



Gosforth Park First School

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Our Vision

To ensure all children receive a minimum of two hours high quality Physical Education per week and promote 30 minutes of physical activity per day through active playtimes. We aim to deliver sustainable teaching that increases participation levels in physical activity and competition, resulting in healthier pupils who are more engaged through the whole curriculum.

Sport and the Sports Premium at Gosforth Park First School

At Gosforth Park First School, our aim is to encourage every child to increase their participation in high quality sport and physical activity. We as a school want to ensure that all children are given the opportunity to take part in high quality sporting activities, whether that is developing a skill or trying something new.

Our priority is to educate children, parents and staff in the importance of regular activity in order to promote a healthy, active lifestyle. Through this we aim to increase participation in active out of school activities, school tournaments, competitions and festivals.

Through P.E. we promote the core values of self-belief, teamwork, determination, honesty, passion and respect, in addition to developing a positive and competitive attitude towards sport.

Gosforth Park First School understands the key influence of the contribution of PE and sport to the wider health and wellbeing of our children. We also strongly believe that a broad, balanced high quality curriculum and extra- curricular activities have a positive impact on concentration and academic achievement.

At Gosforth Park First School we endeavour to engage as many of our children as possible in the widest range of physical activities and sports. Our teachers work hard to make sure that all children engage in at least two hours of high quality Physical Education every week.

The Sports Premium

The Government provides a 'Sporting Premium' fund which enables schools to further enhance and invest in P.E. and Sports provisions. This funding is 'ring-fenced' which means that it can only be spent on provision of PE and sport in schools. Here at Gosforth Park First School, we strive to ensure that our pupils receive high quality P.E. teaching within the school and the opportunity to take part in a range of sports within the Gosforth Trust and Newcastle City Wide Schools.

We were delighted to hear of the increased funding which is now available to enable schools to continue to develop the quality of P.E. and Sport within their school.

The Government is currently providing funding of £17,800 per annum for the current academic year 2024 - 2025.



The P.E. and Sports Premium is designed to:

- Develop and add to the P.E. 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.

Here at Gosforth Park First School, our objectives are:

- To promote 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.
- To raise the profile of P.E. and sport across the school as a tool for whole-school improvement.
- To increase the confidence, knowledge and skills of all staff in teaching P.E. and Sport.
- To offer a broader experience and range of sports and activities offered to all pupils.
- To increase participation in competitive sport.

Sustainability

We have made sure these improvements are sustainable by using the P.E. grant until 2025 to ensure that:

- Teachers are upskilled through CPD.
- We work in collaborative partnership with the Gosforth Schools' Trust.
- Staff are coached to ensure knowledge and skills base is underpinned to support P.E. delivery within school.
- Best practice is modelled with school staff; ability for staff to ask questions which further supports the delivery of PE to support the children's learning, knowledge and skills.
- Confidence of non-specialist teaching staff is raised and enthused to deliver PE.
- We embed assessing pupils participation and skills with milestones to support the development, progression of learning and skills base.
- Lessons are sequenced to support teaching and learning in a cohesive way.
- Children's knowledge, skills and enthusiasm increased (evidenced through PE subject lead scrutiny – discussion with pupils).
- The PE subject lead is supported with the auditing of resources to ensure that PE is delivered across the school to optimum effect through the Local Authority SLA.
- Governors are involved and kept up to date with developments in PE in school and spending of the Sports Premium. The link governor liaises with the PE lead to report back to the governing body.



Involving Staff, Parents and Carers

The understanding and engagement of our staff, parents and guardians is essential to the continued success and increased provision of PE and Sport at Gosforth Park First School. This ensures that our vision and objectives can be achieved. Our Governors and the Senior Leadership Team work together with the P.E. Co-ordinator to monitor and review the PE and Sport provision in our school.

The PE and Sport Policy will be fully reviewed on an academic basis unless there are any new initiatives that would require the review to be carried out sooner.

The National Curriculum for Physical Education states:

Purpose of study:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims:

The national curriculum for physical education aims 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.

Attainment targets:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

PE Curriculum Planning

PE is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are categorised into.

- FUNS – Fundamental Movement Skills
- Games
- Gymnastics
- Dance
- Athletics
- Outdoor and adventure activities / Team Building
- Swimming and water safety



As a school, we follow the purpose and aims in accordance with The National Curriculum, with a view to encourage the highest standards from our children in this vital area of learning.

