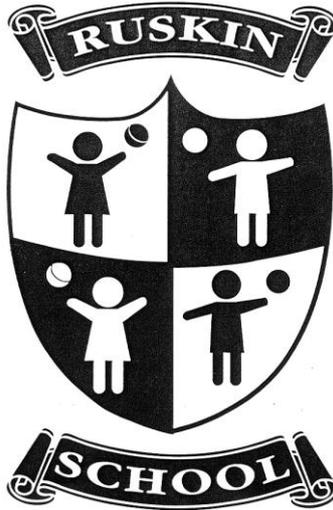


# RUSKIN INFANT SCHOOL AND NURSERY



## PHYSICAL ACTIVITY POLICY

This school policy reflects the consensus of opinion of the whole teaching and support staff and has the full agreement of the governing body.

**Revised:** February 2019

**Revised by:** Katharine Wade

**To be Reviewed by:** February 2021

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# Physical Activity Policy

## 1.1 Rationale

Our school believes that physical activity in school, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. A broad and balanced physical activity curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. It should also provide them with the knowledge and skills to develop a healthy approach to living as a young person and on into adulthood.

Whilst curriculum-based PE lessons retain their unique contribution to a pupil's movement education, physical activity contributes to a much wider area of learning through play time and lunch time sports activities, Foundation Stage outdoor area and out of school hours learning opportunities. The government 'Every Child Matters' framework states that all children have the right to be healthy. It is vital therefore that physical activity is integrated into the whole school's planning for the development of pupils' healthy lifestyles.

## 1.2 Aims and Outcomes

In line with the DfE's exemplar scheme of work the School's aims for Physical Education are to ensure that all pupils:

- 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

Pupils will 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.

The Association for Physical Education (AfPE) states in the Physical Education School and Sports Clubs Links (PESSCL) strategy that there are 10 PE and School Sport High Quality outcomes:

- Learners show commitment to PE and school sport.
- Learners have the confidence to get involved.
- Learners willingly participate in a range of activities.
- Learners show desire to improve and achieve.
- Learners enjoy PE and school sport.
- Learners know and understand what they are trying to achieve.
- Learners understand that PE and school sport are part of a healthy active lifestyle.
- Learners have the skills and control they need.
- Learners think about what they are doing and make appropriate decisions.
- Learners have stamina, suppleness and strength.

## **2.1 Teaching of physical activity**

- Approved sports coaches and class teachers teach physical education lessons during curriculum time and teaching assistants support in PE where necessary. 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. This assessment will be used to inform planning and promote greater learning. The structure of the scheme of work will promote teaching and learning as it provides both continuity and progression. School-based schemes of work, and the Fundamental Skills and movement programme (FUNS) specify progression of skills, knowledge and understanding. Teachers and adults other than teachers (AOTTs) are responsible for the safety and well-being of their children during lessons.
- During playtimes children have access to a variety of equipment e.g. footballs, basketballs, hoppers, skipping ropes, balance boards, bat and ball, ankle skips etc. At lunchtimes children participate in other sports activities in the far playground. Football goals have been installed in the far playground. Focused activities have been given a day of the week to ensure a variety of opportunities.

## **2.2 Role of subject leader**

The roles and responsibilities of the subject leader include:

- Monitoring the delivery of PE lessons through planned observations.
- Long term curriculum plan.
- Medium term planning guidance.
- Maintaining and replacing PE equipment.
- Updating and revising physical activity policy.
- Attending and organising training where necessary.
- Attending East Northants Sports Partnership (ENSP) cluster meetings and appropriate PE Lead Teacher (PLT) training.
- Organising Sports Day.
- Organising other physical activity opportunities.
- Liaise with Study Support subject leader.
- Consult and advise Governing Body on matters that arise.

### **3.1 PE entitlement**

The school aims to provide all pupils with their full entitlement of high quality Physical Education each week.

Nursery: 30 minutes allocated hall time per week.

Reception: 1 hour per week.

Focused movement activities each week and access to outdoor area (weather dependant) for EYFS

Year 1&2: 2 x 1 hour sessions per week.

Units of work are blocked so that for a set period of time lessons are on the same area of activity. PE is organised in themes where appropriate so as to promote greater cross-curricular planning, teaching and learning and to take advantage of external coaching opportunities as they arise.

### **3.2 Timetables / Curriculum planning**

PE is timetabled into the curriculum each term. The school has school-based planning for gymnastics, dance, games and athletics. Teachers are advised to use published schemes only as a guide for their own planning so as to ensure work is appropriately matched to the children. The school has now implemented the use of the FUNS programme which is based on fundamental skills in physical activity.

### **3.3 Non-participation**

Children are encouraged to fully participate in PE and PE kits should be in school to enable children to take full advantage of the full curriculum on offer. Those children who do not bring PE kits will be provided with school PE clothing and those who are unable to participate due to medical reasons or jewellery will take part in the lesson by observing and identifying learning objectives met by other children. Children without the correct PE kit are monitored and repeated occurrences reported to parents.

### **3.4 Differentiation**

Physical education in school will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils

An individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEND Code of Practice. Some pupils may need specialist equipment and alternative or adapted activities appropriate to their needs.

Any classroom support provided must extend into physical education lessons as appropriate. The SENCO will liaise with all staff to ensure all pupils' needs are met in relation to teaching and learning in PE.

### **3.5 Equal Opportunities / Inclusion**

Every pupil has equal access to national curriculum physical education and the wide range of playtime and lunchtime activities, regardless of their age, gender, cultural or ethnic background. 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 extended school activities.

