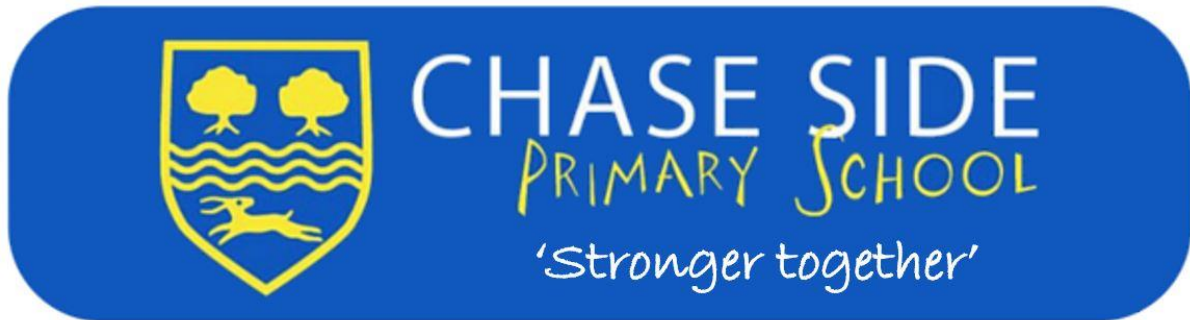




Chase Side Primary School

Physical Education Policy

**ADOPTED BY THE GOVERNORS OF CHASE SIDE
PRIMARY SCHOOL ON THE 18th JUNE 2025**

To Be Reviewed June 2027

As for all Policies we undertake within our school, all aspects of the PE Policy must fit with the Ethos, Values and Vision for the school which are:

Our Ethos:

Our ethos encompasses being welcoming, inclusive, friendly, caring and ensuring that working together underpins everything we do.

Everyone has the right to expect and benefit from this ethos and these values are demonstrated in all aspects of school life. Everyone who is part of or who visits our learning community is asked to adhere to our values and ethos.

Our Vision:

- Developing confident lifelong learners
- Embracing and valuing our diversity
- Making a positive impact in our community

Our Values:

The shared values of our school include:

- Kindness
- Respect
- Friendship
- Honesty
- Resilience

Stronger Together!

Introduction

At Chase Side Primary School we believe that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. A broad and balanced physical education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. The selection of suitably differentiated and logically developed tasks, will help pupils, irrespective of their innate ability, enjoy success and be motivated to further develop their individual potential and take part in lifelong physical activity.

We also believe that physical education does not stand alone but is closely linked with other curriculum areas to promote and educate children on how to live a healthy lifestyle and maintain their well-being both physically and emotionally.

Providing a balanced range of individual, paired and group activities, in addition to, co-operative, collaborative and competitive situations aims to cater for the preferences, strengths and needs of every pupil. These activities, experienced within a broad physical education curriculum, aim to promote a broad base of movement knowledge, skills and understanding. They also intend to develop the pupils' ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.

The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem solving. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness.

Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the whole school's planning for the development of pupils' communication, numeracy, PSHE and ICT skills.

Curricular Aims:

1. 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 **[acquiring and developing]**.
2. To develop an increasing ability to select, link and apply skills, tactics and compositional ideas **[selecting and applying]**.
3. To improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance **[improving and evaluating]**.
4. To develop an understanding of the effects of the exercise on the body, and an appreciation of the value of safe exercising **[knowledge and understanding of fitness and health]**.
5. To develop the ability to work independently, communicate with and respond positively towards others **[working alone and with others]**.

6. To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being [**applying safety principles**].

7. To promote in the students/pupils a healthy, active lifestyle and to develop positive attitudes of physical activity so supporting participation in physical activity within and post school.

8. Lay the foundations for physical literacy

9. Support the school's sport and health initiatives.

High Quality PE and Competitive School Sport

What is high quality PE and competitive school sport?

‘High quality PE and competitive school sport produces young people with the skills, understanding, desire and commitment to continue to improve and achieve in a range of PE, sport and health-enhancing physical activities in line with their abilities’.

