships with each other.*
- *Enable children to develop respect for their surroundings and each other.*
- *Aid children's physical, emotional, social, spiritual and intellectual development.*
- *Provide a range of environments that will encourage children to explore and play imaginatively.*
- *Provide a range of environments that will support children's learning across the curriculum and learning about the world around them.*
- *Promote independence and teamwork within children.*
- *Build emotional and physical resilience.*
- *Allow children the opportunity to communicate through play.*

10.3 Benefit and risk

The school will use the Health and Safety Executive guidance document Children's Play and Leisure – Promoting a Balanced Approach (September 2012) as the principal value statement informing its approach to managing risk in play. *In doing so, the school will adopt a risk-benefit approach as detailed in Managing Risk in Play Provision: An Implementation Guide (Play Safety Forum, 2012).*

Risk-taking is an essential feature of play provision and of all environments in which children legitimately spend time at play. Play provision aims to offer children the chance to encounter acceptable risks as part of a stimulating, challenging and managed play environment. As outlined in the play sector publication 'Best Play', play provision should aim to 'manage the balance between the need to offer risk and the need to keep children and young people safe from harm'.

In addition to standard risk-benefit assessments the school will practice dynamic risk management with children, encouraging them to identify and manage risks in an environment where adults are present to support them. At Shurdington, we want our pupils to experience risk and challenge themselves to be resilient and successful in their play. We would like children's play to be the best it can be, in order for the children to be the best they can be.

Please see Health and Safety Executive guidance document Children's Play and Leisure – Promoting a Balanced Approach (September 2012) (Appendix A).

10.4 Supervision during Play

The law requires that children in school have supervision but for primary school playtimes there are no stated ratios. During the school day there should be one or more adults present outdoors. The school recognises OPAL's three models of supervision: Direct, Remote and Ranging. Except for new children in reception, whose skills and orientation in the school environment need to be assessed, the school does not believe direct supervision is possible or beneficial. Supervisors will use ranging and remote supervision models, so that children can quickly find an adult and adults can patrol large sites to gain an awareness of the kinds of play and levels of risk likely to be emerging.

The supervision structure within Shurdington is to divide the school's outdoor area into different zones of play. Within each zone, ranging and active supervision by a single member of the play team will take place. Supervisors will engage the children in play conversation, help them to assess risk and assess the play and safety of the children within their zone. A member of the play team will be spare and without a zone to quickly deal with first aid or cover a zone where necessary. In the case of staff absence, the number of zones will be adjusted to ensure that supervision is adequate.

10.5 The adult's role in play

The school will help children maximise the benefits they can gain from play by the provision of trained staff who are informed by and work in accordance with the Playwork Principles. Staff will use and refer to these principles when appropriate interventions are needed, and ultimately will strive for facilitating an environment that nurtures children's self-directed play.

The playworker's core function is to create an environment that will stimulate children's play and maximise their opportunities for a wide range of play experiences. A skilled and experienced playworker is capable of enriching the child's play experience both in terms of the design and resources of the physical environment and in terms of the attitudes and culture fostered within the play setting. Playworkers are a channel of access to new materials and tools and they can act as a stimulus to children to explore and learn. They are also available to participate in the play if invited.

Please see 'Playworkers Principles' (Appendix B)

10.6 Environment

We believe that a rich play setting should ensure that all children have access to stimulating environments that are free from unacceptable or unnecessary risks and thereby offer children the opportunity to explore for themselves through their freely chosen play.

We will strive to continually improve the quality and diversity of our school's grounds to enhance play. We will use the document 'Best Play' to guide us on what a quality play environment should contain. *www.freeplaynetwork.org.uk/pubs/bestplay.pdf*

At Shurdington, we are aware that a rich play setting supports safeguarding, helps children develop confidence and self-esteem. Having access to fulfilling play helps children develop their confidence in a team or group setting and having awareness of their own rights. Play increases opportunities to develop social and emotional skills and regulate their own behaviour. We also believe that play help the children to develop a love of nature and being outdoors, which is key to becoming citizens who care about their local community and the wider world community and environment.

11 Extra-curricular activities

11.1 *The school provides a range of extracurricular physical activities for children, usually at the end of the school day. These are chosen by the children and ran by teaching staff and some external providers. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term. The school also plays regular fixtures against other local schools. This introduces a competitive element to team games, and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and cooperation amongst our children. More information on clubs and fixtures can be found on our website. (refer to enrichment policy)*

11.2 *The school provides a wide range of additional sporting festivals, competitions and active opportunities to encourage participation, enjoyment and the development of physical skills. These include events such as Feet First, netball, football, rugby and multi-skills festivals, enabling children to experience a variety of sports and represent the school within the wider community. We also offer a residential visit for our Year 6 pupils, providing opportunities to take part in Outdoor and Adventurous Activities (OAA) and other unique physical experiences that many children may not otherwise encounter. These activities help to develop confidence, resilience, teamwork, independence and a lifelong interest in being physically active.*

12 Monitoring and review

12.1 *This policy will be reviewed at least every three years.*

Signed:	***Signed:***
Headteacher	***Chair of Governors***
Date:	***Date:***