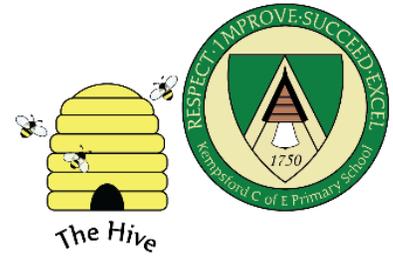


Kempsford Church of England Primary School
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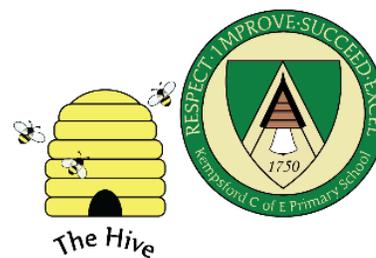


PE Policy

Kempsford Church of England Primary School

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Document History

Version	Date	Comments
1.0	November 2024	Approved by FGB
2.0	Sept 2025	Annual Review
Next Review Date September 2026		

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Introduction

At Kempsford Church of England Primary School, PE plays a very important role in the development of our children. Through an enriched PE curriculum, a broad and wide range of after-school sport clubs and a varied competition programme, we aim to encourage a lifetime love of sport which inspires all children to maintain an active and healthy lifestyle and to reach their full potential.

High quality and inclusive PE, sport and physical activity leads to improved fitness, health and well-being, concentration, attitude and academic achievement. Year after year, the range of sporting opportunities we provide at Orchard has been increasingly beneficial to the children at the school and has resulted in:

- Raising children’s attainment
- Building self-esteem
- Learning to work as a team, developing leadership skills and building friendships which extend beyond school life
- Experiencing healthy competition which can ultimately help them to deal with life’s successes and failures
- Encouraging and developing a healthy and active lifestyle

Children’s early years are critical in building the foundations, skills, engagement in and love of sport. At Kempsford, through our key values of Respect, Care and Compassion, Trust, Perseverance, Forgiveness and Friendship, we aim to nurture in our children the best possible start in life.

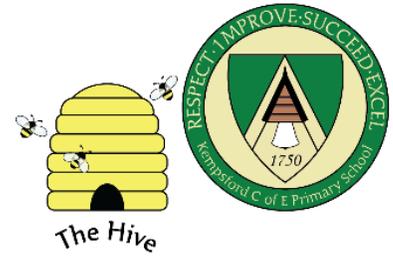
Curricular Aims

- Promote physical activity and promote healthy and active lifestyles.
- Encourage pupils to be physically active for sustained periods of time.
- Pupils engage in competitive sports and activities.
- Develop the competence to excel in a broad range of physical activities.
- Develop positive attitudes to health, fitness and physical activity.

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- To ensure safe practice.

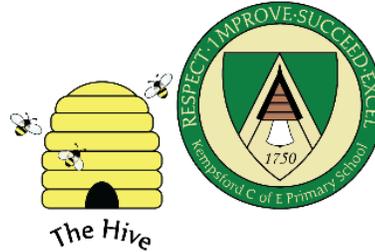
Objectives

- To develop positive attitudes to participation in physical activity.
- To make informed decisions about the importance of exercise in their lives.
- To acquire and develop skills in a range of physical activities and sports.
- To learn how to select and apply skills appropriate to the activity being undertaken.
- To set individual targets and compete against themselves as well as others.
- To respond to a variety of challenges in a range of physical activities and environments.
- To take initiative, lead activities and focus on improving aspects of their own performance to achieve their potential.
- To swim competently, confidently and proficiently over a distance of at least 25 metres and use a range of strokes effectively.

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Entitlement

Every child is offered a minimum of 2 high quality PE sessions a week. All children will learn and participate in the areas outlined in the curriculum overview for PE.

Delivery & Organisation

Each class has an allotted indoor activity time as well as access to outdoor areas, such as the playground and field.

School staff use the Lancashire County Council PE Scheme 2014 PE Curriculum, adapted for our setting. This curriculum provide lesson plans, resources and ideas for each curriculum area within PE for each year group.

