



**CASTLEFORD  
PARK JUNIOR ACADEMY**

# PE Policy

**Castleford Park Junior Academy**

**Nov 2019**

*Review Date : Nov 2021*

**Rationale**

At Castleford Park Junior Academy, Physical Education plays an important role in enriching the school and its wider environment. We believe that PE is of great value and underpins much of the curriculum. We firmly believe that PE enhances self-confidence, removes barriers, helps to develop a spirit of co-operation and teamwork and encourages flowing movement and expression, which is essential to our pupils. We aim to provide children with a balanced curriculum, catering for multiple sports and game types to ensure our children receive a broad and enjoyable learning experience, thus raising the profile of PE and increasing participation levels both in and out of school.

By using progressive learning objectives, combined with a range of different teaching approaches, we endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. We believe it is also important that the skills of our school staff are broadened by working alongside experienced, the schools qualified PE teacher. This provides the staff at Castleford Park Junior Academy with continued professional development, where new initiatives and good practice can be observed, experimented with and shared.

We take part in many festivals and tournaments organised throughout the year and encourage children to become involved in representing the school in competitive sport at these events and acknowledge and celebrate their involvement and success during whole school assemblies. By providing these exciting opportunities, we believe pupils at Castleford Park Junior Academy should leave the school with a broad learning experience and a positive outlook on PE and physical activity.

## **Entitlement and Provision**

Pupils are introduced to Physical Education and physical activity from the very beginning of their time in school. The pupils will experience a broad and balanced PE curriculum with the opportunity to be taught a range of sporting activities. A scheme of work will be planned by the PE teacher and will be delivered by both the PE teacher and the class teacher. Sporting activities in PE lessons include: football, netball, basketball, tag rugby, gymnastics, rounders, cricket and athletics. Children also partake in dance, while in year 6, swimming lessons are provided for pupils in year 5. Children in year 5 currently receive one PE session per week, and a swimming lesson. Additionally, pupils fully participate in fixtures organised with other schools additional to the tournaments. Pupils also take part in sports day, which is held annually.

Through our active playground, children are provided with the Government's guidelines of 30 minutes Physical Activity. Training has been provided for Junior Leaders to play an active role in promoting an active playground. Junior leaders lead activities during break times to raise the profile of sport and physical activity.

A range of after school clubs are provided, including dance, football, dodgeball, hockey, netball, rugby, rounder's and athletics. We also offer a holiday club, promoting physical activity and sport, which is free of charge to the children; wherever possible we endeavour to support and involve the least active children by providing targeted activities, and running or extending school sports and holiday clubs, ensuring that this group of children, including vulnerable groups, are prioritised.

Resources have recently been replenished and are kept in a central store. An audit will be carried out each half term to check on the quality, quantity and safety of the resources. Within the class situation, PE lessons will begin with a five minute 'warm up' to ensure the children are ready to partake in a physical education lesson where scientific links should be made where possible. The learning objectives and should be outlined to the children as normal and the overview of the lesson should be shared.

### **PE and Sports Premium**

Through the use of the PE and sport premium for primary schools the school have an internal PE teacher, who is employed to work alongside practitioners from Castleford Park Junior Academy, providing coaching for staff with a focus on increasing confidence, knowledge and skills of all staff in teaching PE and sport while offering a broader experience of a range of sports and activities offered to all pupils.

### **Planning**

A medium term plan or a weekly plan should be created using the schools pro forma. Objectives should be extracted from the National Curriculum and the progressive skills document to ensure that levelled skills are taught. Resources and schemes which may aid the quality of the teaching and learning of PE are Val Sabin and PE planning which should be used to generate teaching ideas and activities to teach and apply the skills being taught. These schemes should be used accordingly and adapted to meet the needs of each class.

Children should then be introduced to the skill they will be learning followed by modelling from the teacher, or a gifted pupil. Pupils should then take part in a whole class teaching activities before consolidating on that activity independently or in small groups. Children should then have the chance to apply the skill/s developed in a small scale game. Sessions should end with an emphasis on evaluating work done in the lesson, or over a series of lessons, reflecting on skills learnt and if appropriate the effectiveness of the skills learned. Pupils will be assessed on their skills at the end of each half term and these results will be inputted onto the PE tracker.

