

Brinsworth Whitehill Primary School
Physical Activity Policy

Monitoring and reviewing

This policy will be reviewed in **2016** to ensure that it continues to meet the aim and objectives below.

The School Physical Education Co-ordinator's names are Robyn McDermott and Jayne Jones are responsible for leading on the monitoring and reviewing of this policy.

It is owned, implemented and understood by the whole school community.

We aim to increase the activity levels of the whole school community through the provision of a supportive environment conducive to the promotion of physical activity.

Our **objectives** to help us achieve the above aim are:

- To provide a curricular physical education programme which meets statutory national curriculum requirements
- To designate adequate curricular physical education time to provide a broad and balanced programme
- To provide quality physical activity opportunities both within and outside of curriculum time which:
 - Consider the needs and interests of all pupils (e.g. male and female, individual and team activities)
 - Promote positive attitudes towards participation in physical activity
 - Enable pupils to develop a full range of basic movement skills
 - Increase pupils' knowledge and understanding of the importance of physical activity
- To increase pupil participation in physical activity both within and outside of curriculum time
- To provide opportunities for all pupils to participate in a broad range of extra curricular activities including those that promote physical activity
- To provide relevant in-service training opportunities for all those leading physical activity sessions (*see link sports college - Wickersley/Rawmarsh or contact Sports Development - 01709 822481*)
- To provide adequate resources and funding opportunities
- To develop opportunities for pupils to take responsibilities for aspects of Positive Playgrounds / Active Lunchtimes
- To provide safe and stimulating areas in which children can play and be active in keeping with the Positive Playgrounds / Active Lunchtimes initiatives
- To make facilities and equipment available for pupils to use at lunchtimes, playtime/break and before or after school and encourage pupils to be active at these times
- To encourage staff, parents and governors to participate in physical activity
- To invite appropriately qualified professionals to contribute to the provisions of extra curricular activities
- To provide opportunities for staff and parents/carers to gain appropriate qualifications so that they can be involved in extra curricular provision
- To provide pupils with the information and confidence they need to take advantage of physical activity opportunities in the local community and move from dependence on the teacher to independent action
- To liaise with relevant professionals in the community to help develop physical activity pathways beyond school

- To organise specific events (e.g. Activity Day; Health Week; Walk to School Week) which promote and raise the profile of activity
- To encourage more pupils and staff to walk or cycle to school

Equal opportunities

All pupils in this school, including those with special needs, are entitled to a comprehensive programme of physical activity which:

- Fulfils the statutory national curriculum requirements
- Takes into account their individual needs and interests
- Provides them with opportunities to pursue activity beyond school

The Physical Activity opportunities offered both within and outside of curriculum time:

- Provide all pupils with equal opportunities to participate and to achieve in different activities
- Ensure that all pupils have access to a varied programme which allows them the opportunity to meet the national expectations as outlined in the PE national curriculum

Differentiation

Physical activity provision within this school is developmentally appropriate and a variety of teaching and learning approaches and organisational management are adopted to ensure that:

- Tasks are matched to pupils of different abilities, needs and interests by balancing challenge with the likelihood of success
- Pupils at different starting points all make progress

The achievements of all pupils are maximised by providing variations in:

- Tasks (e.g. providing a range of tasks with differing degrees of difficulty)
- Resources (e.g. using a variety of equipment to make tasks more / less challenging)
- Response (e.g. allowing pupils to work at different paces)
- Support (e.g. providing additional support)
- Group structure (e.g. permitting small group work; selecting mixed ability or setting, as appropriate)

Inclusion of those with specific disabilities and / or health conditions

In order to help pupils with different specific disabilities and/or health conditions to ensure that they can take a full and active part in all the physical activity opportunities offered both within school and outside of school we will:

- Modify activities where necessary e.g. changing rules / playing area / equipment to enable pupils with special needs to be included
- Provide parallel activities - all pupils take part in the same activity but in different ways e.g. pupils in ability matched games or, in the case of pupils with a disability, grouped according to the way in which they play, such as standing or seated

- Provide separate activities - for activities where it is difficult for a pupil with special needs to take part, an alternative activity is offered which they could either take part in on their own or with peers who also have difficulties

Each term pupil progress in PE and games lessons will be assessed by the teacher according to both pupils' diligence and attainment. Attainment will be recorded by the teacher. Pupils will evaluate their diligence and progress in PE at the end of each half term; target setting will also take place as the pupil is encouraged to focus on areas of improvement. There will also be an opportunity to record involvement in extracurricular activities both in and out of school and any specific positions of responsibility e.g. Sports Leader or Leader, captain of a team.