In PE the overall structure of the lesson will generally be the same and consist of:

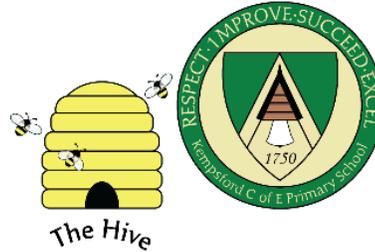
1. Learning Objective and Success Criteria.
2. Video-based classroom input if relevant.
3. A Fundamental Movement Skills-based warm up and stretch activity.
4. A series of technique / activity-based games relating to the initial Learning Objective. Pupils' capabilities should be developed with increasing demand made on physical and mental processes. Building on previous learning is essential and so too is working to achieve successful outcomes through repetition, application and refinement of skills.
5. The series of activities will then end with a game or activity where the skill learnt is then applied. High levels of activity, avoiding dead spots (pupils sat down, doing nothing) 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. High expectations will be set for individual and group achievements. Pupils extended both physically and intellectually through interesting tasks. 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.
6. The lesson is then concluded with a cool down exercise with dynamic or static stretching.
7. Plenaries and mini plenaries take the form of constant evaluation of performance, consistently throughout the lesson.

Children will also learn about and discuss physical activity through cross curricular themes and sessions in PHSE and Circle time.

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SCSP (South Cotswold Schools partnership)

This partnership offers opportunities for activities in partnership with other local schools.

- A full competition calendar which progresses through to the School Games
- Non-competitive Sport Festivals and Multi-Sport opportunities
- Opportunities for the school's PE Leader to meet with other Area PE Leaders to share and develop good practice
- Links with the community and local/county and regional organisations
- General advice re PE/school sport

Sports Coaches

We use a proportion of our Sports Premium to employ a coach to assist with lesson planning and delivery, staff CPD and pupil assessment and development and the running of after school clubs. Further details of these activities can be found on the School website or on request from the school office.

Teaching and Learning Styles

We use a variety of teaching and learning styles in PE sessions, informed by current best practice. Our principal aim is to develop the children's knowledge, skills and understanding through a mixture of whole-class teaching and individual /group activities.

Teachers draw attention to good examples of individual performance as models for the other children and we encourage children to evaluate their own and others' performance.

Open questioning is used to stimulate an increased depth of understanding. Differentiation is managed through pace, task, dialogue, input, support, resource, content, responsibility and independence as well as through outcome. Extension work is developed and used to provide exciting and challenging activities. Children are also encouraged to take leadership roles within each lesson to develop their independence and team-working skills.

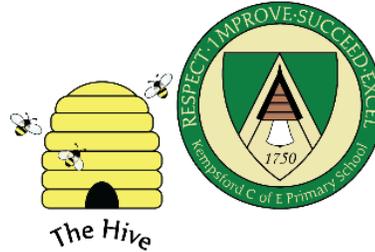
Early Years Foundation Stage (EYFS)

We encourage the physical development of children in our foundation stage as an integral part of their work. We relate the physical development of the children to the EYFS Early Learning Goals. We give all children the opportunity to do activities that offer physical challenge, both indoors and out and by using a wide range of resources to support the learning and development of skills.

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Swimming

All pupils in Year 5 and 6 will participate in swimming lessons in the Spring and Summer Terms. Lessons are delivered at a local swimming pool by qualified swimming teachers. Swimming assessment is based on whether a child can swim 25 metres with confidence and independently based on the National Curriculum requirements. Other skills and techniques will be assessed through observations by the swimming instructors.

Non-participation

PE is a compulsory subject as outlined in the National Curriculum and requires all children to participate fully in Physical Education lessons. Children can only be excused from the physical aspects of PE if they bring a signed note from their parent/carer stating either physical illness or injury that prevents their participation. (If teachers doubt the validity of the note then they should contact the parent/carer and not insist that the child participates until this has been done).

Resources

Physical education resources are used by children and staff in a number of ways including:

- To enable them to create and perform dances.
- To enable them to participate in and make up a range of games and to develop their skills in various games.
- To enable them to create and perform gymnastic sequences and to assist in providing progression in Gymnastics.
- To provide opportunities to take part in and improve their athletic skills.

PE resources are stored in the outdoor PE storage unit. Resources should not be collected from the PE cupboards by unaccompanied children, but only by teachers, teaching assistants or by supervised children.

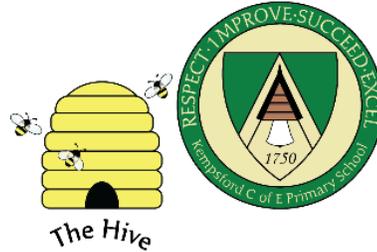
Outdoor play equipment is kept in the outdoor storage sheds or boxes. The PE Sports Leaders and lunchtime supervisors have the responsibility for keeping the playground equipment tidy. The rota for play equipment is drawn up by the Senior Lunchtime Supervisor and the Sport Leaders.

All staff are encouraged and expected to: treat the resources with respect; keep them in the appropriate areas; ensure all resource storage areas are kept tidy and report any faulty or unsafe equipment to the subject leader, who is then responsible for having it repaired or disposed of.

