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## Introduction

Physical activity improves health, reduces stress, improves concentration and promotes correct physical growth and development. Exercise can have a positive influence on academic achievement, emotional stability and interaction with others.

Therefore both teachers and children should be aware of its importance.

As a school we provide the broad and balanced programme of physical education that we believe every child should have; with activities designed to be enjoyable, vigorous, purposeful and regular. Through providing positive experiences, a lifelong interest in physical activity is encouraged. The range of physical activities is wide and includes athletics, dance, games, gymnastics, swimming and outdoor education (Forest Schools). The programme is designed to satisfy the needs, abilities and interests of all children.

At Toynton-All-Saints Primary School, each class will receive 2 hours of physical activity per week. The sessions will contain the following elements required by the National Curriculum:

### KS1 pupils should 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. (New National Curriculum)

### KS2 pupils

Pupils should continue to apply and develop a broader range of skills; learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to

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improve in different physical activities and sports and learn how to evaluate and recognise their own success.

#### **Pupils should be taught to:**

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games (such as 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 (for example, through our Forest Schools programme).
- Compare their performances with previous ones and demonstrate improvement in order to achieve their personal best. (New National Curriculum)

#### **Guidelines**

##### **Toynton-All-Saints Primary School will:**

- Follow a broad and balanced PE curriculum fulfilling the demands of the New National Curriculum.
- Aim to ensure every child moving on to secondary school can swim at least 25m and has basic water skills.
- Ensure every child has the opportunity to represent Toynton-All-Saints Primary School in a competitive sports fixture.
- Aim to develop the fitness of the individual, by ensuring a good pace in lessons and incorporating fitness activities into physical education lessons and the broader school day as appropriate.
- Integrate, where possible; into other curriculum areas. For example, the use of athletics data in both ICT and Numeracy.
- Develop programmes that meet the needs of all the children, providing equal opportunities. For example, the inclusion of SEN and those with physical disabilities.
- Involve the outside community where possible, e.g. Sports Day and inviting parental support at inter-school sports events.
- Provide opportunities for pupils to take part in inter-school events organised by Skegness Academy and J. B. Sports.
- Ensure that children wear the correct P.E. kit (see below) for all lessons. Ensure that teachers change into appropriate clothing to teach PE lessons.
- Provide enjoyable experiences and encourage positive attitudes of sensitivity, cooperation, competition and tolerance.

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## The P.E. Curriculum

### Curriculum Framework

Teachers should use the curriculum framework as a starting point when planning their work in Physical Education. The progression maps for each area of PE have been devised to show progress across and within year groups, using 'I can' statements.

### Time Allocation

The Government stipulates that all children should have a "Five hour offer" of PE and Sport. This should be in the form of 2 hours of PE lessons per week in curriculum time, an additional 1 hour through clubs and extra-curricular activities on the school site and a further 2 hours through a mixture of school and community/club organised sport.

Each class is timetabled at least one session in which they have priority of access over the hall, or playground. In addition, every child is expected to participate in daily exercises at the start of each school day. This is to be led by responsible Year 5/6 pupils under adult supervision. Provided that the weather is suitable, pupils are expected to be undertaking exercise outside during playtimes and lunchtimes. This can be through playing sport, or exercise through play.

Pupils will have a wide choice of afterschool sports clubs throughout the year which will be led by Mr. Pillans, Mr. Reeson or GB Archery.

### Individual Lessons

Individual lesson plans may be taken directly from available resources and adapted to suit the class. If the class teacher is confident he/she may choose to plan the lessons in their entirety, however teachers must ensure logical progression throughout the unit of work to ensure that skills are not taught in isolation and that there is a clear end objective. This objective may be realised explicitly in the final lesson. For example, with a performance in Dance, or a full (age appropriate) rules tournament in Games.

**Basic Lesson Plan** - this is intended as a guide to help structure PE lessons and can be adjusted as appropriate.

1. Warm up - 3 to 5 minutes gentle exercise or stretching.
2. Introduction (or Revision) - individual or pair work.
3. Development - more challenging tasks in small groups.

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4. Conclusion - transfer of skill/s learnt to final activity e.g. playing small sided games or performing a sequence in Gymnastics.

