



Dorothy Barley Infant School

Physical Education Policy

This policy was written on:

Date: November 2019

By: Paula Ditchburn

Policy will be reviewed on: November 2021

This policy was ratified/reviewed by Governors on:

Date: November 2019

Frequency of review: Every 2 years

Note: This policy has been written in line with the following guidance:

- *Article 23 – A child with a disability has the right to live a full and decent life with independence. Government must do all they can to provide support to disabled children.*
- *Article 24 - Every child has the right to the best possible health.*
- *Article 29 – Education must develop very child personality, talents and abilities to the full.*
- *Article 31 – Every child has the right to relax, play and take part in a wide range of cultural and artistic activities*

Physical Education Policy
Dorothy Barley Infant school

SECTION 1

Introduction

At Dorothy Barley Infant school we believe that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. A broad and balanced physical education curriculum is intended to provide for pupils increasing self confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, provide stimulating, enjoyable satisfying and appropriately challenging learning experiences for all pupils. The selection of suitably differentiated and logically developed tasks, will help pupils, irrespective of their innate ability, enjoy success and be motivated to further develop their individual potential and take part in lifelong physical activity.

Providing a balanced range of individual, paired and group activities, in addition to, co-operative, collaborative and competitive situations aims to cater for the preferences, strengths and needs of every pupil. These activities, experienced within a broad physical education curriculum, aim to promote a broad base of movement knowledge, skills and understanding. They also intend to develop the pupils' ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.

The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem solving. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness.

Curricular aims

1. To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, coordination and fluency.
2. To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
3. To improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance.
4. To develop an understanding of the effects of the exercise on the body and an appreciation of the value of safe exercising.
5. To develop the ability to work independently and communicate with and respond positively towards others.
6. To promote an understanding of safe practise and develop a sense of responsibility towards their own and others' safety and well-being.

Entitlement

All children are entitled to a progressive and comprehensive Physical Education programme, which embraces the Statutory Orders of the National Curriculum (NC) and Early Years Foundation Stage (EYFS) Guidance, which takes account of individual interests and needs.

In the **EYFS Stage**, practitioners should:

- Plan activities that have appropriate physical challenges. Provide sufficient space, indoors and outdoors, to set up relevant activities
- Provide resources that can be used in a variety of ways or to support specific skills
- Introduce the language of movement to children, alongside their actions
- Provide time and opportunities for children with physical disabilities or motor impairments to develop their physical skills, working as necessary with physiotherapists and occupational therapists
- Use additional adult help, if necessary, to support individuals and to encourage increased independence in physical activities.

During **Key Stage 1**, pupils should be taught knowledge skills and understanding through **dance, gymnastics** and **game** activities.

Planning the PE Curriculum

The PE curriculum should be planned to provide a broad and balance menu of physical activities. Val Sabin, LCP and borough schemes written with Bobby Gargrave are used at Dorothy Barley Infant School.

The long, medium and short term plans, TOP resources and other useful PE resources are stored on class teacher's computers and updated by the PE Co-ordinator when necessary. A 'master' set can also be found with the PE coordinator. Teachers will need to identify their risk assessments, differentiated learning tasks and assessment opportunities in note form on their short-term plans. Lessons should include heart-rate raising warm-up activities, mobility exercises and stretches before the main task and the warm up should be closely related to the main activity. Cooling down activity and/or plenary at the end is included in all lessons. In addition each lesson must have a clear learning objective with outcomes stated.

For gymnastics lessons teachers should plan an appropriate apparatus layout to match the respective learning theme. Group apparatus cards are a useful visual teaching aid. Opportunities should be taken where appropriate to make links between aspects of PE and other subjects across the curriculum.

Implementation and Challenge

The following should be considered when planning lessons to ensure progression:

- Making links between previous experiences and new skills.
- Setting tasks which develop new knowledge and understanding.
- Moving from familiar to unfamiliar contexts.
- Planning to include elements of difficulty, variety and quality within each activity.

As children become older and more mature, progression should involve:

- The application of existing skills and knowledge to more complex situations, e.g. working in larger groups, using different apparatus etc.
- Increasing confidence to work independently.
- Developing children's ability to assess their own work and that of others, against criteria decided by themselves.

Quality PE lessons should include challenges for pupils, which involve developing:

- Feeling of improvement.
- A sense of accomplishment/achievement.
- Learning something new and wanting to learn more.
- Physical well-being.
- A feeling of independence.
- Wanting to perform well and with imagination and flair.

Differentiation

As all children have differing needs, abilities and interest, it is necessary to develop differentiated tasks so that all children are appropriately challenged to achieve successful outcomes. Children's self-confidence in their abilities within PE is crucial, and teachers must be sensitive to the range of demands, which may be made. Differentiated learning tasks must be identified on the short-term plans.

Teachers decide pupil groupings for PE. These may be sometimes by ability, behaviour and/or friendship. (Literacy and Numeracy groups are seldom used.) Children knowing their 'PE groups' helps the organisation of lessons, particularly in small group games and dance and gymnastic compositional work.