In Key Stage 1, the children are 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.

In Key Stage 2, the children are taught to:

- 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.

In Key Stage 2, our aim is to further develop the core fundamental skills and not only use them in the six categories outlined above but also for intra and inter school competition.

Swimming and water safety

At Gosforth Park First School, Year 4 children attend swimming and water safety lessons at Gosforth Leisure Centre. The children take part in a 2 week intensive course which takes place in an afternoon. Lessons are taught by specialist swimming instructors who assess the children at the start and at the end of the swimming course.

Year 4 pupils are taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations.



P.E Planning

The P.E co-ordinator carefully plans the long term P.E Curriculum Plan for the whole school. This is provided to all class teachers to implement during their P.E lessons throughout the academic year.

P.E planning is provided by the Newcastle PE & School Sports Service alongside CPD.

Assessment and Recording

Teachers and pupils assess against learning objectives and success criteria.

A range of formative techniques can be used for these assessments:

- Observation
- Discussion
- Question and answer

Assessments inform teachers of what has been successful and future targets are set for individuals based upon these assessments.

In addition to ongoing assessments, a summative assessment is carried out at the beginning of each academic year by Newcastle PE and School Sport Service. This assessment provides in-depth and accurate data relating to all learners and is used as a baseline for planning as well as providing data on individual and whole school progress. The Newcastle P.E and School Sport Service deliver a whole school staff meeting following the assessments to deliver and discuss their findings.

Inclusion and Equal Opportunities

PE forms an important part of a broad and balanced curriculum for all of our students. All pupils, regardless of race, ethnicity, religion, gender or ability, are entitled to and will receive access to all PE and Sport activities.

- Through our PE teaching, we provide learning opportunities that enable each individual to make good or outstanding progress by providing tasks that are suitably challenging through differentiation using our Step Framework.
- Children will undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.
- For children with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of pupils.
- No pupil will be excluded from any physical education programme unless advised to by a medical professional. In these circumstances pupils will be given alternative roles to undertake, such as coach, referee, time-keeper, photographer etc.



- Spare PE kit is available for any occasional circumstances where a child does not have their own in school.

Health and Safety

All staff have due regard for ensuring that the safety of children and adults in lessons is of paramount importance. The following areas will be considered:

P.E. Kit:

- Children are to wear appropriate P.E. kit – white t-shirt, navy shorts, navy leggings/joggers, and navy sweatshirt/jumper for outdoor P.E, trainers or bare feet when necessary. Children without suitable kit will be provided with kit. If kit is not regularly available, parents will be informed.
- Teachers set a good example by wearing appropriate clothing when teaching P.E.
- Long hair should be securely fastened back for physical activity for both children and staff.
- Children will not be permitted to wear any jewellery, watches or accessories including 'Fitbits' whilst doing P.E. This may cause injury to themselves or others.
- All piercings must be removed or covered before P.E lessons. Consideration will be given to whether pupils who wear glasses keep them on during physical activity (this will depend of the individual needs of the children and the type of the activity).
- Sensory chew toys should not be used throughout the P.E lesson.

Risk Assessment:

Every activity should be assessed for the risk, including the carrying of equipment. We attempt to balance the desire to minimise risk with the need of practical activity.

- Responsibility for health and safety remains with the class teacher when additional tuition or coaching is included in P.E. / games provision.
- Risk assessments are carried out in accordance with the school's Health and Safety policy.
- Staff should not be interrupted whilst teaching P.E. in regards to the safety of the children. If the interruption is essential, all children taking part should be asked to stop what they are doing.
- Teachers must be aware of any medical needs which may affect a child's performance in P.E.
- Teachers will ensure that apparatus and equipment used in PE and games is in good condition before use and will not use damaged equipment. Should any equipment be damaged it should be taken out of use and reported to the P.E. coordinator.
- Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- Equipment must be inspected annually.



Linking P.E across the curriculum

There are many opportunities to link PE to other curriculum areas. Where appropriate PE, particularly dance, could be linked to enhance curriculum topics. Here are some examples of how this can be achieved.

English

PE contributes to the teaching of English in our school by encouraging children to describe what they and others have done and to discuss how they might improve their performance. Children could apply their knowledge of recounts, reports and the writing of instructions in a sporting context.