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Clothing

- All children wear a PE uniform on their PE days, details of which are in the uniform policy.
- All teachers should at least change into appropriate footwear for the teaching of PE. It is preferable that teachers change into a PE kit.
- Suitable clothing for all children within the school is a white t-shirt or house colour t-shirt; navy shorts or jogging bottoms; suitable trainers or plimsolls.
- No jewellery is to be worn in PE. Pupils are expected to remove their own jewellery, including piercings, or get their parents/carers to do so before school. Earring tape is allowed but only if brought in and applied by the child themselves.
- Long hair should be tied back.
- For dance and gymnastics pupils must be bare-footed and for gymnastics all pupils must tuck in their T-shirts.

Extra-Curricular Opportunities and Enrichment

Children are offered frequent opportunities to engage in a variety of extra-curricular activities after school, with clubs changing each half-term. Clubs are run by Carmen Ballard.

It is also the aim of the school to have children as active at lunchtimes as possible. Lunchtime supervisors are trained to encourage and are given resources to help promote active lunchtimes. We also have Playmaker leaders, who work in conjunction with the subject leader, who lead and manage playground activities.

As part of our Sports Day, we run competitive races for Key Stage 1 and 2 in House teams. We also run an annual House Competitions to further promote competitive sport within our own school.

We have recently been successful in maintaining our School Games Mark Award GOLD 2024.

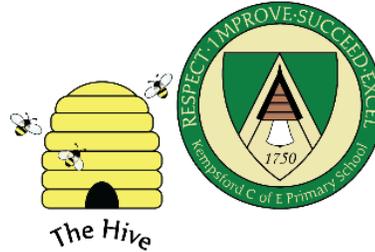
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Cross Curricular Links

Opportunities are utilised within our Creative Curriculum topic-based work, to draw upon physical education experiences to maximise children’s skills and learning or to enable children to apply and use PE in real life and academic contexts.

Equal Opportunities and Inclusion

Inclusive practice in PE should enable all children (including those that are gifted and talented within PE or those that have Special Educational Needs) to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Teaching and learning is therefore scaffolded to best match the needs of the class and the individuals within it. This process is completed by the teacher; specifically adapting the plans to their class’ needs.

More Able and Talented

In order to aid with the identification of ‘More Able’ / ‘Talented’ pupils we have devised a list of ‘abilities’ that we are likely to observe:

- Perform exceptionally well at one sport or to a good standard in many.
- Good spatial awareness.
- Good understanding of movement quality such as weight and time.
- Skilful body management showing a high degree of control and coordination.
- Able to combine movements fluently, precisely and accurately.
- Learn, understand and adopt technical aspects of a sport very quickly.
- Able to make correct decisions in pressure situations and adapt their technique accordingly.
- Creative, original and adaptable; able to respond quickly to new challenges and situations, often finding new and innovative solutions.
- Able to reflect on processes and outcomes in order to improve performance, taking into account the relationship between skill, fitness and tactics or composition.
- Able to work independently and with initiative. Show a high degree of motivation to practice and performance.

Identification of this group will take place using a combination of the following sources of information:

- Data stored on the Foundation Subject Assessment Spreadsheet.
- Notification from District, County, Regional and National sporting organisations of children playing at that sporting level.
- Notification from the community sports network, professional clubs and National Governing Bodies.

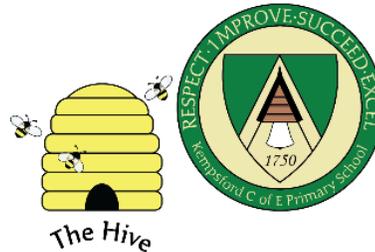
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Consultation with external agencies, subject leaders and senior members of staff will take place to ensure that curriculum alterations may be made when necessary to allow for the demands of training or competition. If the needs of the children are best met following an alternative plan then this will be discussed with the Subject leader and senior members of staff.

Assessment, Record Keeping and Reporting (please refer to the School's Assessment and Teaching and Learning Policies)

Children's standards and achievements in PE are assessed in line with the School's Assessment Policy. Assessment in PE for years 1-6 includes:

- On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress;
- Feedback of children's work; against the shared learning objective and success criteria is given in the form of verbal
- feedback.
- The Subject Leader also utilises the Progression Skills Grid for PE to develop an overview of achievement and skills in PE and inform further subject development needs.
- Pupils have a clear understanding of the assessment criteria used.
- Assessment takes place at the end of each activity and used to inform future planning and student target setting.
- This is completed on the skills progression grid.
- Documented evidence from third-party sports coaches.

Role of Parents

The school aims to involve parents/carers in their children's learning as much as possible and to inform them when appropriate, of their child's progress in PE.