Assessment of Pupil Progress and Attainment in PE

The new National Curriculum, was implemented in September 2014, it does not have any levels of attainment as a reference. It is a basic document providing information on the statutory programme to study. To that end the PE Team are advising schools to use their scheme of work which has an assessment framework built into it.

Although the PE QCA Levels of Attainment were released some time ago, they are still considered to be the best reference document for assessing pupil progress in PE. They define what a pupil must be able to understand, know and do at key stages in their schooling. They can also be used to set realistic targets for pupils in future lessons. More informally, progress should be monitored by using video evidence, self-assessment and peer assessment during lessons, giving pupils the opportunity to provide oral feedback

Further information on measuring progress in PE can be sought from the PE Team.

Time Allocation for PE

At Dorothy Barley Infant School we aim to provide all of our pupils with at least 2 hours of high quality PE, sport and physical activity each week (see sections below on daily physical activity, active lunchtimes, out of school hours learning and the PE team school sports partnership). We will also be working on increasing this to reflect the Department of Health guidelines for daily physical activity as follows:

Early Years/Under 5s: Children of pre-school age who are capable of walking unaided should be physically active daily for at least 180 minutes (3 hours), spread throughout the day. All children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day.

5 to 18 years: All children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day. Vigorous intensity activities, including those that strengthen muscle and bone, should be incorporated at least three days a week.

The hall is timetabled for two sessions per class per week and the playground and field are also timetabled for outdoor PE. The latter takes place throughout the year with pupils suitably dressed.

PE is rarely cancelled. The school values regular and frequent lessons to develop children's skills and abilities. In the event of weather conditions making it unsuitable to complete the activity planned, alternative arrangements should be made. These include class based activities around the activity (e.g. evaluating and improving work based on watching video clips from previous weeks, class activities based on knowledge and understanding of fitness and health) or rescheduling the activity for another day. If the indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning intentions to be achieved.

On no account is PE used as a sanction.

Daily Physical Activity

In addition to the weekly 2hr curriculum provision for PE, we incorporate a 10 minute 'tenergy' session into our daily timetable. These sessions are usually dance routines performed in the classroom or hall, but can also be 'brain gym' type activities, action rhymes or outdoor physical activities such as skipping or running. Our Take 10 sessions give pupils a daily opportunity to be healthy, active and fit as well as improving co-ordination and concentration.

Active Lunchtimes

At lunchtimes pupils are supervised by trained Play Leaders who provide purposeful skill and health enhancing activities that aim to improve behaviour, attitudes to learning and healthy living.

Out of School Hours Learning

Dorothy Barley Infant School offers a wide range of lunchtime, before and after school sports opportunities. These are open to any pupil in the relevant year group. Staff will assist lunchtime supervisors by providing lists of pupils who will need early access to the dining hall etc. Staff will notify pupils of any cancellation or rearrangements of clubs as soon as possible.

PE Kit

All children should have a clearly named PE kit at school every day. Our PE kit consists of:

- A plain white T-shirt
- Plain black shorts or jogging bottoms
- Black plimsolls – that fit properly and can be properly tied up and are different to shoes worn in school □
A PE bag – clearly labelled.

T-shirts and shorts can be bought directly from the school office. PE Bags can be bought from our supplier Uniform7.

PE kits should be taken home at the weekend and in the holidays for washing.

Tracksuits may also be worn for outdoor activities in cold weather. Bare feet for gymnastics and dance produces better quality work, but the teacher should assess the condition of the hall floor before asking children to work with bare feet.

No jewellery should be worn for PE (children wearing earrings that cannot be removed will be asked to cover them with micro pore tape). Long hair should be tied back. – Attached AFPE health and safety update 2017

Each class has spare items for children who forget their PE kit. Children who persistently forget their own PE kit should be reminded of the importance of PE and, if necessary, a note should be sent their parents asking for their cooperation (available from the PE co-ordinator).

In the summer, children are expected to wear hats and sun cream.

Children should only miss PE on health grounds, if this is requested by their parents, either by direct contact with the school or in a note to the teacher.

Non participants should be included in the lessons. They can take the role of evaluator, coach score keeper etc.

Teachers and support staff involved in the lesson are expected to wear suitable footwear and clothing for teaching PE and be a role model.

Equal Opportunities

All children should be provided with equal opportunities to participate in a curriculum where there are no barriers to access based on race, sex, religion, culture or ability. PE lessons should aim to provide quality experiences, which challenge all children.

ABC (agility, balance and coordination) club– Physical activity for children with co-ordination difficulties

The school runs an ABC club for children with co-ordination difficulties. This includes problems with gross motor skills, which are often observed during PE lessons, for example children who find it difficult to:

- Dress and undress for PE;
- Manoeuvre on and off PE apparatus;
- Use PE apparatus which takes them off the floor;
- Jump with two feet together;
- Balance on one leg;
- Throw a ball or beanbag with control and direction; □ Run in a co-ordinated manner.
- Start and stop to a given instruction.

