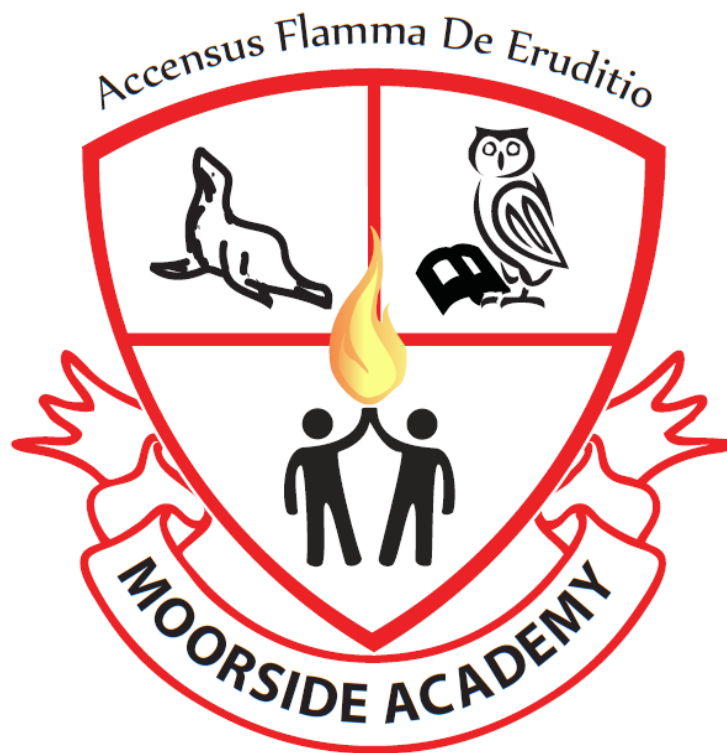


**Moorside Community Primary
Academy**

**Back Lane,
Skelmersdale.
WN8-9EA.**



**PHYSICAL EDUCATION AND
SCHOOL SPORT POLICY**

*At Moorside Academy our primary aim as educators is to ensure that our pupils are safe, **happy** and ready to learn. The ethos of our school is that the foundations are built firmly on **peace** and **respect**, regardless of an individual's role in the academy. Our children and their **families (community)** are at the heart of everything that we do here at Moorside and our curriculum has been developed in partnership with our children to be stimulating and engaging and to promote a lifelong love of **learning**. Our **nurturing** approach ensures that our curriculum is fully **inclusive** for all learners and we work hard to **challenge** all of our children and develop in them the **resilience** that will accompany them on their future learning journey.'*

Purpose

This policy reflects the school values and philosophy in relation to the teaching and learning of Physical Education and Activity. It sets out the framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. This policy should be read in conjunction with the Lancashire Scheme of Work for Physical Education, which sets out in detail what pupils in different classes will be taught.

Aims/Objectives

Our aims are:

- To ensure that all pupils have access to a full and enjoyable Physical Education curriculum and the opportunity to reach their full potential regardless of their age, gender, cultural or ethnic background.
- To increase pupils' participation in and enjoyment of physical activity within and outside the curriculum.
- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop pupils' health and fitness and develop an understanding of the importance of activity in maintaining a healthy lifestyle.

- To develop pupils' ability to use what they have learnt to improve the quality of their own and others' performance.
- To ensure ALL pupils have access to competitive opportunities across a diverse range of sports.
- To encourage involvement in extra-curricular sporting activities and develop community and club links.
- To incorporate Physical Education into other areas of learning across the curriculum (Maths Movement, etc...)
- To develop an environment in which pupils have the confidence to get involved in PE and sport and are committed to make it a central part of their lives both in and out of school.
- To develop staff competence and confidence in the delivery of high quality PE lessons.
- Maintaining and growing the school's engagement in the School Games (to reward and recognize a school's engagement (provision and uptake) in the School Games against a national benchmark and to celebrate keeping young people active) and the delivery of 60 active minutes for every child.
- Creating positive experiences by ensuring physical activity and competition provision is designed to reflect the motivation, competence and confidence of children and has a clear intent.
- To ensure a clear focus on transition points and how secondary schools engage in the School Games.
- To create positive experiences to support character development of targeted young people.
- Advocate to key stakeholders how the School Games makes a meaningful difference to the lives of children and young people, including engaging and educating parents.

We teach lessons so that ALL children:

- Have fun and experience success in sport.
- Have the opportunity to participate in PE at their own level of development
- Secure and build on a range of skills
- Develop good sporting attitudes
- Understand basic rules
- Experience positive competition
- Learn in a safe environment
- Have a foundation for lifelong physical activity, leaving primary school as physically active.

Facilities

On-site

- PE outdoor cupboard contains equipment to deliver the curriculum appropriately.
- Sports hall with gymnastics apparatus.
- A school field.
- Two playgrounds.

