



Jarrow Cross C of E PE Policy

**This policy was last revised and adopted by the Governing Board in:
October 2019**

**After each revision the policy is circulated to all Governors, school
staff and displayed in the staff room and on the school website.**

The policy is to be reviewed by the Governing Board in: 2022



Jarrow Cross Church of England Primary School

PE Policy

Mission Statement

Jarrow Cross Church of England Primary School provides a caring Christian environment where EVERYONE is welcome and given the opportunity to develop their full potential.

PE in School

Jarrow Cross Primary School believes that Physical Education (PE) is a unique and vital contributor to a pupil's physical development and wellbeing. A high quality PE programme develops knowledge skills and understanding so that pupils can perform with increasing competence and confidence in a range of physical activities. The PE programme at Jarrow Cross aims to contribute to the personal development, health and well being, enjoyment, success and achievement of all pupils across the curriculum and beyond. The PE programme will allow pupils to learn, think and make decisions in different ways in response to creative, competitive and challenging activities. PE will also help pupils to develop personally and socially through working in teams and undertaking different roles and responsibilities.

The School's Aims for Physical Education are:

- To deliver an entitlement to all pupils through a planned and progressive curriculum for PE.
- Provide opportunities for all pupils to take part in a range of competitive, creative and challenge type activities as part of the curriculum or through enrichment opportunities.
- To develop pupils' self confidence in a range of physical environments.
- To develop physical skilfulness, physical development and a knowledge of the body in action.
- To promote positive attitudes towards active and healthy lifestyles.
- To encourage the pupils to reflect on their actions in order to improve the quality of their actions, performance or composition to achieve their personal best.
- Provide opportunities for pupils to think about what they are doing and make appropriate decisions for themselves.

- Provide pupils with opportunities to use imaginative ways to express and communicate ideas, solve problems and overcome challenges.
- To provide feedback to the pupils, involving them in their learning, allowing them to plan how to improve their performance.
- Provide an environment for pupils to be committed to PE and Sport both in and out of school.
- Provide an out of school hours programme which extends and enriches the curriculum and which encourages pathways to lifelong participation in physical activity.
- Provide an opportunity for pupils while in KS2 to participate in a residential/ outdoor and adventurous experience.

Curriculum

- A broad and balanced curriculum which covers the statutory requirements of the PE National curriculum.
- Opportunities are provided for all pupils to develop their physical skills and understanding in a range of creative, competitive and challenge type activities. The curriculum map is progressive to ensure over year skills are developed, mastered and applied in a range of contexts.
- Schemes of Work are provided for each unit of work and ensure that pupils have the opportunity to:
 - Acquire and develop new skills
 - Select and apply appropriate skills, tactics and techniques
 - Evaluate their own and others performances in order to make improvements
 - Experience a range of roles/responsibilities
 - Make decisions and solve problems
 - Work individually, in pairs and teams
- Swimming - as part of the curriculum entitlement pupils in Year 5 and 6 will receive weekly 30min sessions for a term each year.

Teaching and Learning

- A variety of teaching styles will be used to engage the variety of learners and provide them with the opportunity to learn from visual and auditory as well as kinaesthetic activities.
- Lessons will provide pupils with the opportunity to make decisions for themselves and to work together to solve problems and to be creative.
- Lessons will be planned to ensure a range of strategies are used to provide challenge and progression for all pupils
- Lessons will be differentiated according to the needs and abilities of each class. A range of differentiated strategies will be implemented (task, questioning, roles, grouping, feedback etc)
- Lessons will also be planned to ensure that all pupils are supported to achieve and make progress in a range of learning opportunities.

Assessment and Recording

- The attainment targets for PE as detailed in the National Curriculum, set out the knowledge, skills and understanding that pupils of different abilities are expected to have achieved.
- Teachers will be expected to assess pupils work in PE by making assessments of progress against learning objectives.
- Teachers must ensure that when assessing, connections are made between acquiring and developing skills, selecting and applying skills, evaluating and improving performances as well as demonstrating knowledge and understanding of health and fitness and knowledge of different roles.
- Assessment strategies are employed by teachers in the course of their everyday planning and teaching and are linked to the lesson plans used by teachers. These strategies ensure pupils are able to evaluate and improve work and make progress in learning and will also inform teacher planning.

Monitoring and Evaluating

- Subject monitoring and evaluating will be carried out by the PE Subject Leader

The following strategies will be used:

- Lesson observation
- Learning walks
- Assessment of pupil progress and learning

- Pupil interviews

Staff Development

- Opportunities for the development of all staff will be provided in order to enhance the quality of PE within the School.
- The needs of staff will be identified through monitoring and evaluating undertaken by the PE Subject Leader/Co-ordinator.
- The PE Subject Leader/Co-ordinator will ensure any development opportunities available from ST LA are disseminated to staff
- The PE Subject Leader/Co-ordinator will organise school/staff specific professional development strategies/opportunities with STLA School Improvement Advisor for PE.