Teachers who observe these characteristics in pupils (along with problems with fine motor skills and/or behaviour) consult with the school's SENCO and PE lead who carry out an assessment and can then recommend the child for ABC club.

The aims of this club are:

- To build up muscle stability and strength;
- To improve core stability;
- To improve balance and co-ordination;
- To establish controlled body movements and reduce accessory movements; □ To improve confidence and self-esteem.

During this time pupils work around a circuit of physical activities designed to achieve the above aims. The group is run during school time once a week by a coach. The coach liaises with the PE coordinator and discusses the development of the children.

Gifted and Talented Programme

Schools should identify and develop gifted and talented pupils in PE and provide support, in enabling them to reach their full potential in one or more of the following areas: athletics, dance, games, gymnastics.

Gifted = unique ability and Talented = potential to achieve high levels.

Identification:

Pupils will be assessed against the 5 abilities – creative, physical, social, cognitive, personal. Observations and records are made by teachers, TA's, PE coaches and SSCO's. The gifted and Talented register is kept with the G+T coordinator.

G&T pupil Support:

At Dorothy Barley Infant School we provide some specialist coaches to help in curricular and extra-curricular time in addition to ensuring the school enters the appropriate Borough sporting events so that pupils have the opportunity to compete. In addition, information on local clubs are given to pupils.

Competitive Opportunities for Everyone

There should be a balance between personal activity and self-improvement and competition. This should include teams, groups and competitions, which pupils make up themselves. Additional opportunities in a range of competitive activities will be provided whenever possible through extra-curricular clubs, and through taking part in tournaments etc. against other schools.

The school holds an annual sports day for KS1 and Reception during the summer term.

The school works with the borough's School sports coordinators (SSCO) to maximise all opportunities for participation.

Other Adults other than Teachers working alongside pupils

The two principles, which the school uses to influence decisions in respect of the suitability of adults to work with and alongside young people are:

1. Has the adult the appropriate specialist knowledge to be able to work safely with young people? (In most cases a national Governing Body Coaching Qualification is the best way of ensuring appropriate knowledge)
2. The adult is an appropriate person to work with young people and is known by both the school and the wider community. Police checks have been the most common way of ensuring that individuals are cleared to work with children and young people.

The following procedures are used:

- Check the adult has an appropriate NGB Coaching qualification;
- Set up an opportunity to explain school policy and procedure;
- Take all reasonable care to ensure that the adult is an appropriate person to work with young people. This should include a DBS check.
- Ensure a system of monitoring the activity on a regular basis is in place so that any problems can be picked up early.

Storage of PE Equipment

Most of the games equipment is kept in the PE cupboard in the playground. Gymnastics equipment is stored in the PE hall.

It is the responsibility of all staff that equipment is replaced in the cupboard tidily.

Children should not be allowed in the PE cupboard unless closely supervised.

The teachers hold responsibility for checking and looking after the equipment and should report any missing or damaged equipment to the PE co-ordinator.

Staff Development

Opportunities should be taken by the PE Co-ordinator, and colleagues where possible, to attend courses in order to keep up to date. They should be given summaries of information to the rest of the staff and draw attention to any new safety guidelines.

The PE Team organise a full calendar of CPD opportunities in PE and many of these are held in local schools.

Further details as to what courses are available can be found by contacting the school sports partnership based at Barking Abbey School.

SECTION 2

Safe Practice in Physical Education

“When injury occurs and fault exists it is mostly commonly down to faulty supervision, unsafe environment conditions or inappropriate activities” (Dougherty 1995)

The 2012 Safe Practice in Physical Education handbook, issued by the Local Authority (LA, is the guidance document for all matters relating to safety. All teaching and non-teaching staff should be aware of this document and know where it is located in the school. (With PE coordinator)

In PE there will always be an element of risk. This PE handbook aims to help subject leaders and their colleagues reduce risks to acceptable levels. Risk management is an increasingly used term for what is often called ‘safe practice’. Teachers should have the opportunity of undertaking INSET in risk management/safe practice in PE.

Risk management is about common sense judgements which show reasonable forethought about what could cause injury to a child and, if necessary, doing something about it. In addition, it involves occasional more formal recorded reviews, (this is the statutory aspect of risk assessment). The employer has a legal duty to carry these out. Formal, recorded risk assessments are most effectively done as a whole staff activity rather than by one person and in situ. They should be reviewed annually to ascertain if they are sufficient or need further additional precautions.

Below are some example risk management activities that are advisable to implement as **‘Safe Practice equals Good Practice’**

- Regular checks should be made on all equipment. The Co-ordinator should make frequent visual check for wear and tear and security of major items, and all staff should be responsible for reporting to the

Coordinator when any items need replacing or repairing. Any items constituting a danger should be taken out of use immediately.