Maths

Children will be encouraged to think about P.E in a mathematical context by looking at shape, position and direction during activities such as Dance and Gymnastics. Children could also explore counting, measuring and graphical representation of data through physical activities.

Science

During PE sessions, children will experience the effects of exercise on the body, for example; pulse rates and understand the impact of exercise on the body. Children could also be given the opportunity to test predictions and carry out investigations in a sporting environment.

Computing

We use ICT to support P.E teaching when appropriate. In dance and gymnastics children could make video recordings of their performance, and use them to develop their movements and actions. Key Stage 2 children could compare each other's performance from recordings and use these to improve the quality of their work.

Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Children learn to respect and work with each other and develop a better understanding of themselves and of each other. Through P.E, children will develop a positive attitude towards themselves and others as well as raising self-esteem through opportunities to develop sporting success.

Music

The teaching of P.E could contribute to the teaching of music through skills using rhythm and tempo. It could give the children the opportunity to demonstrate musicality and creativity through movement to music.



Additional Physical Activity

All of our children participate in the daily mile.

All children have regular brain breaks throughout the day which take place between lessons and involve vigorous dance and movement exercises. We follow online dance videos and go noodle activities to achieve this.

We have introduced Opal play into our school and as part of this we have introduced zones for physical activity including sports games, access to sporting and climbing equipment and activity challenge zones.

We encourage families to travel to and from school in a healthy and active way. This is in relation to our school travel plan. We regularly promote active travel in our school newsletter and participate in the 'Big Walk and Wheel'.

The children enjoy sports week in the summer term. A range of sporting activities are planned and delivered during this week which encourages the children to participate in a range of activities. The children also take part in a 'Sports Day' afternoon during this week. Parent/carers are invited into school for the event.

Extra Curriculum Provision

Extra-curricular provision is provided through school clubs, either during lunchtimes or after school.

They ensure that;

- A variety of activities are provided e.g. dance, ball skills, football, handball and rugby minis.
- Different opportunities are provided each half-term when appropriate.
- Links to the community are encouraged and promoted on the outdoor P.E display for parents, e.g. local sports clubs.
- Ensure a balance between recreational clubs and school team clubs.
- Opportunities for 'Play time leaders' to take a role in the delivery of activities during break times and lunch times.

Roles and Responsibilities

The Head Teacher is responsible for:

- Monitoring and evaluation of the quality of teaching and learning of PE. (*Appendix 5*)
- Recruitment, screening, induction, monitoring and evaluation of outside providers and coaches. (*Appendix 6*)
- Ensuring that the Sports Premium Money is spent correctly and documented on the school website and that necessary paperwork has been completed.

The PE Leader is responsible for:

- Monitoring and supporting colleagues with the quality of teaching and learning in PE.



- Maintaining and replacing equipment.
- Assisting with the assessment and progress of pupils.
- Ensuring that pupils have the opportunity to become involved in extra-curricular clubs to further develop skills and talents with external links.
- Providing a strategic lead for the subject in the school.
- Produce and update the school PE policy in line with new guidelines and directives.
- Evaluating strengths and indicating areas for further development.
- Developing PE schemes of work across the school.

All members of staff teaching PE will:

- Demonstrate being a positive role model adhering to dress and health and safety guidelines.
- Endeavour to provide and teach high quality PE lessons.
- Be responsible for putting the National Curriculum requirements, schemes of work and PE policy into practice.
- Be aware of impact of teaching and activities on the learning of children.
- Adapt planning to suit the needs and levels of all children by using the STEP framework.
- Report any damage of equipment.
- Be responsible for the safety of the children in their lesson, following the health and safety guidelines.
- Follow assessment procedures.
- Where appropriate, members of staff taking children on off-site sporting events or visits will complete necessary health and safety risk assessment forms and letters to families.

Monitoring and Review

The P.E subject leader will observe P.E lessons and feedback to staff in line with the school's monitoring programme and procedures. Staff will monitor their own teaching and seek support where needed.

Professional Development

The purpose of professional development is to ensure that all staff feel confident in delivering all aspects of the P.E. curriculum. An annual audit will be conducted by the P.E. coordinator to identify any areas for development. Once an area has been identified the P.E. will seek any opportunities/courses in the local authority.