



The Orchard Vision: *Inspiring Success*  
Values: *Determination, Courage, Respect*

## The Orchard Physical Activity Policy 2021

### **School Aims**

We want our school to be a **centre of excellence** for learning- for children and adults and our wider community. We want to create a school where:

- Children are safe, happy and healthy
- Children make outstanding progress and are confident, independent, enthusiastic and determined learners
- Staff are inspirational practitioners, able and enthusiastic to learn from and develop others
- Everyone shows respect and consideration for other people

We want to grow through supporting and developing other schools and continuing to learn ourselves.

We want our school to be a **rich, exciting and fun** environment which is underpinned by these important characteristics:

### **Learning:**

- **Creating and thinking critically:** Problem solving – using and applying skills
- **Confidence** to take risks and to be independent
- **Collaboration**
- **Responsibility, Resilience, Resourcefulness, Reflection, Reasoning, Respect (6Rs)**
- **Exploring, Playing**
- **Active learning**
- **Tolerance and respect** for others, their ideas and opinions
- **Enthusiasm** for learning

### **Teaching:**

- **Tenacious-** wanting the best for every child , every lesson, every day
- **Engaging and Inspiring**
- **Analytical and reflective assessment:** rigorous and influences every lesson
- **Challenging-** underpinned by high expectations
- **High Quality Interaction-** questioning and feedback which guides next steps, praises effort
- **Excellent relationships** underpinned by care and respect
- **Rich Language and learning environment**

### **Equal Opportunities**

We are committed to providing equal access to physical activity for all of our pupils whatever their physical or mental capability, gender, cultural, racial, social or linguistic background. 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

### **Aim of Physical Activity Policy**

To increase the activity levels of the whole school through the provision of a supportive environment which promotes and facilitates physical activity.

### **Objectives:**

As a school we are committed to providing and improving physical activity through the following:

- A member of staff is appointed who leads other staff in the PE curriculum as well as physical activity across the curriculum.
- We ensure our curriculum meets National Curriculum (2014) and EYFS (2021) requirements.
- We maintain a minimum of two hours high quality balanced PE programme comprising of gymnastics, dance and games.
- We promote positive attitudes of children, parents and staff towards physical activity.
- We ensure appropriate training for staff which meets identified needs.
- We ensure a consistent, positive approach towards PE throughout school.
- We are committed to the continuous improvement of PE and broadening the range of opportunities.
- We are committed to strengthening links with outside organisations in promoting sport and a healthy life style, (Eg Excel, Molesey Cricket Club)
- We liaise with other schools to increase inter-school events for infants.  
Ensure playtimes promote fun, safe and challenging play through appropriate resources and training for dinner and playtime staff.
- We invite appropriately qualified coaches and visitors to contribute to in and out of school physical activity – e.g. football, playball, athletes, sportsmen and women
- We provide pupils and parents with relevant information so that they can take advantage of physical activity opportunities in the local community.
- We organise physical activity days each year e.g. ‘sponsored walk’ and ‘sports for schools’ fundraising activities.
- We encourage children/families to walk/cycle or scoot to school being part of the ‘Safe Routes to School’ initiative and participating in the annual ‘Golden Boot’ Project.
- We timetable a daily 5- minute exercise routine in which staff and children participate.
- We incorporate additional running sessions
- We praise and reward physical achievement in and out of school.
- We organise a sports day each year to facilitate everyone’s involvement competition and success.
- We are committed to providing equal opportunities in the provision of physical activity for all our pupils.

### **Differentiation in PE**

We attempt to ensure that tasks are adapted and differentiated coaching points given to children of different abilities. Importantly, however we provide whole class teaching to ensure each child has access to high quality consistent teaching. Each child is monitored termly in PE to ensure progress and children at different starting points are all expected to make progress. We provide differentiation through varying:

- Tasks
- Resources
- Pace – allowing children to work at different paces
- Support
- Group work

During a PE lesson, teachers provide whole class, group and individualised coaching points. Some children will be given time to repeat and practice tasks when others will be given an additional challenge. Some children will need to have a task demonstrated and some may need assistance to achieve success. Families of children who demonstrate particular capability may be directed to local clubs or outside agencies as well as having differentiated targets within school lessons.

### **Inclusion in PE**

All children at The Orchard will have access to the PE curriculum at a level appropriate to their needs and abilities.

