



Physical Activity Policy

Compiled By:	Jo Searle
Approved by:	L & A Committee
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INTRODUCTION

Phillimore Primary School is committed to promoting the health and well-being of its pupils and staff through physical activity. This policy outlines the organisation, teaching and management of physical activity at Phillimore Primary School.

The policy was formulated through consultation with members of staff, governors, parents, pupils, and our school nurse and was implemented November 2015 and reviewed in April 2016.

ETHOS & ENVIRONMENT

Phillimore Primary School strives to maximize opportunities for children, young people and all associated with the school to be physically active by promoting all avenues for activity. This includes the curriculum, environment and wider community.

PHYSICAL ACTIVITY POLICY CO-ORDINATOR

The school physical activity policy and strategy co-ordinator is Jo Searle.

PHYSICAL ACTIVITY AIMS & OBJECTIVES

Aim: To ensure that all aspects of physical activity in school are promoted for the health and well-being of pupils, staff, parents/carers and the wider community.

Our specific objectives are as follows:

1. To enable pupils and staff to understand the importance of physical activity by providing consistent messages through the provision of information and development of appropriate knowledge, skills and attitudes both within and outside the taught curriculum
2. To provide and promote opportunities for staff and pupils to be physically active throughout and beyond the school day
3. To increase physical activity levels of pupils in line with national targets (Public Health 2012 Guidelines for children: **minimum 60 minutes and up to several hours per day** of moderate to vigorous exercise + **vigorous activities** including those that promote strengthening of muscle/bone at least **3x per week**)
4. To contribute to optimum pupil behaviour, physical fitness, growth and development assisting pupils to reach their learning potential
5. To improve self-esteem and confidence among pupils and provide opportunities for them to work together
6. To provide the opportunity for pupils to develop valuable life skills
7. To ensure physical activity provision in school reflects the cultural and medical needs of pupils

EQUAL OPPORTUNITIES

All physical activity opportunities offered at Phillimore Primary School are designed to be inclusive; cater for different ability levels and take into account special needs, all ages, gender and ability differentiation. For more information please refer to the Equal Opportunities and Gifted and Talented policy.

RESOURCE PROVISION

Phillimore Primary School has two school halls. One is equipped with portable and fixed apparatus for gymnastics and the other a sprung wooden floor and music centre to support the teaching of dance. For the teaching of games, athletics and outdoor adventurous activities (OAA), there is also a playground with Sport England Primary Spaces funded equipment and markings. Other areas of the playground include a timber trail and specific FS1/2 and Y1 areas. We also travel to a local swimming pool which allows our pupils to receive regular weekly swimming lessons.



An annual audit of all physical education equipment is conducted by the PE co-ordinator in order to prioritise any necessary expenditure for the year. All equipment receives a yearly overhaul to ensure it meets health and safety regulations with Sportsafe. A report is produced and given to the Business Manager. Resources for games, dance, athletics and OAA can be found in the PE cupboard situated in the main hall and planning resources for all areas can be found in the PE wardrobe on the KS2 corridor and on the GetSet4PE website. Evidence of participation, funding bids, team successes can be found in the PE evidence files.

STAFF RESPONSIBILITY & DEVELOPMENT

PE Co-ordinator/Primary Link Teacher: Jo Searle

School Sports Partnership: Links

SGO: Kim Horton

Schools Sports Co-ordinator: Craig Malkin

Healthy School Co-ordinator: Laura Tasker

School Travel Plan Co-ordinator:

Staff are audited each year for their confidence and competence to deliver the PE curriculum and are provided with CPD to match their own development needs. This is provided by outside experts (teachers/coaches) and the PE co-ordinator. All staff attend the PE focus staff meetings delivered by the PE co-ordinator on a variety of topics to move the school forward in terms of PE, sport and physical activity. Our partnership with the Links SSP has widened the school's relationships with external agencies and we regularly use local sports facilities – the EISS, Woodbourn Road Athletics stadium and Davy Sports Centre. As a result, our school staff regularly work alongside local coaches and sports experts. We are also involved in the Primary PE and Sports Coaching courses at Sheffield Hallam University welcoming students into school to work alongside teachers and regularly take pupils to the EISS to assist with student training.

