

HOLY TRINITY C of E SCHOOL, East Finchley



High Standards Together

'At Holy Trinity School we promise to provide opportunities for every child to be the best that they can be.

We aim to create a happy and secure Christian environment in which children can grow in confidence and independence.

We strive for excellence in teaching and learning to achieve high standards together.'

Policy Name: Physical Education Policy

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| Sub Committee to review | CPC |
| Gov Reviewer | |
| Target Audience | All staff, Governors |
| Curriculum / non curricular | Non curricular |
| Associated Policies / Documents | PSHE |
| New Policy or Review of existing policy. | New |
| Date of Submission | July 2019 |
| Date for Review | July 2022 |
| Reviewed | Every 3 years |
| Date ratified by Governors | |

Physical Education Policy

We, the staff at Holy Trinity School, strongly believe that Physical Education has a major contribution to make in the development of the children. As such we are committed to providing a range of physical education opportunities both through our inside school hours learning (in line with our national curriculum obligations) and through outside school hours learning (through after school clubs and school team events). We will strive, across all areas of our Physical Education opportunities, to deliver high standards together.

The inactivity of children has been highlighted in many recent reports. We believe that Physical Education, in partnership with other areas of the curriculum, has a major role to play in promoting an active and healthy lifestyle for our children, staff and community at large.

Furthermore the Physical Education provision at the school has a major impact upon certain areas of learning. These include the development of fine and gross motor skills, the building of self esteem in the learning environment (especially among pupils who encounter difficulties in other areas of the curriculum) and finally the learning of social skills through co-operation with and competition against their peers in a controlled manner. This work is closely aligned with our policy on Personal, Social and Health Education (PSHE).

Through the Government Funding for sport, we provide opportunities for pupils to work with PE specialists. (All For Sport) The funding will support PE training by providing opportunities for teachers to work alongside specialist teachers. We are supported by The Barnet Partnership for School Sport who provide numerous opportunities for sports events and competition.

We offer outdoor education opportunities for children throughout the school. Different experiences for different age groups ensure all will get a range of appropriate challenges as they move through the school.

Aims:

Physical development:

The national curriculum for physical education aims to ensure that all pupils in Key Stage One.

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

As they progress to Key Stage 2, pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns

- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Cognitive development:

- To develop decision making and problem-solving skills.
- To develop reasoning skills and the ability to make judgements.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop the ability to communicate non-verbally with the body.
- To improve observational skills, the ability to describe and make simple judgements on their own and others' work, and to use this knowledge and understanding to improve their own performance.
- To understand that using the correct technique will improve accuracy and individual performance.
- To be able to evaluate performance and act upon constructive criticism.

Spiritual, moral and cultural development:

- To develop a positive attitude to themselves and others.
- To experience a range of differing activities and realise that physical activity doesn't have to be about winning a competition - doing your best is as important.
- To be able to encourage others and give praise for their achievements so that when children perform they do not fear failure.
- To treat your team, the opposition and the referee with respect.
- To raise self esteem through opportunities to celebrate sporting success.

The PE Curriculum:

We aim to provide a well-balanced curriculum which covers the statutory requirements for the Early Years Foundation Stage (EYFS) and the PE National Curriculum.

In the Reception Class (EYFS), opportunities are provide for children to be active and to develop their co-ordination, control and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences. Structured lessons and opportunities for outdoor physical activity amount to at least two hours each week.

Pupils in both KS1 and KS2 engage in two hours of high quality PE during the course of each week. In KS1 the curriculum focuses on fundamental movement skills to develop agility, balance and co-ordination. Curriculum content includes ball skills and team games, gymnastic and dance activities. At KS2 pupils continue to apply and develop a range of skills and units of work include a range of invasion, net / wall, and fielding and striking games, gymnastics, dance, athletics and swimming in Year 4. We also enrich children's experiences through opportunities for outdoor and adventurous activities.

A range of resources are used to support progression across the curriculum including PE planning, LCP, Val Sabin, Enfield Scheme.

Staffing/Staff development

Class teachers takes responsibility for planning, teaching and assessing the PE curriculum for their class.

All staff take part in professional development to ensure secure subject knowledge and awareness of health and safety procedures. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader, specialist sports coaches or outside providers through INSET. All staff who attend CPD courses must provide feedback/ disseminate the information. Due care and attention is taken when organising the timetable so that the most efficient use of facility and pupil time is taken into consideration, e.g. consecutive gym lessons when using equipment.

Safety

As with all physical activity, it is important that certain procedures are followed to minimise the risk of injury.

- Children should dress in shorts, tracksuit bottoms and t-shirts.
- Children will work in bare feet for all indoor and apparatus work.
- Plimsolls or trainers are worn for outdoor games, together with tracksuits if it is cold.
- Jewellery is not to be worn. Watches should be kept safely in a container in the classroom.
- Long hair should be tied back and rigid headbands should be removed.
- Children will be trained to lift and carry any apparatus sensibly into position under adult supervision. The teacher will check it before use.