The Basic Principles of High Quality PE and Sport

High quality PE and sport always:

- Enables all young people, whatever their circumstances or ability, to take part in and enjoy PE and sport
- Promotes young people's health, safety and well being
- Enables all young people to improve and achieve in line with their age and potential

Quality of Teaching

We are committed to providing a high quality programme by using the Borough's Professional Development programme and other modes of continuing professional development opportunities for the teaching staff.

Long term, medium- and short-term plans encourage full and active participation, most activities should be taught through a task-oriented approach, supported by skills and movement vocabulary, so that each pupil may develop within their own capabilities, intellectually, socially, emotionally and physically. There should be a clear learning objective for each session and a three-part lesson undertaken (warm up, skills development and application of skills in relevant context).

By employing a range of teaching styles and strategies we ensure that pupils progress to be independent learners in that:

- Tasks are set appropriate to their age, level of maturation, physical and intellectual ability
- Tasks are differentiated to cater for particular special needs
- Tasks are physically demanding, intellectually challenging and motivating
- Pupils clearly understand the objectives for each session
- The teacher is appropriately dressed
- Appropriate resources are available, whenever and wherever possible

There are opportunities for:

- individual, pair, group and whole class activities
- teacher-led and pupil-led activities
- to experience creative and skills dominated activities
- co-operative and competitive activities
- to observe others and learn by critical observation, both as a giver and a receiver
- learn, practice, refine and develop skills
- demonstrate their level of skill, knowledge and understanding
- plan and make decisions about their own and others' work
- solve problems and explore
- evaluate their own and others' work

Additionally, we will endeavour to give special provision to pupils who may have a particular need within this subject area at a particular stage of their development.

All staff teaching PE at Chase Side are required to carry out the principles of good practice as stated in this policy.

The Impact of High Quality PE and School Sport on Young People and Schools

When PE and school sport provision is of the highest quality, all young people will, to the best of their abilities, develop and demonstrate the following personal qualities:

- a strong desire to learn and make progress;
- high levels of dedication, attendance and involvement in PE and school sport; high levels of commitment to PE and school sport
- good levels of positive behaviour such as politeness, fair play and helpfulness; and
- high levels of enjoyment and enthusiasm and a strong desire to get involved
- a better understanding of the outcomes of leading a healthy active lifestyle
- more participation in clubs outside of school (evenings and weekends)

Developing these personal qualities affects young people's attitudes to school and learning. This has a positive impact on the whole school and can lead to whole school improvement.

We want our pupils to:

- show commitment to PE and competitive school sport
- know and understand what they are trying to achieve
- understand that PE and sport are part of a healthy, active lifestyle
- have the confidence to get involved
- have the skills and control that they need
- willingly take part in a range of activities
- think about what they are doing and make appropriate decisions
- show a desire to improve and achieve
- have stamina, suppleness and strength
- enjoy PE and school sport

Entitlement

All children are entitled to a progressive and comprehensive physical education programme, which embraces the Statutory Orders of the National Curriculum NC and Foundation Stage Guidance, and which takes account of individual interests and needs.

In the **Foundation Stage**, practitioners should:

- Plan activities that offer appropriate physical challenges
- Provide sufficient space, indoors and outdoors, to set up relevant activities
- Give sufficient time for children to use a range of equipment and provide opportunities for them to take ownership of how to develop and extend their learning and skills
- Provide resources that can be used in a variety of ways or to support specific skills
- Introduce the language of movement to children, alongside their actions
- Provide time and opportunities for children with physical disabilities or motor impairments to develop their physical skills, working as necessary with physiotherapists and occupational therapists
- Use additional adult help, if necessary, to support individuals and to encourage increased independence in physical activities
- Ensure that all aspects of physical development are focused on including gross motor, medium motor and fine motor skills, including scissor and pencil control to support handwriting development
- Support the EYFS format to formative assessment, by providing opportunities for children to explore their interests and their learning during the children's special weeks.
- Provide more opportunities for children to be active through extracurricular lunch time clubs.
- Identify less active children and support them with interventions (Groovy Movers) to develop their confidence and understanding of leading a healthy active lifestyle.
- Inter and Intra competitions for children to participate in.