Tasks are modified as appropriate to physical capability. Special equipment will be purchased as required to support the progress of children with physical disability. Additional support may be given when needed to ensure safety and the maximum access to learning is possible. Separate, alternative activities will be provided if this is required - where possible these would be provided to involve other peers.

Where children have specific medical needs appropriate arrangements will be made so that they may take appropriate medication prior to or following physical activity. For example, a child with diabetes will need to consume additional food and drink before/during and possibly after a physical activity. A child with asthma may need to use an inhaler.

### **Assessment in PE**

Teachers observe children during PE lessons and use Teaching Assistants to record observations. Digital video and still cameras may be used to record and evaluate performance during a lesson. Children are asked to talk about and evaluate their learning in PE.

In the Foundation Stage observational notes are kept on each child's Physical Development (PD). In the Foundation Stage a termly summary record of each child's PD is kept. In Key Stage One children are assessed on the skills relevant to each unit.

Children's physical achievements in and out of school are rewarded and celebrated through whole school achievement assemblies and through class sharing times.

### **Reporting progress**

#### To the children:-

Children are told what the learning intention for each lesson is at the start of the session. They are then asked to evaluate their achievements in relation to the learning intention at the end of the lesson.

Individuals are given feedback during the lesson.

#### To staff and parents:-

Attainment in PE is included in the annual report to parents.

#### To the wider community:-

We are now part of a local Schools Partnership able to share ideas, strengths and weaknesses. We publicise events which promote physical activity e.g. our 'sponsored walk/exercise routine, running sessions through twitter and newsletters.

### **Facilities for Physical Activity**

- Early Years Playground – tarmac and no-mow area, play-trail, climbing and play equipment
- Key Stage One Playground – tarmac and no-mow area, adventure playground, play equipment, climbing wall, multi-use games area

- Hall for indoor games, dance, gymnastics, drama.

### **Safety**

- Risk assessments are carried out to minimise risks associated with PE.
- Teachers and Learning Support Assistants explain to children how to conduct themselves safely in PE.
- Gym and PE equipment is checked annually and repaired/replaced as appropriate.
- Staff receive appropriate training and information and are aware of health and safety procedures and duty of care.
- Staff follow guidance within BAALPE "Safe Practice in PE" which is kept in the upstairs office and PE resource area.
- Staff are aware of all children's medical conditions and their needs during physical activity.
- No jewellery must be worn.
- Appropriate clothing must be worn and hair must be tied back.
- All staff have Emergency Aid training (every three years).
- Children will be trained to take out and put away apparatus consistently and safely.

### **Rules for PE**

- Children will dress and undress in class without talking (a timer can be used to encourage speedy changing).
- No jewellery to be worn and long hair must be tied up.
- Glasses to be removed (if safe for the child to do so) when participating in gymnastics, both floor and apparatus work.
- Plimsolls or trainers to be used for all outdoor activities and walk to and from the hall and in the corridors when going to the toilet.
- Children to be barefoot in the hall during gymnastics and dance, unless a letter from the parents has been received explaining otherwise.
- Teaching staff/LSA's to wear appropriate footwear and clothing where possible for all PE lessons.
- In an emergency, two sensible children to be sent to the office to request help.

PE kit comprises:

navy shorts  
white t-shirt  
plimsolls or trainers  
outdoor tracksuit

**NO JEWELLERY**

### **Staffing and Training**

- The school has a designated PE/PD Subject Leader.
- All staff are responsible for teaching PE/PD and supervising/facilitating physical activity.
- The After-School Clubs and Breakfast club staff provide physical activities and share the same responsibilities as teaching staff with regard to the physical activity policy.
- Training is provided through – INSET days, Staff meetings
- Sports Partnership
- Local coaching companies
- Local authority training courses
- Freelance trainers/consultants

### **Curriculum**

- The Orchard allocates two hours per week to the PE/PD programme.

- The PE/PD Scheme of Work for each year group covers the strands of games, gymnastics, dance and athletics. National curriculum and EYFS requirements are met through the Schemes of Work.
- Cross-curricular links are made where appropriate.