Safeguarding

All adults working with children in school are to be checked for appropriate CRB clearance. This includes coaches working for a term at a time as well as staff working on a one off basis or with clubs. Children in Year 5 and 6 are not expected to change together.

Out-of-School-hours Learning (OSHL)

Our extra-curricular programme compliments and supplements the range of activities covered in curriculum time. The planned programme for 2018/2019 reflects a breadth and balance across the NC areas of activity, including dance, games and athletics. We follow a range of inter-school fixtures, tournaments and festivals within the partnership. At the beginning of each term, we publish a documented timetable of clubs. The extra-curricular content aims to be varied – including competitive and non-competitive and team- and individual based clubs appropriate for all pupils.

School Club Links:

The school seeks to make links with local community clubs whenever possible, e.g. link with Saracens Rugby Club and promotes activities at local clubs via the school newsletter.

Links with other subjects:

PE can link to other subjects, e.g. Literacy, (recount/report/ instructions), Science (body parts/pulse rates) and Maths (shape/position/directions/counting and graphical representation of data). ICT is also recognised as a potential tool for recording movements and actions to develop children's ideas as well as the appropriate use of audio visual and data logging equipment.

Equality:

All aspects of PE are taught in such a way as to include all children regardless of their gender, background, culture or physical ability. Learning objectives are set in line with our Special Needs and Equality Policies.

Records and Assessment:

Assessment for learning is made through short term (daily/weekly) observations of children's work, through discussion with the children and through their own self assessment.

Assessment of learning is made through medium term (summative) assessments and long term (formative) assessments. KS2 assessment is carried out by our All for Sport PE specialist and KS1 assessments are recorded through the use of Tapestry. PE planning also acts as an assessment tool.

Barnet School Sports Partnership (BSSP):

Holy Trinity is a member of Barnet Partnership for School Sport and receive curricular support, competitive opportunities for our pupils and training for staff via the partnership.

Summary:

At Holy Trinity we believe PE to be an integral part of the curriculum to be enjoyed by all children. It is a real opportunity for both teacher and child to consolidate and work on the values that underpin our school and its beliefs.

Monitoring and Review:

11. Extra Curricular Provision

Break times / Lunch times

- Are playground games painted on the ground?

There is a track around the KS2 playground which is an active circuit. There are KS1 games, for example, 100 square, hop scotch, What's the time Mr Wolf?

- Do the school have active play leaders/supervisors?

We have Bronze Ambassadors who support in the playground. Their role is to encourage virtual challenge participation and they have learnt playground games for KS1.

- Is sporting equipment for the playground provided for pupils?

We have a trolley of equipment. KS2 are in charge.

- Are active clubs held over break / lunch times?

Meal Time Supervisors encourage the children to take part in active play. Bronze Ambassadors help to support Change 4 Life Clubs.

After school clubs

- Are physical activity clubs provided for each key stage? **Yes**
- What active after school clubs are offered?

Football (boys & girls), dance, cricket, netball, athletics, multi sports.

- How does the school consults and involves pupils in decisions about the active clubs that are offered?

School Council, sports leaders, Bronze Ambassadors.

- How does the school involve parents in decisions about after school clubs that are offered?

Information on the school website and the school newsletter

Competitions

We have School Games Gold Award to celebrate participation, in competitions and level of sport and links with sporting agencies.

- What intra and inter school competitions are pupils involved in?

Intra:

Sports Day

Daily Mile

PE competitions

Inter:

Loads through Barnet Partnership for school sport, for example, leagues in football, netball competitions, swimming, athletics, hockey, rugby, cricket, tennis, gymnastics

- How are these arranged?

BPSS

School trips

- What outdoor education experiences are provided for pupils/students throughout the year?

Tolmers and Kingswood residential trips.

12. Active Travel

- Is walking to school actively promoted?
- Yes. We take part in Walk to School Weeks and give out packs from Stars. Junior Travel Advisors are elected and take part in assemblies during Walk to School Weeks.
- Is there a local walking bus?
- No
- Are parents encouraged to drive only part way and then walk with their children the rest of the way?
- Yes. JTAs stand outside school at the beginning and end of the days on random days and ask parents to not park outside school. Park and stride is encouraged and notices are placed in the newsletter.

- Is cycling promoted as a means of travelling to/from school?
- Yes. Bikeability level 1 and 2 are provided from Years 3 to 6. Smoothie bike has been at the school fairs. Bikers breakfast has taken place. Reception and Year 1 teachers have received balance bike training and we have 6 balance bikes.
- Are bike storage areas provided which are secure?
- Yes. A small grant was received from the borough to purchase an additional shelter which will be locked.
- Do pupils have the opportunity to undertake cycling proficiency tests?
- Bikeability Levels 1 and 2.
- Does the school have a school travel plan / TfL STARS award?
- Yes. Gold since 2015