During **Key Stage 1**, pupils should be taught knowledge skills and understanding through **dance, gymnastics** and **games** activities. (see below for an example of a Reception and Year 1 dance programme)

Write Dance

Write Dance is a method that integrates the whole body in the development of co-ordination of hands and fingers. Through body co-ordinating exercises children are trained to balance the body, the eyes and the two brain-halves. The Write Dance theory is that this should lead to better physical and psychological health and to a feeling of joy about learning to write and writing itself.

*Further information about Write Dance can be found in EYFS and Year 1.

Key Stage 2 pupils should have access to all components of the National Curriculum Programme of Study, (**Athletics, Dance, Games, Gymnastics, Outdoor Education and Swimming**) so that a realistic attempt is made to achieve the expected levels of performance as set out in the NC level descriptors.

The swimming programme is currently available to the students of Year 3.

Equal Opportunities

All children should be provided with equal opportunities to participate in a curriculum where there are no barriers to access based on race, sex, religion, culture or ability. PE lessons should aim to provide quality experiences, which support and challenge all children.

A range of teaching strategies have been adopted to ensure the delivery of equality of opportunity.

We are committed to facilitating integrated participation therefore we modify activities, equipment and rules whilst maintaining the integrity of the original, this includes appropriate challenge to those particularly the physically more able.

HEALTH AND SAFETY IN P.E.

Safety Practice in physical education should be paramount when planning PE activities. All teaching and non-teaching staff should be aware of the following document and know where it is located in the school.

Each teacher/session leader of Physical Education is responsible for the safety in their planning and delivery of their lessons and in the schemes of work.

It is expected that safety in PE is paramount and the basis of good practice. We adhere to the recommendations and guidelines for each activity found in the most recent AfPE publication 'SAFE PRACTICE IN PHYSICAL EDUCATION, SCHOOL SPORT AND PHYSICAL ACTIVITY'. It states expectations of both teachers and pupils within each activity.

- Children should develop their own abilities to assess risks.
- First aid equipment should be available, and all 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 in the class yellow medical bag and readily accessible during every lesson, and care plan to be followed.
- Regular checks should be made on all equipment. The Co-ordinator should make frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the Co-ordinator when any items need replacing or repairing. Any items constituting a danger should be taken out of use immediately.
- All large items of PE equipment are inspected annually by an independent safety officer under a contract. ('Continental Sports' undertake this task, usually in the summer term).
- Children should be taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- Children should be made aware of safe practice when undertaking any PE activity, (e.g. not lifting hockey stick or cricket bats dangerously, not jumping or running in front of others, etc).
- Children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery. It is recommended that children do not wear any jewellery for PE lessons.
- Good class control is fundamental to safety.

- Children must know the importance of responding readily to instructions (refer to school behaviour policy for procedures in event of unacceptable behaviour).
- Non-participation: this is to be at a minimum, if at all. A note from home, or advice from nurse is required for a pupil to be excused from lessons. Whenever possible the pupil should remain in the lessons and involved in it in an appropriate way that will facilitate their learning according to the lesson objectives – planning, evaluating, scoring, timing, coaching, refereeing, filming for assessment.

ASSESSMENT, RECORDING AND REPORTING

Formative assessment is a continuous on-going process with continual feedback given to the student during learning time. All pupils are assessed during each module, by a variety of teacher observation and questioning, or pupil's observation and evaluation of their own work and that of others.

Physical Education is assessed, recorded and reported in accordance with the school's policy and the expectations in Physical Educations. Pupils are encouraged to participate in the assessment process.

The learning objectives in our schemes of work are the basis for the assessment criteria and future planning.

MANAGEMENT

The subject coordinator is responsible for the overall school management and monitoring for the physical education programme as laid down in the job description and agreed school policies. Each teacher/session leader of Physical Education is responsible for their own high-quality teaching, planning, assessment and reporting in line with the agreed formats.

Risk Assessment in PE

Risk assessments and safety aspects should be considered with the children prior to any tasks being completed. (Generic risk assessments are included here. Risk assessments for specific activities or sports need to be carried out in line with the Health and Safety policy prior to any activity being undertaken).

