

# Newquay Primary Academy



## Physical Education Policy

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Adopted by (body): **Local Governing Body**  
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## **Intent**

**(Curriculum design, coverage and appropriateness)**

### ***Physical Development***

- In EYFS, pupils will experience P.E by participating in activities that support their 'physical development' within the 'Development Matters' framework.
- In EYFS, pupils will develop and refine the fundamental skills; rolling, crawling, walking, jumping, running, hopping, skipping, and climbing.
- In Year 1-6, pupils will work in line with the National Curriculum. They will acquire skills, refine skills, develop skills, and link skills in the following areas: Invasion games, Net and Wall games, Athletics, Dance, Gymnastics, Swimming and Outdoor Adventurous Activities.

### ***Emotional, Social and Cognitive Development***

- 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, this should be done using appropriate verbal and non-verbal communication [improving and evaluating].
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising [knowledge and understanding of fitness and health].
- To develop the ability to work independently and communicate with and respond positively towards others [working alone and with others].
- 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].

### ***Spiritual, Moral and Cultural development***

- To develop an understanding of the importance of being a 'good sport', encouraging children to celebrate and enjoy success in a respectable manner as well as learning to lose well and with dignity.
- To encourage all children to do their very best regardless of their ability; praising progress and achievement in a way that does not cause fear or upset for lack of performance or failure.
- To promote the importance of treating teammates, opponents, and referees with respect. Essentially, using every opportunity to maintain and raise self-esteem all round.

### ***Entitlement***

- All students will use all of the P.E. facilities at the academy during their time at NPA.
- All students will have opportunities to use the P.E. facilities at NQY Sports Centre, throughout their time at the academy.

## Implementation (Curriculum delivery, teaching, and assessment)

### ***Curriculum Planning***

- Pupils will participate in one high quality P.E. lesson each week.
- EYFS pupils will participate in daily activities which will support them in working towards and achieving the 'physical development' goals, within the 'Development Matters' framework.
- P.E. is organised by a P.E. specialist who ensures that the teaching and learning is of a high standard. The P.E. specialist will ensure the teaching is consistent and progressive throughout the academy.
- P.E. lessons follow a well-designed skills-based scheme of work that covers all areas of the P.E. National Curriculum; Invasion Games, Net and Wall games, Striking and Fielding, Gymnastics, Dance, Swimming and Outdoor adventure activities.
  
- All lessons should be evaluated to inform planning and ensure differentiation.
- Water safety and swimming will be taught to all pupils in Reception, Year 1, Year 2 and Year 3. Additional support and lessons will be given to pupils in Year 6 who are unable to swim 25 metres.

### ***Teaching and Learning***

- Lessons are blocked in to 'half-termly' units of work to promote greater depth of understanding, developing of skills, contextual application of these skills and the ability to perform reflectively.
- Children will be presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams. They will learn how to think in different ways to suit the different challenges. They will be given the opportunity of demonstrating their learning, using a range of communication styles, allowing for effective assessment.
- The structure of the scheme of work will promote teaching and learning as it provides both continuity and progression. This scheme of work specifies progression of skills, knowledge and understanding.

### ***Differentiation***

- Physical education in the academy will comply with the three basic principles for inclusion; set suitable learning challenges, respond to pupils' diverse learning needs, and strive to overcome potential barriers to learning.
- The teacher will take the action necessary to respond to an individual's requirements for curriculum access through greater differentiation of tasks and materials, consistent with academy-based intervention as set out in the SEND Code of Practice. Some pupils may need specialist equipment and approaches or alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists, or in exceptional circumstances, with a statement of special educational needs.
- Strategies and / or adaptations will be utilised in line with our '*strategies / adaptations for supporting pupils with special educational needs and disabilities in Physical Education*' document.
- Any classroom support provided must extend into physical education lessons as appropriate. Teachers and Adults Other Than Teachers (AOTTs) working with the children will be made aware of any pupils who have special educational needs or medical conditions. The SENDCO will liaise with all staff to ensure all pupils needs are met in relation to teaching and learning in P.E.

### **Equipment and Resources**

Equipment and resources are kept in the P.E. storage shed. The pupils are encouraged to:

- Look after resources, use different resources to promote learning and return all resources to the correct place (overseen by staff).
- Be told of any safety procedures relating to the carrying or handling of resources.

Any damage, breakage or loss of resources should be reported to the P.E. Coordinator as soon as possible. Any damage observed done to a piece of apparatus which could cause subsequent injury must be isolated from use and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.

### **Safe Practice**

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. This school follows the "Safe Practice in Physical Education" guidance provided by Baalpe and Cornwall LEA.

- All pupils will be taught how to handle and carry apparatus and resources appropriately. They should be taught to recognise hazards, assess the consequent risks, and take steps to control the risks to themselves and others.
- All adults working with the children will be DBS checked.

Staff who may lack confidence in teaching areas of activities will be supported by the subject leader.

### **PE KIT / Jewellery / Hair**

It is important the children are fully prepared so they can participate in a safe manner.

- All pupils will need to wear correct PE kit. This is the *NPA P.E. t-shirt, NPA P.E. hoodie, black shorts, and appropriate footwear*. If it is cold and the pupils are outside, they may wear *black leggings or tracksuit bottoms*. If the child does not have a P.E. hoodie, they may wear their academy jumper.
- Jewellery and watches must be removed.
- If the student has studs and they cannot be removed, they must be taped with medical tape provided by the teacher.
- Hair below chin length, or a fringe that covers the eyes **MUST** be tied up. This applies to all genders.
- If a child is excused from the lesson, it will be expected that they bring a note from home to explain why. The child will still be expected to change into P.E. kit and participate in the lesson in the role of a coach or official. This will allow them to continue to learn and make progress.

### **Equal Opportunities and Inclusion**

- Every pupil has equal access to national curriculum physical education. Learning experiences are differentiated in such a way as to meet the needs of all pupils. All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

### ***Out of School Hours Learning (OSHL)***

As the academy grows in size, the academy will offer a variety of lunchtime and after school activities. The amount of clubs available, will be reflective of the number of pupils on roll.

- The clubs will all have risk assessments in place.
- We encourage outside coaches to work within our academy to increase the opportunities available for pupils within the academy, as well as signposting them to clubs within the local community.
- In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made. These may include class-based activities around the activity or rescheduling the activity for another day. If the indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning intentions to be achieved.
- Staff will notify pupils and parents of any cancellation, rearrangements of clubs as soon as possible.

## **Impact** (attainment and progress)

### ***Assessment and Recording***

- The teacher will assess each pupil throughout each unit of work throughout the year. The pupils progress will be monitored by the teacher who will use these methods to set realistic targets for the individual pupil, based on their strengths and weaknesses. Individuals will also be set challenges appropriate to their attainment and will be involved in making judgements on their own progress – suggesting how they need to improve.
- At the end of each unit an indication of the level that they are working at will be recorded. This will allow all the unit grades to be looked at by the end of the year so that the overall attainment level given can reflect the progress made over that academic year. This will allow a comparison to be made with national expectations.
- Pupil conferencing is used across all of the year groups to assess the pupils' knowledge and skills of what they have learnt during their P.E. lessons.
- The P.E. lead will analyse data throughout the year to ensure progress is being made.
- Data will also be used to analyse attendance at extra-curricular clubs, the results of this will impact planning for the future.

### ***Monitoring and Review***

- This policy will be reviewed annually.