



GREAT ECCLESTON COPP
CHURCH OF ENGLAND
PRIMARY SCHOOL



PHYSICAL
EDUCATION AND
ACTIVITY POLICY

Reviewed and updated July 2019

Copp Cares

"Let us love, not in word, but in truth and action." (1 John 3:18)

Talk to me and I will listen, show me and I will remember,

Involve me and I will learn, encourage me and I will thrive.

Copp, the village school, where everyone is special and where God will help us grow.

Aims

- To promote overall general health and awareness of health.
- To provide access to physical activity.
- To ensure that all pupils are physically active during their time at Copp.
- To support pupils in appreciating the importance of physical activity for their health and wellbeing.
- To encourage an enjoyment of physical activity.
- To support parents in encouraging physical activity at home and in school.
- To develop a range of motor skills.
- To provide a variety of games and activities which develop appropriate skills.
- To provide equipment to develop and enhance skills.
- To foster an appreciation of the skills and abilities of others.
- To encourage our pupils to help those who are less skillful in order to develop a sense of fair play.
- To provide opportunities for team events, including those which are competitive.
- To offer extra-curricular activities which may or may not be part of the regular school programme.
- To develop an awareness of safety matters with regard to self, others and equipment.

Definitions

Physical activity for the purposes of this policy is a leisure or non-leisure movement of the body that expends energy: such as, exercise, sports, dance, mobility training or physical therapy, brisk walking, swimming or other body movements that result in an increased heart rate.

Adapted physical activities for purposes of this policy are physical activities that are designed for children whose special needs or other health conditions make it impossible for them to safely do physical activities appropriate to their needs.

Physical activity will include scheduled PE along with other forms of scheduled physical activity: Daily Mile or Afternoon Activity, movement activities in class, or other environments, as well as organized sports or games. Physical activity does not have to take place in the hall.

Curriculum Delivery

The class teachers will generally be responsible for PE provision for the class, in addition to the extra staff required for swimming. The PE subject leader will seek to support colleagues in delivering a balanced, comprehensive and progressive programme of physical activity from Reception to Year 6. The basis for all our work is guided by the National Curriculum for Physical Education Programme of Study and we use the Lancashire scheme of work, supplemented with other resources to plan lessons. The programme of work and time allocation has been balanced out over a seven-year plan, taking into account the mixed age classes. The plan ensures a continuous balanced and progressive programme for each child from Reception to Year 6. The plan also takes into account seasonal influences. Whenever possible, relevant courses will be attended by the member of staff most suitable for the course. This will usually be the PE subject leader who will share ideas with colleagues. Consultations with the Advisor or Advisory teacher may be undertaken when required.

Assessment

Children will be assessed in all areas throughout each year. The quality of pupils' learning in physical education is assessed by the extent to which the pupils:

- make progress in planning, performing and evaluating their movement in a variety of contexts;
- make good use of opportunities to repeat, to practice, to modify and to consolidate their physical skills;

- show an ability to explore and experiment, to solve problems and to improvise and to perform a rehearsed and polished sequence;
- are able to use a range of ways of learning from response to instructions, through structured tasks to more open-ended, problem solving activities;
- can work alone, in small groups and as part of a larger team;
- work co-operatively as well as competitively, sharing ideas and testing their skills;
- are willing to participate, to work hard, to practice until they have mastered a skill and to perform with a sense of commitment;
- show concern for the safety of themselves and others in their handling of equipment, their behavior in specialist facilities and in their performance of physical activity.

Further information on assessment can be found in the PE KLIPs.

Monitoring

The PE leader monitors standards and children's attitudes towards PE in several ways:

- pupil voices questionnaire;
- information from observations of lessons;
- staff meeting discussions;
- staff audits;
- informal discussions with children.

PE Kit

- Navy blue or black shorts; plain white T-shirt or with school logo; black pumps (trainers may be worn for outdoors).
- Children may also wear navy blue or black jogging bottoms during the winter months.
- No jewellery, watches, headbands, earrings, tights can be worn for PE.
- Long hair should be tied back.
- Normally, children change in the classroom under the supervision of the class teacher. Year 6 pupils (and any other pupils who need the provision) have the opportunity for private girl/boy changing arrangements under the assumption behaviour is acceptable in line with the Behaviour Policy.
- Staff should at least ensure that their own footwear is suitable, and, where possible, wear appropriate clothing.

Safety

We follow safety requirements and guidelines as laid down Lancashire, who have adopted the British Association of Advisers and Lecturers in Physical Education (BAALPE) *Safe Practice in Physical Education*, as the official guidelines. Teachers make sure that there is a safe working environment for all PE lessons. Children are taught to carry equipment correctly, where necessary.

Differentiation

Every PE lesson should be differentiated to maximize learning and ensure that the needs of individual children and groups are met. Children with special educational needs will participate in all activities as far as possible according to his/her abilities.

Non-Participants

- All children will participate in PE activities unless there is a medical reason, which has been made clear in writing from the parent/carer.

- A record is kept, by the class teacher of children who regularly forget kit and passed onto the PE coordinator. Parents may then be contacted.
- Non-participants are encouraged to take as active a part as possible in the activities e.g. refereeing, time keeping, scoring, and evaluating performances.

PE and Sports Premium

Great Eccleston Copp CE use the funding to make additional and sustainable improvements to the quality of physical education (PE), physical activity and sport that we offer.