<u>RISK ASSESSMENT FOR GYMNASIUM / HALL</u>						
What are the Hazards?	Describe who is at risk and how they may be harmed?	What is done to control the risk?	What more can be done?	Action by whom?	Target Date	Date completed
Food or dirt causing slip trip hazard	Students / teacher / TA falling / slipping	Existing cleaning regime. Pre lesson floor check by teacher.	Continually monitor existing control measures are in place.		Ongoing. Revised annually	Ongoing
Protruding fixed or portable equipment (benches, pianos, tables, support upright)	Striking against injury for students when participating in active games (e.g. basketball)	Portable equipment appropriately stored. Students to be briefed to increase awareness with pupils given time to consider know and understand hazards.	This is to be done through observation and inspections to ensure suitable and sufficient risk reduction is ongoing.			
Poor storage or poor accessibility to stored equipment or store cupboards permitting easy handling of equipment.	Causes poor posture and positioning for manual handling, resulting musculoskeletal injury or falling and striking against equipment.	Staff and pupils are trained in the use and handling of equipment. Children are not allowed in the PE cupboard unsupervised.	Headteacher to ensure suitable training is provided to staff to provide high quality PE practice			
Defective / Resources / Equipment not checked before and/or brought into service	Various injuries including striking against, splinters and collapse related etc.	Continental Services annual maintenance. Staff permanent pen "Do not use". Equipment disposed of.				

		Staff pre-check before lesson and monitor for wear and tear. Report defects to Senior Management and/or subject leader.				
Moving equipment.	Students manual handling. Muscoskeletal injury from lifting and carrying. Striking against injury or falling equipment.	All staff and pupils are trained on the handling and use of equipment. School policy adhered to on safe use and handling. Equipment to be suitably stored.				
Inexperienced, unqualified or untrained staff delivering physical education / activity.	Muscoskeletal damage to students through improper use of equipment or poor skill / technique / activity.	Headteacher to ensure competence of staff is demonstrated through experience, training or knowledge and evidenced by observation to be the case.				
Individual or special needs of students	Increased risk of injury on some activities.	IEPs, Pupil Risk Assessment, for individual pupils. Teacher fully informed of all childcare needs.				

Date of Assessment.....
 Place.....

Name.....

RISK ASSESSMENT FOR OUTSIDE GAMES ACTIVITIES

<u>RISK ASSESSMENT FOR OUTSIDE GAMES ACTIVITIES</u>						
What are the Hazards?	Describe who is at risk and how they may be harmed?	What is done to control the risk?	What more can be done?	Action by whom?	Target Date	Date completed
Appropriate playing surface (level, firm & non slip)	Adults and children tripping/falling	Playing area is checked daily by Site Manager before play.	Continually monitor existing control measures are in place.	Staff, pupils and headteacher	Each lesson	Ongoing
Debris on games grid and around the outside	Adults and children tripping/falling	Surface is checked for glass and stones	This is to be done through observation and inspections to ensure suitable and sufficient risk reduction is ongoing.			
Suitable run off outside of grid	Adults and children unable to stop	Adults and children are familiar with playing area and boundary				
Over competitive-ness	Adults and children. Collisions causing striking against or further falls	Fundamental skills taught before competitive games. Stress the purpose and outcomes of the activity.	Headteacher to ensure suitable training is provided to staff to provide high quality PE practice.			
Equipment appropriately stored and used during the lesson	Adults, children and tutors trip hazard.	Equipment stowed safely and used appropriately.				
Equipment fit for purpose	Participants, risk of injury from over sized equipment	High quality tutors using differentiated equipment Site Manager doing general maintenance				

RISK ASSESSMENT FOR GYMNASTICS

What are the Hazards?	Describe who is at risk and how they may be harmed?	What is done to control the risk?	What more can be done?	Action by whom?	Target Date	Date completed
General hazards	Students falling from apparatus. Students manual handling. Muscoskeletal injury from lifting and carrying. Striking against injury or falling equipment.	No students should be allowed on apparatus until it has been checked by a teacher and they have been given the go ahead. Every year group must be taught/reminded of how to handle the fixed equipment	All staff and pupils are trained on the handling and use of equipment. School policy adhered to on safe use and handling. Equipment to be suitably stored. Continually monitor existing control measures are in place.	Staff, pupils and headteacher	Each lesson	Ongoing
Wall Bars	Injuries whilst wall bars are being brought out to staff and pupils.	Use pulley rope to free the upright and the lever handle to bring the bars out (warn the students to mind their toes). Pull out fully and bolt into the floor. Secure the pulley into the side handle. Staff to supervise throughout.	This is to be done through observation and inspections to ensure suitable and sufficient risk reduction is ongoing.			
Ropes	Injuries whilst ropes are being brought out to staff and pupils.	Emphasise the use of the pulley rope to get the main ropes out. Ensure that they run out fully and	Students must be taught how to use the equipment properly and to			