### **Staffing/Staff Development**

The PE teacher and class teacher will take responsibility for planning, teaching and assessing the PE curriculum for their class. It is intended that all staff will take part in professional development to ensure

secure subject knowledge and awareness of health and safety procedures. It is further intended that staff should be comfortable and competent in the area of activity being taught. Where additional support is required this will be provided by either the subject leader/PE teacher, specialist sports coaches or outside providers through INSET. All staff who attend CPD courses will provide feedback and disseminate information/learning.

### **Assessment, Recording and Reporting**

The progressive skills document and PE assessment bands (including level descriptors) provide the basis for reporting at the end of each half term and at the end of the academic year. In order to make this summative assessment, formative judgements based on the Programmes of Study are made throughout each term which are recorded and inputted in the PE tracker. Short term assessments are made periodically on an informal basis against the lesson objectives and half termly assessments are made against the learning objectives in the lesson plans each week.

Parents meetings are held twice yearly and parents are given the opportunity to discuss their child's progress with the teachers. In addition to this, all children receive an annual written report in which progress in PE is formally reported to parents including an indication of their effort, progress and attitude within PE.

### **Inclusion**

Inevitably, there will be some children who have a keen interest and partake in sport more often than others. These students will be catered for through the planning of extended tasks. Peer coaching, modelling and support will also develop those identified. At times all children may do the same task, however, these children should improve on the skill modelled and perform it to a higher standard with an increased accuracy. Children with Special Educational Needs should be catered for by differentiated

tasks concentrating on the skill being taught where rules and/or resources may be adapted and modified.

Support should be used to ensure progression is made where necessary.

The school uses the principle of STEP for adjusting lesson activities for differentiation. Some children with particular needs may require different activities, for example, with a particular focus on fine motor skills if hand to eye coordination is a challenge.

S = change the space available

T = change the time allowed

E = change the equipment, e.g. softer or larger balls, different sized bats

P = change the people, e.g. size of the groups

### **Cross-Curricular and SMSC Links**

Physical Education has the potential to improve communication skills and teamwork which are key skills, transferrable in an everyday context. Links to Numeracy (e.g. score keeping, goal differences, shape) and Science (the impact on their bodies, understanding the need for warm ups) will be made within lessons wherever possible. 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.

### **Links to the SMSC agenda**

Pupils' moral development is enhanced through PE by developing their understanding of the importance of taking turns, playing fairly, including others and their willingness to participate in sporting activities.

Pupils' social development is assisted by the high levels of collaboration skills displayed and needed in many sporting opportunities.

Developing a positive attitude generally is not simply about celebrating sporting success and learning to lose well; but also encouraging children always 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; and treating team mates, opponents and referees with respect. Essentially, using every opportunity to maintain and raise self-esteem all round.

### **Safety & Safeguarding**

Earrings must be removed before participating in PE lessons (including swimming). If a child is not able to remove their own earrings parents should do so before school on a PE day. If there are exceptional circumstances which prevents this from being possible for a defined period of time, parents should provide a letter explaining the reasons and the date from which earrings can be removed. During this period the earrings will be made safe using micropore tape, however a teacher may ask a child wearing earrings not to participate in an activity if they feel the risk is sufficient.

In order 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 cold.
- Jewellery is not to be worn. Ears pierced for less than six weeks will be covered with medical tape.
- 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, which will be checked by a teacher before use.

With regards to safeguarding, which we consider essential, we follow the guidance given by West Yorkshire Sport. Please see Appendix 1 for further details.

**Monitoring and Review**

Reviewed by Mr J Thorpe Nov 2019

Date of Next Review: Nov 2021

Signed  \_\_\_\_\_

Date: Nov 2019

**Miss K. Law Headteacher**

Signed \_\_\_\_\_

Date: Nov 2019

**Mr J. Dossey Chair of Governors**

Signed \_\_\_\_\_

Date: Nov 2019

**Mr J Thorpe PE Lead**