Safety

We will ensure the following occur in order to ensure the safety of pupils participating in physical activity:

- All equipment and facilities are regularly checked for safety
- Basic rules regarding clothing, footwear, jewellery, behaviour etc. within the physical activity setting are established and adhered to.
- All those supervising physical activity have appropriate training and qualifications
- A record is kept of all pupils with medical conditions which may either affect their ability to participate in physical activity or which may be adversely affected by physical activity (e.g. asthma)
- Safe and effective exercise procedures are taught and adopted in all activity sessions within and outside of school, e.g. including warm ups and cool downs

Staffing levels and responsibilities

- *Robyn McDermott and Jayne Jones - the PE Co-ordinator outline their responsibilities.*
- *Kendal James - is SSCO and is responsible for courses and training for staff.*

Curricular physical education programme

- *Each class is timetabled and allocated 2 hours per week of PE.*
- *Staffs use the Rawmarsh scheme of work to Plan and deliver lessons.*
- *The schemes of work outline a planned approach to health-related activities to ensure that national curriculum requirements are met.*

Positive Playground / Active Lunchtime Provision

- *Positive Playground / Active Lunchtime initiative is available for pupils at playtimes and lunchtimes.*
- *Robyn McDermott and Jayne Jones are responsible for Sports Leaders*
- *Children need to apply for their position as sports leaders at the start of the year. Their responsibilities include, playing games and making friends with others also they are responsible for equipment.*

- *The equipment is timetabled so that each class has the opportunity to use it. The KS2 children have to stay on their side of the playground.*
- *Sports Leaders receive training from Rawmarsh sports leaders each week so that there are new games being played on the yard.*

Extra curricular programme

Extra curricular content should be varied (including competitive and non-competitive and team and individual based clubs) and appropriate for all pupils

This should provide an outline of:

- *Extra Curricular activities are provided before school, lunchtimes and after school. They are also offered as a one off basis such as sports day.*
- *Each term there are many activities provided as these vary throughout the year.*
- *There are a mixture of activities which are offered to different year groups.*
- *The focus of these activities is on participation and all children are encouraged to attend.*
- *Teachers, SScos and external providers lead the extra-curricular activities.*

Methodology

- *Lessons should have a clear Learning objective.*
- *Teaching should incorporate different learning styles there should be; differentiation, positive reinforcement, appropriate grouping that are adopted in the school for the teaching of physical activity in order to promote positive attitudes and increased participation*

Training

- The PE Co-ordinators (*Robyn and Jayne*) are responsible for INSET / professional development of staff and pupils
- This school is committed to ensure all those who teach Physical Education feel confident and well enough trained to deliver high quality PE to the pupils
- This school is committed to ensure that all those who support extra curricular related activity feel confident and have received the appropriate training to enable them to do so.

The following training opportunities are available:

- Curricular related courses as provided by SSCO programme, LA, Sports Development Unit, National Governing Body of Sport etc
- PE co-ordinator meetings
- Change for life club training
- Sports leader training

Resource Provision

- Robyn McDermott and Kath Lee are responsible for purchasing PE equipment for use within the curriculum after consultation with other staff.
- The Sports Leaders and School Council are responsible for raising money for playground equipment.
- Other funding sources will be sought to fund the development of the Active Lunchtimes initiatives

Procedures for Monitoring and Evaluating the Physical Activity Policy will include

- Teacher feedback
- Feedback from governors / staff
- Pupil feedback
- Number of extra curricular opportunities offered
- Pupil participation in extra curricular activities
- Pupil participation in community clubs / activities
- Numbers of pupils walking or cycling to school
- Number of special events offered
- Number of in-service courses attended by teachers / activity leaders
- Staff review and feedback
- Parental feedback
- OFSTED inspection
- Achievement of Sport England Active Mark / Sports Mark

Appendix 1

Guidelines issued to schools regarding the employment of staff/agencies other than teachers to deliver physical education

Rotherham Metropolitan Borough Council

THE IMPLICATIONS OF WORKFORCE REMODELLING ON PHYSICAL EDUCATION PROVISION

Context

This guidance has been developed to inform decisions about the use of sports coaches and others to deliver the schools Physical Education curriculum.

When using a range of other adults, the challenge when remodelling is how we maintain and improve standards within schools, whilst grasping the potential to create new relationships between schools and local coaching agencies. It is recognised that many physical activities do extend beyond the school day and these should be subject to normal health and safety procedures. This guidance informed by S133 guidance and existing Baalpe guidance however, applies to **physical education activities taking place during timetabled teaching time.**

Responsibilities of the School

Anyone delivering any aspect of the schools curriculum must be competent to do so. However, physical education presents particular challenges which need to be born in mind when planning. Given the transitory nature of physical education activities, staff delivering this area of the curriculum need to be competent and must have the appropriate skills, knowledge, and expertise necessary to:

- i. Plan and prepare and deliver lessons for pupils in the context of appropriate challenge and a safe working environment
- ii. Assess the development, progress and attainment of pupils across the four strands of the National PE Curriculum and
- iii. Report on the development, progress and attainment of pupils

The school could legitimately employ a sports coach, dance instructor or other provider for this purpose to support PPA time, providing they are suitably qualified and the headteacher is satisfied of their competence. A sports coach could be used to deliver a short block of work within the curriculum, only if this fell within the coach's area of expertise i.e. a cricket coach could teach a seven week block of striking and fielding games, but it would not be appropriate to employ the same coach to deliver other areas of the PE curriculum where they have no recognised expertise. A cricket coach should not therefore be employed to teach Net/ Wall games or Dance. **Schools need to be mindful that sport coaches do not always have skills that are transferable to other games or activity areas and that sports governing bodies do award coaching certificates at different levels.** A level 2 coaching certificate (not the same as a level 2 teaching assistant role) would be the minimum expectation for coaches delivering aspects of the schools PE curriculum.