		tie off securely at the side (double back figure of eight).				
Boxes - segments	Injuries whilst boxes are being brought out to staff and pupils.	Two students per segment. Ensure that they do not slide on the floor – use mats if necessary.				
Mats	Injuries whilst mats are being brought out to staff and pupils.	Must be carried out one between four students – two on each long side.				
Benches and planks	Injuries whilst benches and planks are being brought out to staff and pupils.	Four to six children to carry, with an even number on each side. All moving forward and nobody on the ends.				

RISK ASSESSMENT FOR GENERIC SPORTS MATCHES AT OTHER VENUES

What are the Hazards?	Describe who is at risk and how they may be harmed?	What is done to control the risk?	What more can be done?	Action by whom?	Target Date	Date completed
Venues – at other schools / sports grounds.		A risk assessment should be carried out by the venue - if not use own school venue risk assessment.		Staff	Each occasion	Prior to event
Transport – parents and staff cars	Staff, parents and pupils - road traffic accidents	All children under specified height to be in a booster seat. All children wearing seat belts. List of each car, its occupants and driver details. All drivers insured for transporting children (business insurance). All cars MOT'd and road worthy. All drivers advised of intended route before		Staff, pupils and parents	Each occasion	Prior to event

Transport - driving plan B	Someone doesn't arrive to give lifts	departure and travel in convoy. List of all reserve drivers and this is available to staff – drivers informed of match/event details so that they can be on standby.		Staff and parents	Each occasion	Prior to event
First Aid	Availability of first aid treatment for pupils, staff and parents	School mobile telephone to be used. Should be supplied by host school Take a named first aider First aid bag and all necessary medication to be taken.		Staff	Each occasion	Prior to event
Missing children				Staff and pupils	During the event	During the event
Walking to venue		Regular headcount Specified staff to pupil ratio (named children) . Stopping at roads (2 adults). Children to walk in pairs and single file where required.		Staff and pupils	Each occasion	During the event

		Use traffic lights, crossings and islands to cross busy roads where appropriate.	List of children with contact numbers and collection details			
Travelling on buses		Headcount onto and off of bus Children to sit down on bus (if full wait for the next bus)		Staff and pupils	Each occasion	During the event
Permission Slips/contact numbers	Children not being collected at correct time, place and by the correct adult	Ensure all slips have a contact number and are taking to event		Staff and pupils	Each occasion	Prior to the event
Permission Slips/Parent acknowledgement	Children being taken in other parent/staff cars without parent giving permission	Ensure all letters clearly inform parents of how children will be transported. Letter to provide parents to acknowledge and give permission for children to travel in other parent/staff cars		Staff & Parents	Each occasion	Prior event
Match cancelled due to weather, absence or unable to transport children	Children not being collected on time	Do not leave school, if circumstances have arisen before departure, inform parents of change. Inform Parents of cancellation		Staff & Parents	Each occasion	Prior event

RISK ASSESSMENT FOR GENERIC SPORTS MATCHES

What are the Hazards?	Describe who is at risk and how they may be harmed?	What is done to control the risk?	What more can be done?	Action by whom?	Target Date	Date completed
Match cancelled due to weather, absence		Do not leave school, if circumstances have arisen before departure, inform parents of change. Return to school early and staff to wait with children until they are collected. Where possible, inform parents of earlier collection		Staff	Each occasion	Prior/during to event
Activity – injury (sports)		Ensure First Aider available at all times. Activity appropriately staffed and staff are fully briefed. Correct equipment used for activity, e.g. shin pads, short finger nails for netball. Member of staff to stay with the group if a child		Staff	Each occasion	Prior to event

		needs emergency medical treatment.				
		Member of staff to check pitch/court/ground conditions.				
Medical conditions		Staff ensure they are carrying appropriate medication, e.g. asthma inhalers, etc.		Staff and parents	Each occasion	Prior to event
		First aid bag is to be taken				

PE Kit

Indoors:

All children (from Year Reception – 6) should wear their active wear to school on the days that they are allocated to have PE.