- All large items of PE equipment are inspected annually by an independent safety officer under a contract.
- Children should be taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- Children should be made aware of all safety points when undertaking any PE activity, (e.g. not lifting hockey stick or cricket bats dangerously, not jumping or running in front of others, etc.)
- Children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery. It is recommended that children do not wear any jewellery for PE lessons.
- Good class control is fundamental to safety.
- Children must know the importance of responding readily to instructions (refer to school behaviour policy for procedures in event of unacceptable behaviour).
- First aid equipment should be available, and all staff should know what to do and who to call for assistance in the event of an accident. Inhalers for children suffering from asthma must be readily accessible

RISK ASSESSMENT FOR GYMNASIUM HALL

Describe who is at risk and how they may be harmed?	What is done to control the risk?	What more can be done?	Action by whom?	Target Date?	Date completed?
Students/teacher /TA falling or slipping	Existing cleaning regime. Pre lesson floor check by teacher	Continually monitor existing control measures are in place.		Ongoing.	Ongoing
Striking against students when participating in active games	Portable equipment appropriately stored. Students to be briefed to increase awareness with pupils given time to consider and know and understand hazards	This is to be done through observation and inspections to ensure suitable and sufficient risk reduction is ongoing.		Revised annually	
Causes poor posture and positioning for manual handling, resulting muscular skeletal injury or falling and striking against equipment.	Staff and pupils are trained in the use and handling of equipment	Head teacher to ensure suitable training is provided to staff to provide high quality PE practice			

<p>Various injuries including striking against, splinters and collapse related etc.</p>	<p>Equipment annual maintenance. Staff permanent pen “Do not use”. Equipment disposed of. Staff pre-check before lesson and monitor for wear and tear. Report defects to Senior Management and/or subject leader.</p>		<p>What are the hazards?</p>
<p>Students manual handling. Muscular skeletal injury from lifting and carrying. Striking against injury or falling equipment</p>	<p>All staff and pupils are trained on the handling and use of equipment. School policy adhered to on safe use and handling. Equipment to be suitably stored.</p>		<p>Food or dirt causing slip trip hazard</p> <p>Protruding fixed or portable equipment benches, tables, support upright)</p>
<p>Muscular skeletal damage to students through improper use of equipment or poor skill / technique / activity</p>	<p>Head teacher to ensure competence of staff is demonstrated through experience, training or knowledge and evidenced by observation to be the case.</p>		<p>Poor storage or poor accessibility to stored equipment or store cupboards permitting easy handling of equipment</p>

<p>Defective / Resources / Equipment not checked before and/or brought into service</p>	<p>Moving equipment</p>	<p>Inexperienced, unqualified or untrained staff delivering physical education / activity.</p>
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Individual or special needs of students.	Increased risk of injury on some activities.	IEPs, Pupil Risk Assessment, for individual pupils. Teacher fully informed of all childcare needs.				
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Date of Assessment Name

Place

**RISK ASSESSMENT FOR SMALL GAMES ACTIVITIES
ON A GAMES GRID**

Describe who is at risk and how they may be harmed?	What is done to control the risk?	What more can be done?	Action by whom?	Target Date?	Date completed?
Adults and children tripping/falling	Playing area is checked before play Surface is checked for glass and stones	Continually monitor existing control measures are in place.	Staff, pupils and head teacher	Each lesson	Ongoing
Adults and children tripping/falling	Adults and children are familiar with playing area and boundary	This is to be done through observation and inspections to ensure suitable and sufficient risk reduction is ongoing.			
Adults and children unable to stop	Fundamental skills taught before competitive games. Stress the purpose and outcomes of the activity.	Head teacher to ensure suitable training is provided to staff to provide high quality PE practice.			
Adults and children. Collisions causing striking against or further falls	Equipment stowed safely and used appropriately				
Adults, children and tutors trip hazard	High quality tutors using differentiated equipment Site manager doing general maintenance				
Participants, risk of injury from oversized equipment					

What are the hazards?	Appropriate playing surface level, firm and non-slip)	Debris on games grid and around the outside	Suitable run off outside of grid	Over competitive-ness	Equipment appropriately stored and used during the lesson	Equipment fit for purpose
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An Example Apparatus Handling Policy

“Pupils should be taught how to lift, carry, place and use equipment safely”

The practice of leaving apparatus out for a series of lessons should be avoided if at all possible for three reasons.

- The apparatus may not be suitable to the theme being taught.
- The children may not have adequate safe space to carry out the warm up/floor-work, which is a necessary prelude to apparatus work.
- The height of cross poles, ladders and other apparatus may not be applicable to the age range that is following another into the gym.

Trained children are able to move quite complex apparatus arrangements in a short time.

The number of children required to lift and carry pieces of apparatus will vary according to their age, size and strength/ability.

When planning the layout, consider the order of getting out and putting away apparatus. Although mats are often put out last and put away first, sometimes it saves congestion if some groups get out the mats, whilst others get out apparatus e.g. tables and stools followed by planks and benches.

Insist that children sit down off the apparatus when they have finished setting it out and never touch, or use it, until checked by a teacher.

When lifting and lowering apparatus the knees should be bent and the back kept straight. The strain is on the thighs rather than the back.