The role of the PE Subject Leader/Co-ordinator

- Maintaining and updating knowledge and understanding of the subject
- Co-ordinating planning and setting high expectations
- Overall responsibility for teaching and managing pupil learning
- Ensuring consistency in assessment, recording and reporting
- Monitoring pupil achievement
- Managing and developing school staff in CPD
- Managing and monitoring PE equipment and resources

Health and Safety:

- All school staff are aware of the general Health and Safety requirements in PE activities.
- The school has risk assessments for activities delivered on and off-site.
- Staff not confident in delivering areas of the curriculum will seek support and CPD from school.
- Staff should encourage pupils to be aware of basic hazards and take steps to control these risks for themselves and others.
- The school expects, if needed that children will help to set up and put away gymnastic apparatus, including the large apparatus in the hall. Managing equipment represents an important element of pupil safety education. Pupils must be taught correct procedures on how to carry and lift equipment and should be done in an organised and systematic manner under direct supervision from the class teacher.
- The Association for PE (afPE) document 'Safe Practice in Physical Education and School Sport' (latest edition) is a comprehensive guide to safe practice and managing risk in PE and should be referred to regarding any aspect of Health and Safety in PE.

Adults other than Teachers:

- The school values the contribution of external providers/coaches and encourages the opportunity to liaise with the wider community. Appropriate CRB/safeguarding procedures must be carried out before external providers begin any work in school - this includes:
 - Enhanced CRB
 - Public Liability Insurance up to £5 million
 - Suitable level of qualification appropriate to activity
 - Photo identification
- South Tyneside LA has a database of coaches and external providers that have undertaken the above checks and are approved for ST schools. The ST database is updated on a monthly basis.
- If schools choose to use a provider who is not on the South Tyneside external database then this is at the discretion of the Headteacher and/or governors and all of the above checks should be undertaken.
- If coaches are used in curriculum time, the class teacher still retains overall responsibility for the pupils and should be present to monitor and evaluate delivery.
- Support Staff/ASLs may be used in curriculum time to support the delivery of PE, however the class teacher always maintains overall responsibility for what is taught and for the H&S and wellbeing of pupils. Direct or distant supervision of support staff is acceptable according to competence levels. This should be determined through a risk assessment

ICT in PE:

- In PE staff and pupils may use ICT to enhance performance and understanding and to record results and achievements through the use of digital photography/video, data handling, word processing, skills cards, and the Internet.

Resources/Equipment/Facilities:

- The PE subject Leader/Co-ordinator will manage the condition of resources and equipment and any damages will be repaired/replaced/removed
- All staff have the responsibility of informing the PE Subject Leader/co-ordinator about and damaged items
- Resources will be audited/managed and replacements ordered by the PE Subject Leader/Coordinator
- The PE subject Leader/Co-ordinator will have an overview of the management of internal and external facilities and equipment- this may be in conjunction with the SLT/site manager.

PE Kit:

- Pupils are expected to come to school dressed in the agreed PE kit on the days they have their PE lesson. This should be a plain white T-shirt (or with Jarrow Cross logo), plain black shorts/ tracksuit bottoms (outdoor only).
- It is expected that staff will set a good example and should endeavour to change for PE lessons. At the very least a change of footwear and removal of jewellery should be undertaken.
- PE clothing should be well suited to its function.
- Footwear that is fit for purpose is essential. It should demonstrate effective grip, support and reasonable protection where required.
- Pupils should never participate in socks on polished surfaces.
- Staff must undertake a risk assessment as to whether or not the weather conditions pose health and safety risks to pupils.
- Pupils should be adequately dressed for the weather conditions.
- Jewellery-Children are not permitted to wear jewellery, including pierced earrings, during PE lessons. Teachers are not allowed to take out or replace children's earrings if they are unable to do so themselves. If a child has recently had their ears pierced and are unable to remove their earrings they will be permitted to cover them with micro-porus tape during the six week healing period only, after which time they will be expected to remove their earrings in order to participate in PE lessons.
- If a child is ill or injured and cannot partake in the PE lesson a note should be provided from home. They will then take a passive role in the lesson e.g. scorers, coach and equipment monitor.
- If a child does not have their PE kit they should borrow a spare kit if possible, but not complete the lesson in their school uniform.
- Long hair should be tied back for lessons.
- Children with verrucas can take part as normal a verruca sock can be worn or water proof plasters should be placed over the verruca.

Extra curricular Provision

- The school offers a wide range of after school opportunities for all pupils which extend and enhance curriculum work. These activities are advertised to parents on a termly or half termly basis and the PE Subject Leader/Co-ordinator has the responsibility of maintaining OSHL timetables.
- Physical activity engaged in outside of the curriculum may take a variety of forms:
 - Extra Curricular clubs
 - Intra school sport. Inter house competition
 - Clubs for less active children e.g. Change for Life Clubs
 - Structured play, organised by young leaders/ school sport crews
 - Involvement in festivals and events
 - Competition against other primary schools e.g. school games competitions

This policy will be reviewed every three years as part of our policy cycle.
Presented to Governors June 2019

Reviewed: October 2022