We use the premium to:

- develop or add to the PE, physical activity and sport activities that our school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

We can use the premium to secure improvements in the following indicators:

- the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
- the profile of PE and sport is raised across the school as a tool for whole-school improvement
- increased confidence, knowledge and skills of all staff in teaching PE and sport
- broader experience of a range of sports and activities offered to all pupils
- increased participation in competitive sport

We may also use our funding to:

- provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively and embed physical activity across your school
- hire qualified sports coaches to work with teachers to enhance or extend current opportunities
- introduce new sports, dance or other activities to encourage more pupils to take up sport and physical activities
- support and involve the least active children by providing targeted activities, and running or extending school sports and holiday clubs
- enter or run more sport competitions
- partner with other schools to run sports activities and clubs
- increase pupils' participation in the School Games
- encourage pupils to take on leadership or volunteer roles that support sport and physical activity within the school
- raise attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2
- embed physical activity into the school day through active travel to and from school, active playgrounds and active teaching

Raising attainment in primary school swimming:

- The premium will be used to fund the professional development and training that are available to schools to train staff to support high quality swimming and water safety lessons for our pupils.
- We also provide additional top-up swimming lessons to pupils in Year 5 and Year 6 who have not been able to meet the national curriculum requirements for swimming and water safety after the delivery of core swimming and water safety lessons.

SWIMMING

Swimming is taught by a peripatetic swimming teacher at Poulton Swimming Baths, following the guidelines set down by Lancashire. Pupils are under the supervision of the swimming teacher during lessons. Children in Year 4 have swimming lessons during the autumn term and children have water safety lessons during the spring term. Children who have not made the grade will have further tuition in the summer term of Y5 and Y6.

Aims and Objectives

- To provide a meaningful and safe swimming experience for children.
- To reinforce the stated aims of the school in relation to skill progression; the personal and social development of children; their health and wellbeing.
- To meet the requirements of the National Curriculum.
- To use the County swimming programme to develop water skills.

To encourage pupils to:

- evaluate personal performance, and that of others, in seeking to improve standards.
- carry out effective land based rescues.
- apply techniques associated with personal survival in a hazardous water environment.
- make sound judgments about the safety, or otherwise, of swimming opportunities and locations.
- work co-operatively and responsibly when engaged in water activities.
- understand how swimming can contribute to overall health and fitness.

Swimming kit

- Pupils should wear trunks or swimming costume.
- A hat must be worn by children with long hair i.e. shoulder length or longer.
- No jewellery can be worn.
- Goggles can only be worn if parent/carer has completed a medical form for these.

Role of the adult accompanying pupils swimming

- Ensure the welfare of the children in the changing rooms and shower area.
- Take responsibility for teaching a group of children under the direction of the swimming coach.
- Take overall responsibility for the maintenance of good discipline.
- Count the children into and out of the building.
- Mark the attendance register.
- Liaise closely with the swimming instructor in setting targets, recording attainment based up on the individual child's needs and ability informed by medical considerations, where appropriate.

Role of the swimming coach:

- Ensure water safety of the children at all times.
- Provide termly plans of work for accompanying adult, to share with PE Leader.
- Provide weekly lesson notes for all swimming groups and offer technical advice to the accompanying adult, where necessary.
- Record children's achievement in collaboration with the accompanying adult.
- Transfer records of achievement to the school at the end of the swimming year.
- Confirm attendance levels and any relevant medical information with the accompanying adult.
- Maintain a safe working environment.

- Organise pupils according to numbers, ability, number of adults, special needs, other circumstances
- Ensure pupils know the procedure for start/end of lesson, their grouping and assigned area of pool.
- Consult with the accompanying adult about the provision to be made for children with special needs.
- Have all equipment required ready and in the correct place in the teaching area.
- Make sure all children and teachers know safety and fire drill.
- Organise working patterns, eg buddy system, waves, circuits, groups, other combinations.
- Organise pool space, making best use of available space dividing ropes where appropriate.

Health and Safety

At Copp we follow 'Safe Practice in Physical Education' (BAALPE) which provides detailed, authoritative guidance on safety issues, including safety in swimming lessons. The following **summary** identifies the key features associated with safety in swimming:

Arrival and Departure

Children should always enter and leave the swimming pool area under supervision, and be counted into and out of the swimming pool area.

Changing rooms

- Insist on good behaviour in the changing rooms, as this will set the tone of the lesson.
- NO jewellery can be worn in the water. *It may be necessary to agree procedures according to need, eg those who wear jewellery for religious purposes, Medi-alert bracelets or similar items.*
- Remind children to attend to personal toilet requirements and be clean before entering the pool.
- Wherever possible, supervision of changing should be undertaken by staff of the same gender.

Instructor/Accompanying adult responsibilities

- Undertake periodic risk assessment of the school's swimming provision.
- Wear suitable clothing and appropriate footwear.
- Make sure that the children are aware of the deep and shallow ends of the pool.
- Know the location and function of safety equipment eg resuscitation apparatus and first-aid box.
- Check the condition of the buoyancy aids for safety.
- Be able to contact pool staff immediately in the event of any emergency.

Emergency drill

This will need to be clearly understood by all children, and should be practised. They should be taught how to attract the teacher by shouting or waving. Accompanying adults/tutors need to carry a whistle at all times, to be used strictly as a safety aid and not as a teaching aid. Special arrangements e.g. flashing lights, signing, will need to be made for pupils with communication and/or sensory impairments.

The emergency drill procedure is:

1. **ONE** long blast on the whistle means **STOP!** Stand or tread water and face the teacher.
2. **TWO** long blasts on the whistle means the children should **LEAVE THE WATER** by the shortest route and stand well away from the edge of the pool.

Pool organisation

Class register should be available on the poolside, and should clearly identify children who may be at risk in a water environment (for example, children with epilepsy or diabetes) or who have skin complaints such as eczema which could be affected by chlorinated water.