Mats

2-4 children

2 lift together or 4 with heavy mats and younger children.

Thumbs on top, walk sideways.

Benches

4-6 children

Carriers stand on either side.

Nesting Tables

2-4 children
Carriers stand on either side
Movement is sideways

Planks, Poles & ladders

4-6 children (As for benches)

The equipment is placed on the floor. If the item is to be inclined, and fixed below head height, 2 children lift on end over the bar and secure the screws onto it. It may be necessary for the teacher to assist children, especially if the item is to be fixed above head height.

Wall Bars

2-4 children

1 child on each handle.

With younger children, another on each frame holding a bar. Sections of the frame are moved in unison. The bolts should be secured in the floor plates and straining wire tightened. When the cave is returned to the wall position, check the bolt is resting in the wall bracket at the top of the frame.

SECTION 3

Planning and Delivering a High Quality PE Curriculum

Our school curriculum plans overleaf exemplify a PE curriculum that is broad and balanced and provides an opportunity for all pupils to experience a range of movement from functional to expressive. If a wide range of activities are provided and the teaching and learning is good to outstanding then it can be deemed that high quality PE is provided by the school. High quality PE produces young people with the skills, understanding, desire and commitment to continue to improve and achieve in a range of PE, sport and health-enhancing physical activities in line with their abilities.

The basic principles of high quality PE:

- Enables all young people, whatever their circumstances or ability, to take part in and enjoy PE and sport
- Promotes young people's health, safety and well being
- Enables all young people to improve and achieve in line with their age and potential

When PE is of the highest quality, all young people will, to the best of their abilities, develop and demonstrate the following personal qualities:

- A strong desire to learn and make progress;
- High levels of dedication, attendance and involvement in PE and school sport; high levels of commitment to PE and school sport
- Good levels of positive behaviour such as politeness, fair play and helpfulness; and
- High levels of enjoyment and enthusiasm and a strong desire to get involved

Developing these personal qualities affects young people's attitudes to school and learning. This has a positive impact on the whole school and can lead to whole school improvement.

We want our pupils to:

- Show commitment to PE and school sport
- Know and understand what they are trying to achieve
- Understand that PE and sport are part of a healthy, active lifestyle □ Have the confidence to get involved
- Have the skills and control that they need
- Willingly take part in a range of activities
- Think about what they are doing and make appropriate decisions
- Show a desire to improve and achieve
- Have stamina, suppleness and strength
- Enjoy PE and school sport

At Dorothy Barley Infant School, teachers teach the full range of the PE programme and are able to make accurate judgements on pupil progress in the subject. The LA units are adapted accordingly to meet the needs of all pupils and planning for PE is in line with all other subjects that are taught in the school.

EYES curriculum overview

Autumn Term 1 st Half	Autumn Term 2 nd Half	Spring Term 1 st Half	Spring Term 2 nd Half	Summer Term 1 st Half	Summer Term 2 nd Half
<p>Gymnastics</p> <p>Spatial awareness and small group activities.</p>	<p>Gymnastics</p> <ul style="list-style-type: none"> □ Travelling and pathways □ Controlled movements □ Using equipment 	<p>Dance</p> <p>Get moving Get active by Louise Klarnett</p>	<p>Games 1</p> <p>Val Sabin Unit 1 & 2 throwing and catching</p>	<p>Dance</p> <p>Dinosaurs</p> <p>To create and link movements to music.</p>	<p>Games 2</p> <p>Val Sabin Unit 3</p> <p>To use equipment in a safe and controlled way.</p> <p>Sports day.</p>

	Reception	
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KS1 CURRICULUM PLAN

Autumn Term 1 st Half	Autumn Term 2 nd Half	Spring Term 1 st Half	Spring Term 2 nd Half	Summer Term 1 st Half	Summer Term 2 nd Half
<p>Games 1</p> <p>Playground games. Spatial awareness skills</p> <p>Gymnastics 1</p> <p>Travelling and direction</p>	<p>Gymnastics 2</p> <p>Building sequences</p> <p>Dance 1</p> <p>LCP dance Animals – linked to Handas surprise.</p>	<p>Gymnastics 3</p> <p>Jumps. Rolls, weight on hands</p> <p>Dance 2</p> <p>LCP dance Penguin small</p>	<p>Games 2</p> <p>Small team games involving 1-4 players</p> <p>Dance 3</p> <p>LCP dance Toys</p>	<p>Games 3</p> <p>Net games</p> <p>Gymnastics 4</p> <p>Using equipment in sequences. Hoops, ropes and ribbons.</p>	<p>Games 4</p> <p>Striking and fielding games</p> <p>Athletics</p> <p>Sports day activities and skills.</p>
<p>Gymnastics 1</p> <p>Creating and performing actions with control.</p> <p>Games 1</p> <p>Health related fitness</p>	<p>Gymnastics 2</p> <p>Creating sequences</p> <p>Dance 1</p> <p>LCP dance Weather</p>	<p>Gymnastics 3</p> <p>Using apparatus to create sequences</p> <p>Dance 2</p> <p>LCP dance Seaside</p>	<p>Games 2</p> <p>Invasion games</p> <p>Dance 3</p> <p>LCP Dance Mini beasts and life cycles</p>	<p>Games 3</p> <p>Dribble, kicking and hitting</p> <p>Gymnastics 4</p> <p>Continuation of sequences and partner work. Using apparatus</p>	<p>Games 4</p> <p>Striking and fielding</p> <p>Athletics</p> <p>Sports day</p>