### Further Points to Consider

- Use both teacher and pupil demonstrations rather than verbal explanation wherever possible - make an effort to vary the children chosen.
- Generally, sit the class down when showing demonstrations. Make sure they are watching and listening.
- Teach boys and girls together - in general insist on mixed groups and sometimes mixed pairs, depending on the activity.
- Select a mixture of competitive and non-competitive activities.
- Provide for lots of activity and maximum involvement - do not play full-sided games (eg 11-a-side football) where the weaker players will have little contact with the ball.
- Mix abilities where appropriate. In games, this will develop the skills of the weaker players and ensure fair competition. In Dance and Gymnastics, this will encourage less confident children to be more involved in a group activity.
- Encourage honest competition and the idea of doing one's best- work towards children refereeing their own games if possible/appropriate.
- Choose suitable equipment for the age and ability of the pupils - e.g. in rounders progressing from: throwing the ball, to using wide tennis bats, to using rounders bats.
- Question pupils and encourage the class to develop an awareness and understanding of how to use the skills they have learned appropriately - e.g. when to use a bounce pass in netball rather than an overhead pass.
- Encourage independence by ensuring pupils have opportunities to express and develop their own ideas. For example, children creating their own games with their own rules and scoring system.
- Where appropriate, encourage children to review their own performance and to then suggest areas where they could improve their skills/techniques going forward.

### How PE teaching is monitored

PE will be monitored by periodic observations to be made by the P. E. Co-ordinator. Focus areas will include class involvement, differentiation, assessment, the progression/development of skills and pupil/equipment safety. The outcomes of the observations will be discussed with staff members and positive suggestions will be made.

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## Health and Safety

### PE KIT

#### Reception, KS1 and KS2

In the interests of safety and hygiene teachers must insist on children changing into the following kit for PE lessons. This will ensure consistency and avoid confusion for the children:

#### Games and Athletics:

- Dark blue/black shorts and a Toynton-All-Saints P.E. T-shirt for indoor lessons in the hall (track-suit bottoms and sweatshirts should only be necessary in the playground on a cold day).
- Properly fitting trainers (outside) or plimsolls (inside).

**Dance and Gymnastics:** As for Games but bare feet.

**Swimming:** Swimming costume. Children must bring a suitable towel for drying off.

#### General Points

- Teachers should also wear appropriate clothing.
- All long hair should be tied back.
- All jewellery (especially earrings) must be removed. All jewellery should only be removed by the child itself, not an adult. Teachers WILL NOT take responsibility for looking after jewellery - pupils should put it in a safe place (class tray or in their locker) until after the lesson has finished. Under NO circumstances should children play sport with an earring still in. They MUST NOT be taped, as this is not sufficient to prevent a puncture of the skin around the pressure point behind the jaw.
- Children should bring a note if they are unable to participate through illness, or injury. Staff should be vigilant if a pattern of non-participation is established for a variety of reasons (including child protection issues).
- Children not going swimming through illness or injury should stay at school with another class.
- In all other PE lessons children not participating should remain with their class. Children in KS2 should be given a Year 3/4 and 5/6 Non-participants in PE observation sheet for them to help assess an individual/pair/group who is participating.

#### Children without kit

At the beginning of each term parents will be informed by letter of PE kit requirements and they will have the opportunity to discuss any serious reservations with the Head or the PE Co-ordinator. A child who has forgotten their kit should first be reminded by the teacher. If it is an ongoing problem an informal conversation with the parents would be appropriate.

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## Accidents

For minor injuries (bruises and bumps) children should be encouraged to continue where possible, but sit and watch if necessary. For small cuts or grazes the teaching assistant should accompany the children to apply first aid. For serious accidents (head injuries, serious cuts or suspected fractures) the teacher should stay with the child and send the teaching assistant, or two responsible children to inform the school office. After the incident, the teacher must complete an accident report form which is available in the office. This **MUST** go home to the parents/carers of the child.

## Medical Conditions

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so that they can participate safely and as fully as possible. It should be noted that cold, dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers to hand if necessary.

## Swimming

Swimming sessions have been risk assessed and the premises (currently Horncastle Swimming Pool) have been risk assessed by the site manager. During swimming lessons, it is vital (in the interests of safety and learning) that pupils are on their best behaviour and that they listen to/respect those taking the lessons. In order to ensure pupils' safety and good standards of behaviour on the coach journey to and from the pool, the accompanying adults should be seated along the bus - not just at the front.

