

Jerry Clay Academy



PE Guidance Document

Updated: September 2024



Teaching and Learning in Physical Education

Vision

Jerry Clay Academy recognises the importance of the role Physical Education has in the healthy development of any child. As an Academy, we are committed to aiming to provide at least 2 hours of Physical Education and school-based sports activities each week. We believe in the equal opportunity for all pupils to participate in a broad and balanced programme of activities which are accessible and challenging.

At Jerry Clay Academy, PE is taught in regular lessons each week as well as through extra-curricular clubs and organised physical activities which take place during playtimes and lunchtimes.

Definitions of Physical Education and School Sport

Physical Education

Physical education (PE) is the planned programme of activities that takes place in lessons. Its main purpose is to ensure that all pupils are taught the statutory requirements for PE, focusing on:

- acquiring and developing skills;
- selecting and applying skills, tactics and compositional ideas;
- evaluating and improving performance;
- knowledge and understanding of fitness and health.

School Sport

The term 'school sport' is used to cover all activities outside PE lessons that have a significant element of planned and purposeful physical activity. These include:

- competitive sport, for example netball, athletics, gymnastics, dance;
- performance-based activities, for example educational gymnastics, skipping, dance;
- play that develops pupils' communication and social skills, for example clapping games, playground games;
- health and fitness-enhancing activities, for example aerobics, running, swimming.

Intent

Curriculum Content Provision

The core of the PE provision at Jerry Clay Academy is based on the Rawmarsh Scheme of Work. Each year group is aware of the expectations and end of year targets that they should be aiming to achieve across the different subjects. This helps to guide teachers with their planning and also provides the next year group to understand what the previous year group have learnt so that the same skills are not being repeated, more that they are being developed upon.



Safe Practice

The school behaviour policy provides the expectation for behaviour during PE. The expectations of all pupils, in and around school, is based on the safe provision of a safe environment. Physical Education activities can present

increased levels of risk, so teachers and coaches must maintain the highest levels of discipline during lessons. PE lessons begin in the classroom. The behaviour tone is set before the children move to the hall or outdoor venue.

Floor work

Before any floor work begins the teacher must ensure any obstacles are removed from the working area and that the children are reminded of any permanent obstacles and avoid collisions.

Apparatus

Children are taught the procedures and methods for the assembling and storing of apparatus. This will be done in supervised groups only and can be done with a whole class present.

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 or in the Year 4/5 porch if the lesson is outside.

Other Issues



Swimming sessions have been risk assessed. The premises have been risk assessed by the site manager. All playgrounds and halls (including apparatus) are safety checked annually by the North Yorkshire Safety Team (Health & Safety SLA). Equipment is dealt with below.

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. Children should be made aware of safe handling of the PE equipment and should be

taught the established JCA method of carrying Gymnastics apparatus (to ensure consistency throughout the academy).

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 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 at hand if necessary.

Implementation:

Participation in PE

- 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: helping in the lesson or doing PE related work.

Equal Opportunities and Inclusion

All PE lessons are mixed gender. All children are encouraged to participate regardless of gender or ethnic background. The school will react positively to gender-typical attitudes and encourage the breaking of them.

Our school is committed to the principle that all pupils can access the curriculum to their full potential. Each individual's well-being, needs, education and learning will be met through a broad and balanced curriculum, high expectations and suitable targets, well-trained staff and a sense of belonging.

Therefore, whatever their needs, children will have access to suitable physical education. Where possible, activities are differentiated or adapted to ensure full participation for specific pupils

Dress Code

All pupils will change their clothes for an indoor PE lesson. They should wear blue/black shorts and the t-shirt of their coloured team or a white t-shirt. The school is sensitive to cultural dress code requirements and will work within these where appropriate. In the hall, all children will work in trainers, pumps or bare feet at the teacher's discretion.

For outdoor PE and sports, the children will wear trainers or other suitable footwear for the surface and conditions. Changes of clothes should be suitable for the weather conditions of the season.

Earrings and jewellery are not part of Jerry Clay Academy uniform, however, when stud earrings cannot be removed for any physical activity due to recent piercing, they must be covered with tape. Earrings must not be worn for swimming sessions. Watches should be removed before the lesson commences. Long hair should be tied back so that it does not interfere with a child's vision and glasses removed where possible. Teachers should also wear appropriate clothing.

Resources

All PE resources are stored in the indoor PE storage area or in the outdoor shed depending upon where they are predominantly used. **It is the responsibility of all teachers to ensure that the storage areas are kept tidy and safe.** Pupils must be supervised when accessing or putting away equipment in the PE stores. The PE coordinator will audit resources and ensure a broad provision is maintained. Specific PE equipment is available to pupils at play times and is co-ordinated by the Playground Pals. This equipment is stored in the outdoor playtime sheds.



Static apparatus equipment is serviced and checked on a yearly contract by the North Yorkshire Safety Team (Health & Safety SLA).

Planning

Class teachers are responsible for the planning and delivery of PE lessons, in line with the new updated scheme, for their own classes. As a minimum expectation, teachers produce a slide to show the Learning Objective, Success Criteria and key vocabulary for the lesson; this will be displayed on the hall projector (if inside) or shared with the class in the classroom (if outside). Professional coaches will be used to supplement this teaching where possible. Working alongside these coaches will develop staff's knowledge in teaching specific areas of PE. Coaches will be used to extend the pupils' skills and understanding and to provide further professional development for staff. Professional development and staffing needs are audited regularly and built into our whole school CPD plan.