Off-site

- JMO Football Facilities
- Burscough Sport Centre
- Edge Hill University
- West Lancashire College
- Lathom High School
- Up Holland High School
- Skelmersdale Nye Bevan Swimming Pool.
- Dance Studios Ormskirk

Curriculum

The areas of physical activity (games, gymnastics, dance, athletics, swimming and outdoor activities) are set out in the Foundation Stage Curriculum and National Curriculum 2014.

Areas of activity

Early Years

Pupils should be taught:

Games

- Spatial awareness
- Basic Motor Skills
- Co-ordination

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/without a ball
- Games which include running, casing, 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/develop sequences
- To develop complex movements

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 safe for at least 25m
- To develop confidence in water
- To develop floating skills and support positions
- To develop effective and efficient swimming stroke on 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

Planning

Our PE providers, West Lancashire Sports Partnership, follow the Lancashire Scheme of Work planning for the teaching of skills in PE. Each year group will learn PE in accordance to the planning to ensure continuity and progression through school in order to continue to improve standards in PE. The scheme aims to develop basic skills and very simple tactics in KS1 progressing towards application of skills, more complex tactics and children developing and leading their own activities in KS2.

Lessons will generally follow the format of:

- Warm up
- Introduction/practise of skill
- Application of the skill
- Cool down

Differentiation

Our school recognises the different stages of development of all children. Therefore, the provision of PE at Moorside is developmentally appropriate and a variety of teaching and learning approaches are adopted to ensure that tasks are appropriate for different abilities of children, enabling them to achieve success creating the motivation to make further progress. Lessons are differentiated in a variety of ways:

Space – the space in an activity can be adapted to make it easier or more challenging.

Task – the skill that is being used can be broken down into smaller steps of lower ability children and made more challenging for more able children.

Equipment – the size, shape, weight or type of equipment can be changed.

People- changing the size and organisation of groups.

West Lancashire Sports Partnership also facilitates differentiated Able, Gifted and Talented and Festival events throughout the year.

Equal Opportunities and Inclusion

The school aims to fulfil the requirements of the National Curriculum 2013 for Physical Education and increasing the activity levels of the whole school by providing opportunities for all children in Physical Education. Every child in our school is entitled to a comprehensive programme of physical activity, which takes into account their interests and provides them with the opportunity to reach their maximum potential across a variety of activities whilst also giving children the opportunity to represent school externally in areas in which they excel in. Furthermore, where possible, children that are not participating in PE for health reason should be given a role so that they feel included and have an awareness of the objective for the lesson. Such role could be a scorer, referee, photographer, and evaluator or have responsibility for equipment.

Lower Achievers

To ensure the needs of low achievers are met the provision:

- Uses different targets settings.
- Allows extra time to complete a task.
- Groups the children into ability groups for some tasks/activities.

- Focuses on personal improvement and recognises participation, improvement and effort.
- Makes activities interesting and enjoyable.
- Uses additional adults for further support
- Uses appropriate demonstrations.
- Uses more able pupils to assist in paired work, taking on the role of a coach.
- Encourage participation in out of hour clubs.

Higher Achievers

To ensure the needs of high achievers are met the provision:

- Uses different target setting.
- Provide appropriate tasks that challenge them.
- Encourage participation in out of hour clubs.
- Encourage children to work at a faster pace and use more advanced skills.
- Involve them into helping and supporting less able peers.
- Provide competitive opportunities (intra/inter school).
- Encourages participation in local sporting events.
- Direct pupils to local clubs/outside agencies under the guidance of West Lancashire Sports Partnership.

Gifted, Able and Talented Provision

It is our aim at Moorside to detect, encourage and support our able, gifted and talented children through the provision of our Physical Education curriculum and extended curriculum. West Lancashire Sports Partnership provides events for pupils to develop their abilities alongside other talented children from other schools.

Exceptionally Able and Gifted children should show the following characteristics:

- Perform exceptionally well in one sport or many.
- Show good special awareness and understanding of movement quality such as weight and time.
- Are able to combine movements fluently, precisely and accurately.
- Learn, understand and adopt technical aspects of sport very quickly.
- Are able to make correct decisions in pressure situations and adapt their technique accordingly.
- Able to work independently and with initiative.
- Show a high ability of motivation to practise and perform.
- Show an ability to lead others.
- Have a working understanding of the importance and impact of exercise on their health.

Provision

As some pupils will have specific needs that stretch beyond the skill, knowledge and expertise of the teacher, we will:

- Differentiate lessons to challenge their skill level.
- Use their skills level to coach and support other children.
- Point children to outside agencies suggested by our partnerships – West Lancashire Sports Partnership and Shares Schools Sports Group

Assessment, Recording and Reporting

Pupils' progress and achievements are assessed, recorded and reported in the following ways.