## Equipment and Resources

### Safety

- Small equipment is checked by the subject leader on an ongoing basis. If any defect is found in any of the PE equipment, this must be reported immediately to the PE coordinator and taken out of use.
- Apparatus should not be placed too near walls, radiators, etc. - sufficient space must be allowed for landing, etc.
- Children should be made aware of safe handling of the PE equipment and should be taught the established methods of carrying apparatus, to ensure consistency throughout the school (see the PE co-ordinator if you are unsure about this).
- Ensure that all floors are clean, dry and clear of litter, etc.
- Check that the hall is adequately heated and well lit, and that the surrounding chairs, tables, objects, etc. are safely stored and well clear of any fire exits.

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- Children should not hold/fiddle with equipment during the input phases of a lesson as injuries can result.

### **Locating and looking after equipment**

Gymnastics equipment for all classes is kept in the hall. All other PE equipment is currently stored in the small room near the Reception/Class 3 classrooms. A good deal of effort has been put into organising and labelling the equipment to ensure it can be located easily. Ideally, teaching assistants and/or teachers should get the equipment out before a lesson is started. In situations where this is not possible, please ensure that only responsible pupils are tasked with getting equipment out/putting it away. It is vital that teachers make sure that all equipment is returned to the correct location after a lesson.

### **Ordering Equipment**

Any new equipment required can be ordered through the PE coordinator. Any ideas/suggestions for equipment (big and small) are encouraged so that we can make sure that the school can deliver the lessons we have planned to the best possible standards.

### **Inclusion**

Inclusion in Physical Education means that all children have access to and are given confidence in all areas of the curriculum, regardless of race, gender and ability. We should aim to create an environment in which all children learn to respect and value each other. This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.
- Structuring activities so all are fully involved.
- Giving all the children an opportunity to share their work.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Considering ways in which to support ESL children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
- Recognising the dangers of stereotyping. For example, expecting dynamic work from boys in gymnastics and neat and controlled work from girls.
- Recognising the need to extend more able pupils and, if necessary, referring them to the subject leader and gifted and talented co-ordinator so that their skills may be further extended as appropriate.

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## Assessment, recording and reporting

The PE Curriculum Framework should serve as a record of the broad topics covered (units of work) in each activity area for subsequent teachers to refer to. End-of-year reports should be focused on judgements based on observation of attitude, achievement and progress made. Assessment and feedback should include:

- Teachers should assess children's work through formative feedback as they observe them working during lessons.
- Staff assess the progress made by children against the learning objectives for the lesson.
- Children are encouraged to assess themselves and each other in order to improve their performance and level of skill.
- Photographs to be taken for evidence for displays and subject leader file.
- Summative assessment on Classroom Monitor is completed every term, for every child. This information is given to the next teacher at the end of each year to inform future lessons.

## STAFF TRAINING

- All teaching staff, through use of the PE budget, will have access to training courses that will help their teaching and professional development.
- All staff will be encouraged to review resources alongside the PE co-ordinator.
- The PE co-ordinator will, using feedback from staff members, identify and develop opportunities for training by other staff members and outside coaches.

## YEAR 3/4 & 5/6 NON-PARTICIPANTS IN PE - OBSERVATION SHEET

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Name: \_\_\_\_\_

During the PE lesson, answer the following questions by observing the activities that occur. You may need to use the back of this sheet to record some of your answers.

1. The reason I am not taking part in PE today is:
2. Where did PE take place today? \_\_\_\_\_ (indoors/outdoors).
3. Write down the warm-up activity/activities done during the beginning of the lesson.
4. In today's lesson we are learning about: (indicate names of activity area, skills, etc).
5. Does the activity seem easy to learn/play? On the back of this sheet, explain in your own words why or why not?
6. Pick one person to watch throughout the lesson. On the back of this sheet, describe some of the things they are doing best.
7. What do you think they need to improve most? How might they achieve this?
8. On the back of this sheet, write a short paragraph about what you know about today's activities. Tell about strategies and/or skills involved in the activity, if you have played it before, your like/dislike for the activity.
9. What are some things you can do next time so that you can participate in PE?

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