CURRICULUM PROVISION

Organisation

The PE programme is taught by the PE co-ordinator and class teachers, with the exception of swimming. This is overseen by the PE co-ordinator and led by specialised swimming instructors with school staff fully in support (in the water). The Water Safety programme is delivered by the PE co-ordinator.

Each child will receive the following **ACTIVE** PE time per week:

Foundation Stage: 1h x 2 lessons, 20 mins per day of active play activities and follow a programme of Activate?.

Year 1 and 2: 1 hr x 2 lessons, 20 mins per day of active play activities and follow a programme of Activate

Year 3: 1hr x 2 lessons

Year 4: 1hr x 2 lessons one of the lessons being swimming

Year 5 and 6: 1hr x 2 lessons, including some top up swimming lessons as appropriate

In addition, we recognise the increasing levels of obesity and related diseases and decreasing levels of physical activity amongst children and that physical activity affects the ability of children to learn effectively. Therefore 2015/16 is the first year we will have a dedicated programme to improving every child's fitness. This will be delivered by Fit4Schools and funded by the Sport Premium. We feel that this will not only be very beneficial to both the health and fitness of our pupils but also to whole school improvement (WSI) as it will contribute to improved attendance, attainment and behaviour. Refer to national case studies on the relationship between improved physical activity and WSI. We will demonstrate impact at the end of the year. As a programme running parallel to this initiative, we will target Y3s with the 'SHINE' healthy eating programme provided by SSELP. The PE co-ordinator has worked with parents/carers to deliver simultaneously, a programme which demonstrates the role of the school in contributing to family and community health and wellbeing.



Planning:

The school scheme of work operates on a 1year rolling cycle and is based on meeting the criteria of the new National Curriculum. In both key stages we teach gymnastics, dance, games and athletics with the addition of OAA in key stage 2. In the Foundation Stage, activities to support learning from the areas of 'Physical Development' and 'Creative Development' in the Early Learning Goals are planned daily. Dance and OAA are considered particularly important as these two areas of activity allow opportunities to teach skills that children need to progress as individuals and as part of a group. These skills should also assist with whole school approaches to activities both within and outside the classroom: confidence, perseverance, creativity, ability to listen, communication, leadership, ability to solve problems, working with others and mirror the Secrets of Success.

Schemes of work have either been written by the PE co-ordinator or commercial alternatives have been bought in and can be found either on the GetSet4PE website or in the PE wardrobe on the KS2 corridor in alphabetical order by physical area. It is intended that all plans are adapted by class teachers in order to suit the needs of their class.

Active Classrooms

As part of every day, teachers are expected to provide their pupils with active breaks within classroom-based lessons. There are many online providers (Go Noodle etc)

Life Skills

The school places great importance on children acquiring life skills such as riding a bike proficiently through Balance Bike and Learn to Ride sessions; Bike Ability qualifications and Mountain Biking adventures. We are part of the three year Sheffield City Council Sustrans programme promoting sustainable travel plans. Swimming also features as a major part of the PE curriculum and aims for 100% pass rate of the National Curriculum. The school follows a walking programme in the local area so children become accustomed to crossing roads safely and perceiving walking as an enjoyable activity.

Cross curricular links

Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the school's planning for the development of pupils' communication, numeracy, Science, PSHE and ICT skills and the extension of their Learning Journeys where possible.

Assessment

Teachers use AfL strategies and assess their pupils on how physically active they are and whether they are involved in OHL clubs or clubs outside the school. The end of topic expectations from the QCA schemes of work, and the age related descriptors in the EYS and new National Curriculum help teachers provide targets and next steps for pupils. These are reported to parents/carers.