### **3.6 Ruskin Infant School and Nursery Equality Statement**

Ruskin Infant School and Nursery (including Ruskin Childcare) defines itself as a school free from discrimination. We will not discriminate against any member of the school community by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

The school, through its policies and staff practices will also not discriminate against a pupil because they are associated with a person that displays the 'protected characteristics' as listed above.

Ruskin Infant School and Nursery defines four kinds of unlawful behaviour in relation to the Equality Act 2010 as

- direct discrimination
- indirect discrimination
- harassment
- victimisation

No unlawful behaviour will be tolerated in any way.

#### **4.1 Clothing**

Children need appropriate clothing for PE lessons and other sports based activities at school. The recommended clothing is outlined below:

##### **Indoor PE**

T-shirt  
Shorts  
Plimsolls

- Children that do not bring PE kit will use school PE clothing kit belonging to the school and parents will be reminded by letter. It is not appropriate for children to wear vest and underpants for PE.

## Outdoor PE

T-shirt  
Shorts  
Plimsolls or trainers

- The children may be advised to bring tracksuit bottoms and a sweatshirt if deemed necessary.
- Children that do not bring plimsolls or trainers will not be allowed to participate.

### 4.2 Jewellery / hair

The school prospectus states that wearing any jewellery to school is not permitted. The wearing of jewellery and watches for PE constitutes a health and safety risk for the child wearing the articles and others who may come into contact with them. It is a parent's responsibility to make sure that any jewellery is removed before children come to school. If a child does wear jewellery they will not be allowed to participate in PE lessons or any sports based activity during break times.

Hair which comes below the shoulders should be tied back.

**The rules for hair, jewellery and appropriate clothing during physical activity apply both to children and to staff.**

### 4.3 Foul weather

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.

Games and athletics lessons can take place outside. Lessons should be moved inside only when;

- There is potential risk to the children's safety; the surfaces are too slippery or the majority of pupil's do not have appropriate footwear (see section on appropriate PE kit)
- The weather will prevent effective learning and teaching
- There is a potential risk to health

### 4.4 Safe practice

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. The “Safe Practice in Physical Education” guidance provided by BAALPE (*British Association of Advisors and Lecturers in Physical Education, 2005*) and Northamptonshire LEA is a good reference point for this.

All pupils must be taught how to handle and carry apparatus, resources appropriately. They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others. Staff and pupils should be aware of emergency procedures and ensure that they always bring footwear with them to the hall for PE lessons so they can collect them in the event of an emergency.

If the activity is to take place outside, the teacher must ensure that all inhalers are taken outside and that water and shade is available if the weather is warm.

Staff who lack confidence in teaching areas of activities will be supported by access to INSET training either in school or on LEA courses or by qualified coaches.

\*\* See Appendix 1 for Health and Safety in Schools Policy

## **5.1 Assessment and recording**

Pupils work is assessed throughout each unit of work using formative observations. Each lesson provides opportunity for performance and evaluation of the children’s work. As well as this, summative assessment takes place at the end of the year.

Pupils’ progress is monitored by the individual class teacher and / or AOTT who will use these methods to set realistic targets for the individual pupil, based on their strengths and weaknesses.

Teachers and pupils will also use ICT to record their achievements and to enhance learning where possible.

## **6.1 Equipment and resources**

Resources are kept in the storage areas appropriate to their place of use. The PE subject leader will ensure that all staff is made aware of where equipment is located and of any new equipment.

Resources should be returned in good condition and working order. The pupils should be encouraged to:

- Look after resources

- Use different resources to promote learning
- Return all resources tidily and to the correct place (staff should oversee)
- 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 PE Coordinator as soon as possible. Any damage observed 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.

## 6.2 Facilities

The hall is available for PE lessons for the majority of the day and there is a hall timetable for all classes. The playgrounds are available for outdoor activities all day and the outdoor area in the Foundation stage is available for use to Key Stage 1 on request. The school grounds are available on a timetabled basis.

### 7.1 Extended school activities

The school offers a wide range of after school, lunchtime and holiday activities run by members of the school staff or approved outside agencies. These are open to any pupil in the relevant year groups. Staff will notify pupils of any cancellation, rearrangements of clubs as soon as possible. Staff must keep a register of all children involved in the activity and ensure that they are returned to their parents safely at the end of each session. There are no strict ratios but there should be no more than 20 children involved in an extended school activity per qualified adult. All coaches employed directly or indirectly (through coaching organisations or clubs) are qualified to Level 2 of the National Governing Body Coaching Qualification and have the relevant police clearance to work with children.

All staff and coaches involved in any additional activities should be aware of the emergency procedures and ensure that any medical equipment is available to the children and that there is access to a telephone at all times. If the weather is warm there must be shade and water available. If a qualified coach is teaching a group of children, they must also be made aware of these emergency procedures. ***A First Aid kit and telephone are available in the school office.***

### 7.2 AOTTs

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.

### 7.3 Offsite visits

Offsite visits are encouraged at Ruskin Infant and Nursery school to enrich our physical activity programme in schools. Any offsite visits must be risk assessed and cleared by the educational visits co-ordinator. All staff are aware of the procedures for an offsite visit.

*See EVC policy.*

#### **7.4 Emergency procedures**

All staff are aware of what to do in the event of an emergency during a PE lesson or sports based activity. First Aid kits are available in each classroom and there is access to a telephone in the office. First aid kits must be taken outside during PE lessons.