- Assessment criteria included as lesson objectives, outcomes and success criteria.
- Teacher and School Sport Specialist observation of pupil performance in lessons.
- Question pupils to find out what they did/did not enjoy – involving pupils in the assessment of themselves and others.

- Keep an electronic record of individual pupil's achievements for each activity area (those working towards, at, and beyond expectations).
- Keep an electronic record of class achievements through the production of a pie chart for each activity area (those working towards, at, and beyond expectations).
- Highlight physical activity successes through assemblies, school newsletter WLSP newsletter, local press and display of trophies in school.

Methods of reporting pupils' progress and attainment to various groups include:

To pupils:

- Highlighting objectives at the start of lessons and reinforcing these throughout, providing feedback at the end of the lesson.
- Setting pupils individual targets verbally.
- Giving verbal feedback.
- Awarding certificates and stickers for achievements in different activities, focusing on effort, skill, participation and support.
- Awarding certificates for attendance at out-of-hours activities.
- Highlighting pupils' successes via assemblies, press and newsletters.

To teachers and School Sport Specialists:

- Use the Lancashire Scheme of Work Activity Specific Assessment Criteria to assess children.
- Pass all assessments to subject leader for electronic recording.
- Teachers know where to access recorded assessments (PE Lead).
- Highlighting pupils' successes via assemblies, press and newsletters.

To parents:

- End of year report.
- Parent's evenings.
- Talking to parents at sports fixtures and physical activity events.

- Inviting parents to sporting activities.

Other:

- Providing annual report to Governors
- Liaising with other agencies.
- Involving pupils in sports events
- Informing local press of physical activity and sporting successes.

Roles of the Subject Leader

Our Physical Education Subject Leader is Mr Hatton.

In planning the subject leader should:

- Develop the policy.
- Moderate standards by observing sessions across the school.
- Organise inter-school competitions with outside agencies.

Assist staff by:

- Leading staff meetings where appropriate.
- Planning/leading INSET days and activities.
- Provide advice.
- Auditing and ordering resources.
- Coordinating staff request for resources.
- Monitoring the condition and availability of resources.

Continuous Professional Development (CPD)

Teachers and Teaching Assistants all receive weekly CPD from observing specialist coaches. Staff are encouraged to get involved themselves in the lesson and conduct joint assessment of pupils. West Lancashire Sports Partnership provide a variety of courses, meetings and conferences to inform staff of new developments, share good practise, acquire new skills, resources and obtain qualifications.

Extra-curricular activities and clubs

A range of after school clubs are available to pupils which are provided free of charge. These clubs complement the curriculum, the interests of pupils and the local sporting opportunities. Pupils also have the opportunity to take part in inter-school competitions throughout the year. Registers are taken and data collated to ensure as many children as possible take up the offer and we target the children who do not attend to find areas which interest them.

ICT and Physical Activity

The use of ICT makes a significant contribution to teaching and learning in physical activity by:

- Improving pupils' skills and techniques – video images.
- Helping pupil to review and evaluate own performance – by videoing and reviewing performances.
- Develop pupils' understanding and knowledge of physical activity – viewing high quality performances.
- Develop pupils' understanding of the human body and health education – monitoring heart rates.

ICT will be used in PE by:

- Providing examples of quality performance.
- Supporting administration.
- Use of equipment – stop-watches, data handling programmes, measuring equipment, digital camera, video.

Cross-curricular Links

The PE scheme of work should contribute to the development of literacy, numeracy, science, ICT, Design and Technology, music, key skills, PSHE and thinking skills. Teachers are encouraged to find ways to link PE in creative cross-curricular ways with the rest of the learning areas.

Extra-curricular activities and Competitions

All year groups receive sporting extra curricular activities at some point during the school year. All sessions are for all abilities and genders and offer a mixture of competitive and non-competitive activities. In addition, we compete in inter-school competitions, ran by West Lancashire Sports Partnership / local agreements, giving children the opportunity to engage in different experiences of sport.

Sports Day

Children take part in an annual multi-sport circuit Sports Day at the end of the summer term. There is a wide range of sporting activities on the day to encourage participation and success for all children. Parents and carers are actively encouraged to attend and support their children.

Health and Safety

Everyone has a duty to ensure PE activities are carried out with regard to the safety of staff and children in line with school, Local Authority and Health and Safety policies. Advice can be sought from the Local Authority's adviser, or the staff members responsible for Health and Safety. We also ensure that we follow 'Safe Practice in Physical Education, School Sport and Physical Activity' document published by 'association for Physical Education' dated 2020.

- 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 the 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, tape should be used to securely cover the earrings.
- All long hair should be tied back.

- Suitable clothing and footwear should be worn for each lesson.

When travelling to sporting activities, 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 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.

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