EXTRA CURRICULAR PROVISION

Break times / lunch times

We have recently added a Sport England Primary Spaces playground to stimulate children at playtimes. Children are encouraged to throw and catch at playtime and often teachers, TAs, MDS on duty will organise games. Children have their own playground equipment to play with at lunchtimes. The children are responsible for monitoring their equipment and handing equipment out to their friends. In addition, children are encouraged to use the MUGGA at lunchtime to take part in any game they wish.

After school clubs

We aim to encourage all pupils to take part in a range clubs and involve them in deciding the clubs we put on offer. Registers of clubs are kept to identify those who do not take part in (extra) regular exercise. Athletics, Gymnastics, Biking, Cheerleading, Table tennis, Basketball, Rounders, Cricket, Sitting Volleyball, Football and stamina clubs are on offer each year to prepare children for competitions and for



enjoyment. All abilities are welcomed. A range of other clubs are also offered; these may include New Age Kurling, Tennis and fitness clubs. Participation data is fed into the Children's University programme.

Competition

Pupils take place in a range of intra-school and inter-school competitions organised through the School Games organisation. These include Sportshall Athletics, Outdoor Athletics, Gymnastics, Basketball, Rounders, Cricket, Sitting Volleyball, Football and Tennis.

School visits

The school provides many opportunities for off-site experiences at different venues both for competitions and for extra activities at local high profile sporting venues such as the EISS, Woodbourne Road Sports Stadium and Davy Sports Centre.

ACTIVE TRAVEL

Please refer to the School Travel Plan for details of how we promote travel to school. We also take part in Walk to School Week annually. We have recently received the Platinum Modeshift STARS Active Travel Award

COMMUNITY PARTNERS / LINKS

The school is part of the Links School Sports Partnership. We have also established links with a number of local clubs including the EISS Athletics club, IceSheffield skating club, Woodbourne Road Athletics club, Sheffield Sharks Basketball club and Sheffield Eagles Rugby club. Parents are supportive of after school clubs and competitions.

VOLUNTEERING OPPORTUNITIES

To increase physical activity and encourage more children see the value of physical activity, we provide opportunities to take a lead in running sports clubs and activities eg running KS1 sports day; assisting with OHL clubs; assisting with equipment and notice boards. Through leadership opportunities, our pupils gain in confidence and self-esteem which contribute to WSI.

STAFF ACTIVITY

Our staff aspire to be positive role models for our children. We aim to take part in physical activity whenever possible. Staff often play games with children at playtime and demonstrate physical activity during PE lessons.

HEALTH & SAFETY

Please refer to the school's health and safety policy and risk assessment file.

Use of any external personnel including sports coaches and volunteers will be in line with the school's policy on DBS / staffing checks.

MONITORING & EVALUATION

The physical activity policy co-ordinator will have lead responsibility for the monitoring of physical activity in the school. A range of measures will be used to evaluate impact of the policy in line with the above mentioned objectives including participation data, swimming data, biking data, time allocated to physical activity both within and outside the curriculum, pupil and staff questionnaires, specific fitness data for every child gathered through the work with Fit4School, National Child Measurement Programme data and the school's place in Sheffield league tables, PE lesson and other physical activity session observations, seek case studies where improvements in physical activity have had a positive impact on WSI. An annual report based on the above for school governors will be produced by the PE co-ordinator. If the above policy has been implemented, improvements should be seen in participation, fitness levels, and attitudes to health and well-being by pupils, staff, parents/carers.

Conclusion

Health and wellbeing are at the heart of a child's development academically, socially, physically and mentally. Through



structured and unstructured physical activity, children will reach their full potential. This policy will ensure that all those who are connected to Phillimore Primary School will be encouraged to maximise their physical activity and in so doing, their health and wellbeing.

“Success in physical education also enhances achievements in other areas of learning and is closely inter-related with intellectual and social development. It builds self-esteem, motivation, co-operation and concentration, and forms an important part of a balanced curriculum.”

Improving Physical Education in Primary Schools HMI

“Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area.”

Curriculum for Excellence Building the Curriculum 1