Our PE kit consists of:

- A plain yellow T-shirt with option of school emblem.
- Navy blue shorts – plain navy with no stripes, logos or other colours.
- Trainers or plimsolls – that fit properly, can be properly tied up and are different to shoes worn in school
- A PE bag – a proper bag clearly named, not a plastic carrier bag

Outdoors:

- Tracksuits must be worn for outdoor activities in cold weather.
- T-shirt to be worn underneath this
- A warm school fleece/jumper for winter months.
- Trainers (rather than plimsolls) need to be worn for outdoor lessons

Bare feet for gymnastics and dance produces better quality work, but the teacher should assess the condition of the hall floor before asking children to work with bare feet.

No jewellery should be worn for PE. Earrings **must** be removed for any PE or sporting activity.

Long hair should be tied back.

Each class has spare items for children who forget their PE kit. Children who persistently forget to wear their PE kit should be reminded of the importance of PE and, if necessary, a note should be sent to their parents asking for their co-operation (available in each classroom).

In the summer, children are expected to wear hats and sun cream.

For Year 3 children, swimming kit should be brought to school on the day when swimming lessons take place and taken home afterwards. The use of goggles is permitted once written permission has been received from the parent/guardian. Children with long hair must wear swimming hats. All medication (eg asthma pumps and epipens) and a first aid bag must be taken with the class when attending swimming.

Teachers and support staff involved in the lesson are expected to wear suitable footwear and clothing for teaching PE and be a role model.

Any non-participating children should be included in the lesson as much as possible (eg coach, evaluator, time keeper, etc).

Planning

The PE curriculum should be planned to provide a balance of activities within the Programmes of Study. The school uses the LA scheme of work, which is based on the QCA units of work and TOP products.

The long term and medium term plans, all units of work, TOP resources and other useful resources are all stored on class teachers computers, and are updated by the PE Co-ordinator whenever necessary. A 'master' set can also be found in the PE Cupboard. Teachers will need to identify their risk assessments, differentiated learning tasks and assessment opportunities in note form on their short-term plans or copies of lessons from the scheme of work. All lessons should include heart-rate raising warm-up activities, mobility exercises and stretches before the main task, and cooling down activities at the end. All lessons should also include aspects of the curricular aims of acquiring and developing, selecting and applying, improving and evaluating, knowledge and understanding of fitness and health.

For gymnastics lessons teachers should plan an appropriate apparatus layout to match the respective learning theme. Group apparatus cards are a useful visual teaching aid, and are found with the visual aid cards located in the schemes of work folder. Opportunities should be taken where appropriate to make links between aspects of PE and other subjects across the curriculum. P.E. can also be used creatively to help children develop thinking and life skills.

Swimming lessons take place at Southbury Pool, for all Year 3, for 10 weeks of the year. They will also receive 1 session on Water Safety.

Implementation and Challenge

The following should be considered when planning lessons to ensure progression:

- Making links between previous experiences and new skills
- Setting tasks which develop new knowledge and understanding
- Moving from familiar to unfamiliar contexts
- Planning to include elements of difficulty, variety and quality within each activity

As children become older and more mature, progression should involve:

- The application of existing skills and knowledge to more complex situations, e.g. working in larger groups, using different apparatus etc.
- Increasing confidence to work independently
- Developing children's ability to assess their own work and that of others, against criteria decided by themselves.

Quality PE lessons should include challenges for pupils, which involves developing:

- Feeling of improvement
- A sense of accomplishment/achievement
- Learning something new and wanting to learn more
- Physical well-being
- A feeling of independence
- Wanting to perform well and with imagination and flair
- Children demonstrating their own subject knowledge by leading activities with their peers, e.g. warm up

Differentiation

As all children have differing needs, abilities and interests, it is necessary to have appropriate management, therefore students with special needs have access to a full rewarding experience of, and participation in, physical activity at all levels. Inclusion is an entitlement supported by significant statute and regulation.

Children with a disability are not treated less favourably and are enabled to participate in PE as far as is reasonably practicable and, as such, reasonable adjustments to enable this are made. Teachers and staff working with children who have individual needs will ensure they obtain full benefit from PE.