Parents/carers have the opportunity to meet with the child's class teacher at least twice a year at Teacher consultation meetings and receive an annual report at the end of the summer term. Information about their child's attitudes and achievements in PE is shared with parents/carers at these times.

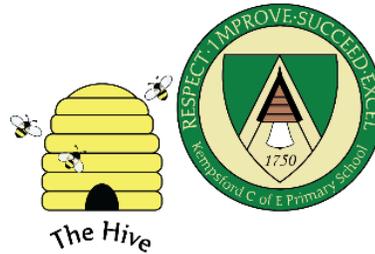
Parents are openly invited to attend sporting events and fixtures and encouraged to do so; in order to support their child in friendly and competitive situations.

Parents are expected to provide their child with a PE uniform as set out in the uniform policy.

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Role of the Subject Leader

The role of the Subject Leader is to provide professional leadership and management for a subject in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils. They will achieve this by affecting the following areas:

- Strategic direction and development.
- Learning and teaching.
- Leading and managing staff.
- Efficient and effective deployment of coaches, staff and resources.

The Subject Leader has regular discussions with the Head teacher and other senior leaders about learning and teaching in PE and provides an annual summary report about their work as Subject Leader and an evaluation of the strengths and areas for development for the subject.

Monitoring and Evaluation

PE will be monitored and evaluated as part of the School Monitoring and Evaluation Policy.

Staffing and Staff Development

INSET will take place within the school as deemed necessary. Staff are to take responsibility for what is taught in their lessons.

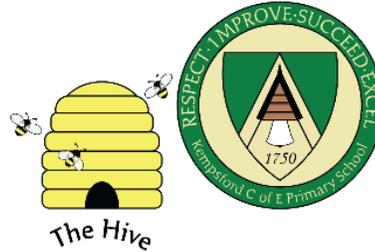
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Health and Safety

Safety should be paramount when planning PE activities. The following guidelines should be referred to by all teachers when planning their PE curriculum: Swimming and Water Safety in the National Curriculum (Swim England, NGB); Safe Practice in Physical Education and Sport (2016 AFPE).

Dynamic risk assessments should be made prior to and during PE lessons and all school risk assessments followed at all times where necessary. Safety aspects should be considered with the children prior to the task. Children should develop their own abilities to assess risks and to consider their own safety and that of others. First aid equipment should be available and staff should know what to do and who to call for assistance in the event of an accident. Inhalers for children suffering from asthma must be readily accessible and brought to lessons.

Regular checks should be made on all equipment. The subject leader should 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 when any items need replacing or repairing. Any items constituted a danger should be taken out of use immediately.

In order to minimize these risks all staff and children in PE lessons are required to take note of the following:

- All lessons are planned following a clear progression of developing skills and take into account the age, abilities and special needs of the class
- Children should be made aware, understand and follow all safety requirements related to the use of specific equipment, appropriate clothing and the following of instructions when in a lesson.
- Children should be taught how to move and use apparatus safely under supervision of a teacher or responsible adult.

- All large items of PE equipment are inspected annually by an independent safety officer under a contractual agreement. Teaching staff should ensure equipment is safe and in a good condition and suitable to the needs and abilities of the children. Any faulty equipment should be reported to the Subject Leader who will then remove, repair or replace the faulty equipment.
- Children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery.
- Children should be made aware of safe practice when undertaking any PE activity (e.g. not running or jumping in front of others and stopping when asked).
- Teaching staff should ensure and expect high standards of behaviour, performance and participation in all lessons.
- Teaching staff should follow the school's behaviour plan at all times.
- Children should be made aware of the importance of stretching in physical activity and how to use the correct technique.
- Teachers should conduct a visual risk assessment of the learning environment and PE equipment as well as the children's clothing; particularly footwear, before proceeding with any PE lesson.
- Pupils should be responsible for their own medical bags with their inhaler. Pupils will be supported if necessary to use. For younger children, a member of staff will ensure inhalers are on hand immediately during PE lessons.
- Pupils should warm-up and cool-down at the start/end of each session.

Accident Procedure

In the event of an accident the class will be settled and then help will be sent for as soon as possible. There are trained first aiders in each area of the school; they will then follow set procedures for specific injuries.

Sports Premium Funding

For information about how the School spends the Sports Premium Funding, please see the school website.

Policy Monitoring & Review

The Head teacher will monitor the effectiveness of this policy on a regular basis. The Head teacher will report to the governing body on the effectiveness of the policy at least bi-annually and, if necessary, make recommendations for further improvements. This is a working document and as such will be reviewed as and when needed.