	YEAR 1	YEAR 2
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SECTION 4**Development of Resources**

	Maintenance	Development
KS1 (Games)		
Gymnastics		
Dance		
Invasion		
Net and Wall		
Striking and fielding		
Athletics		

Recommended Games Equipment List

A selection and range from the various items listed below will be necessary

Balls	Bats
Tennis balls (conventional & 'slobounce') Foam balls Sponge balls ('high bounce') Plastic inflatable balls Selection of poly playground balls Gamester plastic balls Teamstar plastic balls Touch balls 90mm Plastic/sponge Rugby balls Kosh balls Sponge/rubber balls 'Pink' soft-touch volley-balls Hockey KWIK Cricket	Short handled tennis racquets (metal framed) First skill bats Kwik cricket bats Rounders
Cones/Posts/Markers	General
Wire Activity Skittles – Various designs available Multi-marker Short tennis stands Playground chalk Marker hands and discs	Bean bags Skipping ropes Quoits Hoops Short tennis nets Cones Braids Bibs Pump/adaptors Clipboard for non-participants Junior hockey sticks

A Checklist of Hall Apparatus

To ensure the effective delivery of statutory requirements for gymnastic activities, we have compiled a list of apparatus. Schools may use this when considering their needs and identifying specific priorities for the purchase of apparatus.

Amount	Measurement	Description
Wall Hinged		
1	320cm high	Fold-a-way climbing frame
Bases		
16	182cm x 122cm x 2.54cm	Gymnastic Mats (1 mat per pair of pupils) 
2 sets	30.5cm, 45.7cm, 68.5cm, 91cm	Nesting Tables 
1	107cm diameter x 91cm height	Movement Table 
4	267cm	Wooden Benches 
Linking		
1	300cm	 Ladder (Aluminium)

SECTION 5

Sample Lesson Observation in Physical Education		Date:	
		Observation Time:	
Teacher:	Year Group:	Class:	
		Number in Class:	
Lesson Context:			Agreed focus of Observation:
LEARNING			
To what extent to pupils:			
<ul style="list-style-type: none"> • Acquire new knowledge or skills and develop ideas that increase their understanding • Use previous experiences as the basis for new learning 			
<ul style="list-style-type: none"> • Sustain concentration • Think for themselves 			
<ul style="list-style-type: none"> • Ask appropriate questions • Understand what they are doing and why • Use talk to deepen understanding 			
<ul style="list-style-type: none"> • Know how well they have done • Know what they need to do to get better? 			
TEACHING			
What evidence is there of:			
<ul style="list-style-type: none"> • Clear learning objectives, understood by pupils • Learning objectives identify knowledge, skills and understanding from the 4 strands of PE NC • Making links to earlier/later learning in/beyond this sequence of lessons 			
<ul style="list-style-type: none"> • good subject knowledge • clear instruction, explanation and demonstration • appropriate pace and lesson structure • suitably challenging activity • appropriate variety of teaching style to help different learners (differentiation) • using an appropriate range of resources 			

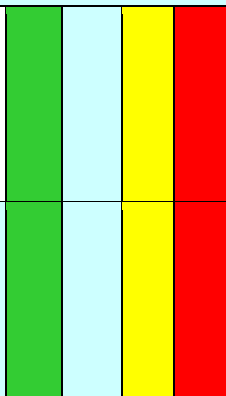
<ul style="list-style-type: none"> • appropriate questioning, to encourage tactical/compositional thinking • Involving pupils actively in learning, individually and in groups 					
<ul style="list-style-type: none"> • Well managed transitions between each phase / activity within the lesson • Effective organisation and class / behaviour management 					
<ul style="list-style-type: none"> • Use of assessment to help pupils do better • Appropriate activities to indicate pupil progress (outcomes) 					
<input type="checkbox"/> Effective partnership with TA's					
ATTAINMENT How well do pupils:					
<ul style="list-style-type: none"> • Show fluency, control and co-ordination in their movement • Show skilful execution of specific techniques 					
<input type="checkbox"/> Choose/use tactical and compositional knowledge to describe , explain, analyse and make judgements about performances					
<input type="checkbox"/> Show understanding of safe performance , compositional processes, decision making games, outdoor Ed etc and health and the health benefits of physical activity.					

ATTITUDE & BEHAVIOUR

How well do pupils:

- **Show interest, enthusiasm** in the lesson
- show pride in their work
- persevere to overcome physical and technical challenges stay on task

- work constructively together and take responsibility
- **respect the views, feelings and values of others** in the class



Additional Notes

Key Action points for improvement

1.