Teachers decide pupil groupings for PE. These may be sometimes by ability, behaviour and or friendship. (Literacy and Numeracy groups are seldom used.) Children knowing their 'PE groups' helps the organisation of lessons, particularly in small group games and dance and gymnastics compositional work.

Time Allocation

At Chase Side we aim to provide all of our pupils with at least 2 hours of high quality PE, sport and physical activity each week (see sections below on daily physical activity, active lunchtimes, out of school hours learning and Enfield PE Team partnership). We will also be working on increasing this to up to 5 hours per week, in line with Government expectations, through further extra-curricular and/or community programmes.

The hall is timetabled for one session per class per week and the playground is also timetabled for outdoor PE. The latter takes place throughout the year with pupils suitably dressed.

Indoor PE may need to be cancelled if the weather outside is especially harsh (outdoor lessons will be held indoors at these times). The school values regular and frequent lessons to develop children's skills and abilities. In the event of weather conditions making it unsuitable to complete the activity planned, alternative arrangements should be made. These include class based activities around the activity (e.g. evaluating and improving work based on watching video clips, class activities based on knowledge and understanding of fitness and health). If the indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning intentions to be achieved.

On no account is PE used as a sanction.

Active Lunchtimes

At lunchtimes pupils are supervised by trained Play Leaders who provide purposeful skill and health enhancing activities that aim to improve behaviour, attitudes to learning and healthy living.

Out of School Hours Learning

Chase Side offers a wide range of lunchtime and after school sports opportunities. These are open to any pupil in the relevant year group. Staff will assist lunchtime supervisors by providing lists of pupils who will need early access to the dining hall etc. Staff will notify pupils of any cancellation or rearrangements of clubs as soon as possible.

Children are tracked according to their choice and selection for specific extra curricular activities.

Sports Council

Each class has two selected children to represent the class as their sports council reps. The children have the opportunity to be part of the decision making within PE and sport in the school. This also creates an outlet for their class to voice any opinions and ideas into how PE and sport can be improved at Chase Side.

After each meeting with the sports co-ordinator, the reps feedback to their class any relevant information.

More Able Programme

Schools should identify and develop more able students in PE and provide support in enabling them to reach their full potential.

We acknowledge that there is no fixed nationally or internationally accepted definition of 'more able children'.

We have agreed a definition of able and talented pupils in line with Ofsted guidance that incorporates the following:

- 'Able' pupils are defined as those who have the capacity for, or demonstrated consistently high levels of academic performance in a curriculum area. These areas being, for example, English, Maths or other subjects taught through our creative curriculum (Geography, History, Science or Enterprise Curriculum)
- 'Talented' pupils are defined as those who have a specific ability in one of the technologies or 'Creative Arts' e.g. ICT, Music, Art, Dance, Drama or a sport e.g. Games, Gymnastics. These are our children that stand out significantly from their peers.

The More Able population at Chase Side will not have a fixed percentage, but it will be determined by the abilities and talents of each cohort.

Identified children would be supporting in the following ways:

- Extra curriculum activities
- Sign posted to linked outside clubs
- Opportunities for sharing learning with other adults or peer groups
- Partnerships with secondary schools

Competition

There should be a balance between personal activity, self-improvement and competition. This should include teams, groups and competitions, which pupils make up themselves. Additional opportunities in a range of competitive activities will be provided whenever possible through extra-curricular clubs, and through taking part in tournaments etc against other schools. The sports co-ordinator keeps a record of which children have represented the school at a fixture or event. It is the target to create as many opportunities as possible for every pupil to participate in intra and inter school competitions.

The school holds at least one house team intra competitions each year.

The school holds an annual sports day for KS1 and KS2 during the summer term. The school works with the Borough's competition manager to maximise all opportunities for participation.

'Groovy Movers' - Physical Activity for Children with Co-Ordination Difficulties

The school runs a 'Groovy Movers' for children with co-ordination difficulties. This includes problems with gross motor skills, which are often observed during PE lessons, for example children who find it difficult to:

- dress and undress;
- manoeuvre on and off PE apparatus;
- use PE apparatus which takes them off the floor;
- jump with two feet together;
- balance on one leg;
- throw a ball or beanbag with control and direction;
- run in a co-ordinated manner.