Assessment

The school scheme of work has clearly identified Learning Objectives and Success Criteria which the teacher will assess through continuous observation or through specific assessment activities. Teachers will complete relevant PE Assessments through comparing against the learning objectives and end of year expectations set out for each year group. Teachers are encouraged to use photographs and take videos, along with using coaches' eye to record work, in order to give instant feedback. Progress in PE is reported annually to parents alongside other curriculum subjects.

The subject leader will complete the assessment for the School Games award on a yearly basis.

How PE teaching is monitored

PE is monitored as part of the JCA monitoring cycle. The Subject Leader looks at planning and will observe lessons through formal observations or drop ins. When appropriate it is also possible that the P.E. Subject Leader will seek the support of a specialist to evaluate particular areas of the curriculum such as gymnastics. We actively seek the recommendations and feedback of physiotherapists and occupational therapists working with the school to ensure that all our pupils' needs are met.

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 Headteacher. 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.

Spare PE kit for children is stored in the cloakrooms of each class. We ensure that all children take part in PE, every lesson.

Sports Premium

An action plan is developed at the start of the academic year and modified on an ongoing basis. Factors such as pupil voice and parent questionnaires will also be considered for this. A regular update will be provided in trustee committee meetings by the subject leader.

Extra-Curricular Activities

Jerry Clay Academy incorporates PE and sports education into its out of hours learning programme. This includes both after school clubs and organised lunch time activities. Other adults may be used to support or lead these activities whilst reputable coaching companies may be used to run certain clubs. Certain sports clubs will link to the sporting tournaments that appear in the yearly calendar to ensure that skills are taught and developed to then be applied in tournaments.

The school will strive to offer activities on a broad, seasonal basis and to all age groups. A comprehensive After School Club timetable is always created in the summer term, based on feedback from parent questionnaires. Letters for each term's clubs will be sent out the term prior to when the clubs will happen.



Links With Other Agencies

These include:

- Participation in local sports with the Outwood Together cluster of schools
- Visits, and liaison with, outdoor education centres and agencies.
- Liaison with the local School Sport Co-ordinator.
- Communication with local sports teams/clubs.
- Capacity to advertise events in the community to parents.
- Communication with 'Change 4 Life' to run schemes in school.

Staff Training

- The PE co-ordinator will have access to specific training to support and develop their role. The PE co-ordinator will be given the opportunity to attend PE co-ordinator meetings run by the lead sports co-ordinator for the Outwood Together Alliance.
- The PE coordinator is part of the Outwood Together Alliance. This is coordinated by a lead Sports Coach.
- All staff will be encouraged to attend courses and review resources alongside the PE co-ordinator.
- The academy employ a specialist Sports Coach who team teaches with all of our Teachers.
- The PE co-ordinator will have a program of team-teaching set out through the year to support staff.
- Staff INSET time for PE training will be given eg, assessment procedures.

Strategies to support children with SEN

At Jerry Clay Academy, in PE, we use a number of evidence-based strategies to support children with SEN. Strategies include:

Scaffolding

- Support for SEN children with learning vocabulary; this may include flash cards.

- Games/songs to support vocabulary learning.
- Vocabulary on display whilst completing the practical.
- Support in writing sentences eg, missing words rather than writing the whole sentence.

All scaffolding follows a 'I do, you do, we do' approach.

Explicit Instruction

- Pupils may be supported in their thought process in PE, especially through aspects such as 'Acting as the coach' where children support each other with coaching points.
- Pupils will be given specific opportunities by adults to practise specific skills that are barriers to learning.
- Visual aids and concrete examples (where necessary) will be used to support learning, this through equipment and resources.



Cognitive and Metacognitive Strategies

- Tasks may be 'chunked' into smaller steps.
- Vocabulary prompts may be used to support with explanation work.
- Depending on ability, children with SEN may be asked to evaluate their own progress and discuss what they can do to move their learning forward. They will also complete peer work to assist each other with explaining their performance and progress.

Flexible Grouping/Fading

- Temporary groups may be established to support learning a particular concept.
- New vocabulary or prior learning recapped in class or within the area to support with applying this to explaining core skills and tactics.
- Mixed groups so that children who are of higher ability can support children of lower ability. Also children to challenge each other.

Use of technology

- Tasks set may include useful apps/websites to move learning forward.
- Speech generating apps may be used for recording, such as using coaches eye to film positions and movements and voice over to explain the teaching points.

Impact:

Subject Leadership

Through their monitoring of the subject, the subject leader should be confident in leading the subject and assisting staff when needed. The monitoring cycle should be rigorous in PE and should allow the opportunity for staff to receive and act upon feedback given through staff meetings or staff training.

Teaching

Through implementing the key steps identified in the Action Plan, PE should be heightened across the school and children should be confident in talking freely about the subject. Teachers should be confident in teaching PE and should be teaching it regularly (twice weekly). With constantly being alert to any new resources available for successfully delivering our PE curriculum, this will allow opportunities for teachers to use resources in lessons which develop children's understanding of both prior knowledge and new learning.

Assessment

Assessment is in line with the school's Policy. Assessment opportunities are included in the study of each unit of work. Assessments are based on the National Curriculum level descriptors.

Teachers will assess children's PE understanding throughout the year through looking at their understanding of vocabulary. There will be a strong focus on Assessment for Learning (AFL) and children will be encouraged to assess their own work where appropriate through 'acting like a coach' to give feedback to other children.

Parents are informed of the pupil's progress during parents meetings and in end of year reports.

Policy Review

When amended and ratified, this policy will be reviewed every two years.

Miss Hazell

PE Subject Leader