2.

3.

Ofsted – Evidence form codes and grade criteria for lessons

The overall judgement will be 'best fit' of the grade description in the box, except in the case of an unsatisfactory lesson where particular conditions mean that the lesson cannot be satisfactory.

Description	Characteristics of the lesson
Outstanding	The lesson is at least good in all or nearly all respects and is exemplary in significant elements, as shown by the exceptional enjoyment and progress of the learners.

<p>Good</p>	<p>Most learners make good progress because of the good teaching they receive.</p> <p>Behaviour overall is good and learners are keen to get on with their work in a secure and friendly environment in which they thrive. The health and safety of the learners are not endangered.</p> <p>Teaching is well informed, confident, engaging and precise. The work is well matched to the full range of learners' needs, so that most are suitably challenged. Teaching methods are effectively matched to the lesson objectives and the needs of the learners.</p> <p>Teaching assistants and resources are well deployed and good use is made of time.</p> <p>Assessment of learners' performances and knowledge is regular and consistent and makes a good contribution to their progress.</p>
<p>Satisfactory</p>	<p>The lesson is inadequate in no major respect, and may be good in some respects, as shown by the satisfactory enjoyment and progress of the learners.</p>
<p>Not Adequate</p>	<p>The lesson cannot be adequate if:</p> <ol style="list-style-type: none"> 1. most learners, or a significant minority of learners, make less than satisfactory progress, whether this is due to unsatisfactory teaching or the impact of bad behaviour. 2. Learners' overall behaviour or attitudes are unsatisfactory, and the tone of the lesson is detrimental to the development of the learners' personal qualities 3. The health and safety of learners is endangered 4. The teaching is unsatisfactory. This will usually cause the learners' progress to be unsatisfactory, but occasionally progress will be satisfactory in spite of the teaching due to the good attitude of the learners. <p>Unsatisfactory teaching is likely to have one or more of the following:</p> <ul style="list-style-type: none"> - Weak knowledge of the curriculum leading to inaccurate teaching and low demands on pupils - Work badly matched to the pupils' starting points - Ineffective classroom management and behaviour - Methods which are poorly geared to the learning objectives or which fail to gain the interest and commitment of the learners. - Inadequate use of resources, including assistants and the time available. - Poor assessment

Section 6

Sample calendar of self evaluation in PE

September	October	November	December	January	February
<ul style="list-style-type: none"> <input type="checkbox"/> Ensure planning is all up to date and PE folders have correct schemes ready for the year ahead. <input type="checkbox"/> Timetables completed <input type="checkbox"/> Ensure priorities in improvement plan are clear to staff 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan lesson observations. Decide on focus <input type="checkbox"/> INSET audit of staff needs in specific areas of physical education subject material <input type="checkbox"/> Introduce clubs before and after school. 	<ul style="list-style-type: none"> <input type="checkbox"/> Check on school clubs, all running effectively, coaches happy with space, equipment and ability of children. <input type="checkbox"/> Discussion with teachers regarding planning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Organise a check on equipment and Ensure fixed portable apparatus is checked and maintained 	<ul style="list-style-type: none"> <input type="checkbox"/> Meets link Governor to discuss plans progress especially physical activity levels across the school 	<ul style="list-style-type: none"> <input type="checkbox"/> KS1 monitoring of participation rates in extracurricular activity clubs <input type="checkbox"/> Discussion with teachers regarding planning.
<p>March</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review of budget/resources for PE <input type="checkbox"/> Organise a check on equipment... move winter stock to store and check summer games equipment is ready. 	<p>April</p> <ul style="list-style-type: none"> <input type="checkbox"/> Framework and focus for KS1 lesson observation determined. <input type="checkbox"/> Organise a check on Dance/Gym resources 	<p>May</p> <ul style="list-style-type: none"> <input type="checkbox"/> lesson observations 	<p>June</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson observation findings discussed <input type="checkbox"/> Meet link governor to discuss plans and progress <input type="checkbox"/> Review subject policy. <input type="checkbox"/> Formulate improvement plan 	<p>July</p> <ul style="list-style-type: none"> <input type="checkbox"/> End of KS1 levelling exercise <input type="checkbox"/> Review schemes of work <input type="checkbox"/> Organise a check on equipment and prepare for the Autumn Term <input type="checkbox"/> Complete annual report of SSP funding. 	<p>August</p>
<p>Other activities that could/should also inform self-evaluation and review:</p>					
<ul style="list-style-type: none"> <input type="checkbox"/> Pupil interviews <input type="checkbox"/> Pupil tracking <input type="checkbox"/> Parent questionnaire <input type="checkbox"/> Analyse OFSTED annual subject report for physical education <input type="checkbox"/> PE co-ordinators meet to moderate report for PE <input type="checkbox"/> PE co-ordinator prepares a short summary, for Governing Body, of the PE development plan and priorities 					
<ul style="list-style-type: none"> <input type="checkbox"/> Ensure performance management informs training needs/programme <input type="checkbox"/> Whole-school training needs/programme identified for PE <input type="checkbox"/> Links to whole school improvement plan priorities <input type="checkbox"/> Ensure whole school issues (e.g. speaking and listening) are in PE planning <input type="checkbox"/> Check LEA INSET publication for year ahead <input type="checkbox"/> Lead (or arrange) school-based training <input type="checkbox"/> Review impact of previous years INSET programme <input type="checkbox"/> Dissemination from courses/action research/newsletter 					