Teachers who observe these characteristics in pupils (along with problems with fine motor skills and/or behaviour) consult with the school's Inclusion Manager who carries out an assessment and can then recommend the child for Groovy Movers.

The aims of Groovy Movers are:

- To build up muscle stability and strength;
- To improve core stability;
- To improve balance and co-ordination;
- To establish controlled body movements and reduce accessory movements;
- To improve confidence and self-esteem.

During Groovy Movers pupils work around a circuit of physical activities designed to achieve the above aims. The group is run at break times several times each week by Teaching Assistants trained in organising and managing Groovy Movers.

Assessment of Attainment

The National Curriculum (2014) sets out the aims, purpose of study and content for physical education and although it does not specify a detailed overview of the nature and content of learning, it does present the expectations that pupils should reach by the end of each key stage. These expectations are the minimum entitlement. The Enfield scheme of work, written by the Enfield PE Team, has the KS1 & KS2 National Curriculum expectations at the forefront of their work. The National Curriculum expectations are:

At KS1: Pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

At KS2: Pupils should continue to implement and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to succeed in different activities and sports and learn how to evaluate and recognise their own success

Formative assessment helps pitch the learning activities to accurately meet the needs of all pupils in the class and the units of work annotated accordingly. (The scheme of work incorporates three learning domains: cognitive (thinking), psychomotor (physical) and affective (personal/social and health) 'head, hands and heart'). When appropriate, class teachers should use assessment methods to capture learning in these three domains. Common methods used on a day to day basis include peer observation and videoing performance as these can be easily integrated into the learning activities.

The statements which directly relate to the unit that has been taught should be highlighted and pupils are identified as follows:

Emerging – not quite met the learning objectives (or only met with support)

Expected – successfully met the learning objectives

Exceeding – achieved over and above what is expected.

Storage

Most of the games equipment is kept in the PE cupboard in the hall. Gymnastics equipment is stored in the hall itself.

It is the responsibility of all staff to ensure that equipment is replaced in the cupboard tidily. Children should not be allowed in the PE cupboard unless closely supervised.

Outdoor Play Equipment

Each KS 1 class has a selection of outdoor play equipment, which is stored in a box in the outdoor learning area and are for use at lunchtimes. The class holds responsibility for checking and looking after the equipment and should report any missing or damaged equipment to the PE Co-ordinator.

KS 2 equipment for lunchtime use is stored in the cupboard in the playground. It is the responsibility of the Play Leaders to supply the equipment to the children and ensure it is returned at the end of each session. Play Leaders will fill in an order request form when equipment needs replacing.

Staff Development

The PE Co-ordinator, and colleagues should take opportunities where possible, to attend courses in order to keep up to date. They should then give summaries of information to the rest of the staff and draw attention to any new safety guidelines published by the LA and national agencies.

PE Premium

The government have continued the additional funding of £150 million per annum for academic to improve provision of physical education (PE) and sport in primary schools. The funding – provided jointly by the Departments for Education, Health and Culture, Media and Sport – will be allocated to primary school Head teachers.

We are using our Sport Premium to improve the quality of PE and Sport provision in the following ways:

- We have bought into the Excellence in Primary Physical Education programme
- Professional Subject Leadership Programme
- Upskilling the Workforce (Progression of PE through the school)
- Building a PE Team/Building Capacity
- Support Staff PE Programme
- Play leaders/Lunchtime Assistants Training
- Motivating specific groups of pupil's in learning through PE
- Sports Coach Training and Quality Assurance Agency
- Affiliation to the Education Policy Studies Student Association (EPSSA)
- Sporting events, competitions and leagues
- Entry into the Annual Dance Festival
- Healthy Weight Intervention Programmes
- Health and Safety including Educational Visit Co-ordinator (EVC) Advice and Training
- Paid for sports coaches to run after school clubs four days a week.

Our Primary School Sports premium will enable us to continue and extend our provision through supporting Teachers, new members of staff and ECT's to deliver the schemes of work and deliver high quality Gymnastic and dance lessons.

The money spent will be monitored through action plans and audits to provide us with the information about how the money has had an impact into the teaching and learning at Chase Side.