### **Curriculum Approach**

- (1) To promote physical activity and healthy lifestyles with the emphasis on
  - the activity itself
  - correct posture and appropriate use of the body
  - developing cardiovascular health, flexibility, muscular strength and endurance, quality of movement and control over movements.
  - the need for personal hygiene in relation to various physical activity
  
- (2) To develop positive attitudes by:
  - observing the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators
  - learning how to cope with success and limitations in performance
  - trying to consolidate their performances
  - learning to be mindful of others and the environment
  
- (3) To ensure safe practice by:
  - learning to respond readily to instructions
  - recognising and following relevant rules, laws, codes, etiquette and safety procedures for different activities or events in practice and during competition
  - understanding the safety risks of wearing inappropriate clothing, footwear and jewellery and why particular clothing, footwear and protection are worn for different activities
  - learning how to lift, carry, place and use equipment safely and
  - warming up for and recovering from exercise

Pupils should be involved in the continuous process of planning, performing and evaluating.

Teachers should establish links with other areas of the curriculum to enhance children's personal development by involving pupils in co-operative and competitive group work self and peer evaluation, encouraging group discussion, negotiation, problem solving and the use of appropriate technical language. Positive social attitudes are developed with the emphasis on co-operation sharing and personal responsibility.

### **Implementation**

We plan lessons using The National Curriculum for PE at Key Stage 1, the EYFS framework and Early Learning Goals for Physical Development,

### **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

### **Subject content for EYFS**

Adults create games and opportunities for indoor and outdoor play. Adults support children to develop core strength, stability, balance, spatial awareness, coordination and agility. Adults provide repeated and varied opportunities to explore and play with small world, puzzles, arts and crafts and the practice of using small tools to develop proficiency, control and confidence.

### **Subject content for Key Stage 1**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

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.

### **Curriculum Progression**

Progression is based on the pupils' ability to cope with increasing

- difficulty
- complexity
- variety
- independence
- interaction and collaboration
- technical competence
- stamina and strength

By the end of the Early Years Foundation stage children should be able to

- Negotiate space and obstacles safely with consideration for themselves and others.
- Demonstrate strength, balance and coordination
- Move energetically, (running, jumping, dancing, hopping, skipping and climbing)
- Hold a pencil correctly using the tripod grip
- Use a range of small tools
- Begin to show accuracy and care when drawing

By the end of Key Stage 1 children should be able to plan and perform simple skills safely and show control in linking actions together. They should improve their performance through practising their skills, working alone and with a partner. They should also be able to talk about what they and others have done and be able to make simple judgements. They should also be able to recognise and describe the changes that happen to their bodies during exercise. Classroom Assistants, Learning Support Assistants and students should be used appropriately to support children's development and needs within PE lessons.

**Out of hours activity**

Physical activity is encouraged throughout, before and after the school day through:-

- daily breakfast club
- daily class exercise routine
- daily after school club
- football club (weekly)
- playball multi-skills club (weekly)
- walking, scooting, cycling to school

Additional Physical Activity outside of PE lessons is encouraged through:

- active, well- resourced playtimes
- additional running sessions twice weekly
- Performing Arts residencies in Year One and Year Two
- Pedals training

All activities are offered in mixed groups and are available to all year groups in the school.

**Resources**

When PE/PD is a focus within the school improvement plan there will be an allocated budget for additional resources and/or training. The school also collects Sainsbury's vouchers to purchase additional equipment. We aim to provide sufficient high quality resources to enable individual work, i.e we maintain class sets of 30 of each essential item of equipment.

**Dissemination, monitoring, evaluation and school improvement**

School policies are shared and discussed in staff and team meetings. This policy will be reviewed every three years or earlier if there is a significant change to practice. The implementation of this policy is monitored through:-

- classroom observation monitoring by headteacher/governors/subject leader
- staff feedback
- pupil feedback
- parent feedback
- community feedback
- OFSTED inspection

Consideration is made concerning:

- Range of activities offered
- Opportunities for Physical activity in addition to timetabled curriculum time
- Engaging those children who are disadvantaged and those with SEND in physical activity
- Links with local community
- Participation in Golden Boot project
- Special events offered

Above all we monitor the impact of physical activity on the children's progress in their physical skills and their emotional and physical wellbeing.

Monitoring and evaluation data is used to inform school improvement planning. Improvement plans for physical activity are included in the Sports Premium Plan and in the School Improvement Plan and monitoring schedule when PE improvement is a priority area.

Please also refer to the Sports Premium Review and Plan.