<p>Action</p> <ul style="list-style-type: none"> <input type="checkbox"/> Audit resources <input type="checkbox"/> Check all teaching staff have a copy <input type="checkbox"/> Carried out by external company <input type="checkbox"/> Replace most worn gym mats <input type="checkbox"/> Check all staff have a copy 	<p>Time scale</p> <ul style="list-style-type: none"> <input type="checkbox"/> Autumn term / summer term 	
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<p>Development Objectives Maximum 3</p>	<p>Action Including Time scale</p>
<ul style="list-style-type: none"> <input type="checkbox"/> To write school PE Policy <input type="checkbox"/> To develop short term plans <input type="checkbox"/> To provide training for high quality PE 	<ol style="list-style-type: none"> 1. September – work with SSCo to write policy 2. Use PLT time to complete policy (autumn term) 3. Give draft copy to staff for consultation & approval (spring term) 4. Amend any changes (spring term) 5. Give out final copy (summer term) <ol style="list-style-type: none"> 1. Give out borough plans to year groups at INSET (autumn term) 2. Year groups to add differentiation as they use them (all terms) 3. Add apparatus layouts as year groups complete gym modules 4. Collect a copy of the plans at the end of each half term <ol style="list-style-type: none"> 1. Contact PE Adviser

General Maintenance

- Top up equipment
- Medium term plans
- Gym equipment safety check
- Gym mats
- Long term plans

Development Needs

- PE Policy
- Training – Top Dance / Top Outdoors
- Short Term Plans
- Resources:
- Risk Assessments in hall and playground

Yearly Development Plan

Maintenance

General Maintenance	Action	Time scale	Cost

Development

Development Needs	Development Objectives Maximum 3	Action Including Time scale

SECTION 8

The Barking and Dagenham PE Team School Sport Partnership

Dorothy Barley Infant School is part of the LBBB School Sport Partnership. We are one of a 'cluster' of schools that develop PE and school sport links with Barking Abbey. The Partnership's overall aim is to help school develop high quality PE and school sport.

The Government's focus is to:

- Help schools create sustainable school sport competition, both within and between schools, involving all pupils;
- Help schools to involve their staff, parents, local people and young leaders and volunteers to lead competitive sport; and
- Help schools to engage in sport pupils who are less active or who do not have equal access or opportunity to compete (e.g. pupils with disabilities).

We are supported by the LBBB PE Team who firmly believe that developing and maintaining high quality PE for every young person can make a difference to whole school standards, behaviour and attendance.

SECTION 9

Useful Websites

- Teacher Resources – www.teachernet.gov.uk (active mark information)
- Association for PE – www.afpe.org.uk
- Courses – www.sportsleaders.org (sports leaders and young leaders courses)
- Coaching workshops – www.sportscoachuk.org
- www.londonsportsforum.ork.uk (disability sports)
- National governing bodies – www.sportengland.org (links to NGB of sport)
- Youths Sports Trust – www.youthsportstrust.org (School Sport Partnership Links)
- National Curriculum in Action – www.ncaction.org.uk/subjects/pe (offers useful video clips of pupils working and learning in PE)
- Observing Children Moving – www.observingchildrenmoving.co.uk and Observing and Analysing Learners' Movement – www.observinglearnersmoving.co.uk (for information on CD-ROMs related to the observation, description and analysis of children's movement)
- PE Primary – www.peprimary.co.uk (for a range of resources)
- Primary Resources – www.primaryresources.co.uk/pe (for a range of resources)
- Primrose Education – www.primrose-education.co.uk (for a range of resources)
- Safe Swimming – www.nc.uk.net/safeswimming (this QCA website gives practical ideas, resources and guidance to help children and young people learn how to swim. The teachers' zone provides practical ideas, activities, information and advice to help teach swimming safely and well)
- Val Sabin Publications – www.valsabinpublications.com (for a range of resources)
- Qualifications and Curriculum Authority – www.qca.org.uk
- Department for children schools and families Standards Site – www.standards.dfes.gov.uk
- PE – QCA schemes of work at Key Stage 1 – www.standards.dfes.gov.uk/schemes2/phe
- Warm up and cool down ideas – www.teachingideas.co.uk/pe/contents.htm
- Olympic site – www.london2012.com
- Get Set 2012 Education site – www.getset.london2012.com/en/home
- School Games – www.yourschoolgames.com
- National School Sports Week – www.schoolsportsweek.org
- Pro-active – www.proactivelondon.org (London region information/coaching course)
- Pro-active North London – www.proactivenorthlondon.org (North London region information/coaching course)