(See Appendix A)

Given the particular risks and issues related to physical education, it is important to consider the following:

- The teacher remains accountable for the overall learning outcomes of the pupils. This does not mean that trainee teachers, paid coaches, dance instructors, or other adults must always work directly alongside a teacher. However, they must work within an appropriate system of supervision and direction by a qualified teacher. The level of supervision of support staff required by a qualified teacher in physical education lessons, is determined by the skills, experience and expertise of the support staff, as well as the level of challenge in the activity being undertaken.
- There are particular implications for the assessment skills of any adult working with pupils in physical education. Due to the transitory nature of practical work in the subject there is a need for high-level skills in observation, analysis and feedback. Any support staff teaching classes for physical education would need to have a clear understanding of the attainment target levels, so as to be able to assess the pupils' demonstration of the four strands of the programmes of study i.e.
 - *Acquiring and developing skills*
 - *Selecting and applying skills tactics and compositional ideas*
 - *Evaluating and improving performance*
 - *Knowledge and understanding of fitness and health*

and set subsequent work according to ability. **This level of responsibility clearly equates to a Level 4 (HLTA) role.** Head teachers should ensure that all support staff are aware of their responsibilities for health and safety and duty of care, including the safe organisation and use of equipment in practical work, physical contact in physical education and behaviour management strategies. Head teachers need to be aware of the particular risk assessment needs of physical activity.

Some schools have engaged older pupils to support lessons, but schools are asked to note that minors (under 18) and still at school themselves, cannot assume the legal responsibility for other pupils and thus need to be directly supervised at all times by a member staff. Minors in this situation do not form part of the support staff context as interpreted within the Regulations.

Recruitment and monitoring of coaches and other adults

Please refer to Appendix B which outlines suggested considerations for headteachers when recruiting coaches, agreeing plans for the particular activities in which they will be involved and monitoring the effectiveness of this provision.

Any queries regarding this guidance should in the first instance be referred to Liz Buxton, Senior School Improvement Adviser - Workforce Development 01709 822576

APPENDIX A - Sports Governing Body Guidance

The following outlines the competencies for a Level 2 Coach in order to achieve the National Governing Body Award. This is the minimum level expected for those undertaking any curriculum work.

Coaches should be able to;

- Model good practice, researching group needs and how to develop purposeful rapport with a group
- plan using a learning cycle to set up learning tasks
- be aware of learning styles and learner preferences and how to accommodate learning differences
- be aware of and practice inclusion methods, positive language and how to make learning memorable
- activation and the importance of engagement of individuals and use of demonstration
- demonstrate the importance of preview, review methods of evaluation, receiving and giving feedback, including self and peer review evaluating success

Appendix B – Recruiting, planning and monitoring

Guidance for the employment of Adults Other than Teachers as deliverers of curriculum Physical Education/ Out of Hours Activity		
<p>Recruitment Stage; Obtain copies of the relevant documentation and be satisfied that they meet the competencies:</p> <ul style="list-style-type: none"> • an appropriate and current Level 2 National Governing Body (NGB) qualification (see appendix A) (NB A level 2 sports qualification does not equate to the RMBC Level 2 Teaching Assistant Job Description) • current enhanced DBS certificate • appropriate insurance cover e.g. public liability insurance • appropriate experience to work with children and an awareness of inclusion issues • confidential character references or recommendation from other schools • an up to date basic first aid qualification or access to nominated first aider 	<p>Planning & Delivery Coaches need to be aware and understand:</p> <ul style="list-style-type: none"> • the area of activity involved e.g. gymnastics; invasion games • the purpose of the partnership and the aims of the programme, including learning outcomes • the relevant scheme of work, in the case of curricular activities, and the part of that scheme of work the AOTT is responsible for delivering • the previous experience and present needs of the pupils • schools requirements and regulations • equipment and resource requirements, regulations and procedures • expectations with regard to session planning, and the recording and evaluation of session plans • the nature and level involvement of teaching staff in session planning and evaluation 	<p>Monitor and Evaluate the contribution of the specific coach to the programme by:</p> <ul style="list-style-type: none"> • reviewing the success of the programme against the agreed learning outcomes, during and at the conclusion of the programme • observations of the AOTT (Adults other than teachers) working with pupils • regular discussions with the AOTT • taking into account pupil's feedback and responses to the work in which they have been/are being involved • completion of feedback sheets by AOT and school • It is advisable to keep contact details for use in other settings