



Aims and Objectives

Curriculum Vision: To equip all children with the skills, opportunities and rich experiences that will help them to choose and navigate their own future pathway whilst creating ambitious, lifelong learners.

At Epsom Primary and Nursery School, Physical Activity aims to provide:

- Ambition, aspiration, accountability and high expectations of themselves
- Lively enquiring minds through questioning, investigating and taking risk;
- The language, vocabulary and communication skills that enable them to successfully articulate, both personally and academically.
- An attitude of respect, and an understanding that our actions can have impact on others and the environment
- An ability to work independently and collaboratively and recognise its value;
- An awareness of the importance of good health and wellbeing;
- Confidence in the skills of learning to prepare them for their next phase of education and for life in the 21st century, including public speaking, technological ability and emotional resilience
- The opportunities and encouragement to be creative and to show initiative in an ever-changing world.
- A love of learning and an understanding that learning is a lifelong process.

Teaching and Learning and Intent

Epsom Primary and Nursery school aims to provide opportunities for pupils to become physically confident in a way which supports their health and fitness. At the school, we offer the opportunity to compete in sports and other activities, in order to help build character and reinforces values such as fairness and respect.

PE/Sport lessons are taught with the following aims in mind:

- Meet the requirements of the national curriculum
- Promote a healthy and active lifestyle

- Encourage physical activity and exercise
- Develop competence to excel in a broad range of physical activities
- Build self-esteem, confidence and resilience
- Provide all pupils with access to the lesson
- Develop pupils' academic, social and physical ability
- Encourage good behaviour and respect amongst pupils
- Promote team work and cooperation amongst pupils
- Two hours of PE/Sport to be taught each week in every Year group

This policy outlines what pupils will be taught during PE lessons and how they are expected to behave, as well as the measures taken in order to ensure the health and safety of pupils, including role-specific responsibilities.

Sport Premium Funding

5 Key indicators:

- The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that **all** children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school (all teaching staff).
- The profile of PE and Sport is raised across the school as a tool for whole-school improvement (KT/AH)
- Increased confidence, knowledge and skills of teaching PE and Sport (KT/AH)
- Broader experience of a range of Sports and activities offered to all pupils (AH/CR/NH).
- Increased participation in competitive Sport (AH)

Teaching Strategies

At Epsom Primary and Nursery school is proud to be a partner with Create Development and is a Real Legacy school and strives to create a new ambition for EVERY child.

Real PE gives every child the physical literacy emotional and thinking skills to achieve in PE, Sport and life.

It is fully aligned to the National Curriculum and Ofsted requirements and focuses on the development of agility, balance and coordination, healthy competition and cooperative learning through a unique and market reading approach to teaching and learning in PE.

The Early Years Foundation stage (EYFS):

Real Foundation these are the **prime areas**:

- Communication and language
- Physical development
- Personal, social and emotional development

Real Foundation – is an early years Foundation programme that uses physical activity as the driver for children’s learning. Real foundation is a proven child-led approach develops children’s physical, emotional and thinking skills. Real Foundation is fully aligned with the EYFS framework and is built around 12 fun and stimulating themes to engage every child and nurture a lifelong love of activity.

Themes:

1. Pirate
2. Jungle
3. Tightrope
4. Cat
5. Train
6. Space
7. Juggling
8. Seaside
9. Bike
10. Clown
11. Fairy tale
12. Squirrel

Themes include 6 areas:

- Adventure
- Game
- Song
- Story
- Skill
- Wider Curriculum activities

They are also provided with the planning and ability to teach to towards the multi-abilities that the rest of the school works towards as well as the Foundation scheme.

Key Stage 1: Real PE

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

Key Stage 2: Real PE

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

other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Key Stage 1 and 2

During their PE sessions the children will be using the multi-ability cogs

- Personal
- Social
- Cognitive
- Creative
- Applying physical
- Health and fitness

Personal Development 'The curriculum and the school's wider work support pupils to develop resilience, confidence and independence and lead a healthy and active lifestyle, helping them to know how to keep physically and mentally healthy.'

Behaviours & Attitudes 'Pupils consistently have highly positive attitudes...' 'They are committed to their learning, know how to study effectively, are resilient to setbacks and take pride in their achievements.'

Delivery of Physical activity at EPS

The promotion of physical activity is delivered through:

- Physical education lessons led by members of staff/ Qualified specialist teachers and Sport coaches.
- Sport Enrichment sessions
- Cross curricular links in our curriculum – Early years foundation stage programme, PE, PSHE and science
- Extra-curricular clubs through our after-school clubs
- Lunchtime activities
- Outdoor learning

Physical Education lessons:

Our approach for PE involves moderate to vigorous physical activity on a regular basis. Every pupil in each year participates in regular physical education throughout the entire school year. We use the hall, playground and field for PE activities.

Non-Participation:

- Due to illness or injury, if a child is not participating in PE lesson the teacher must have received written notification beforehand from parent/carer of the child.
- Non-participants who can be outside will be provided with activities or roles such as: coach or umpire; reporting activity; evaluating performances

- Non – participants who cannot be outside will join another class and will be expected to complete a task.

Extra-curricular physical activity:

Pupils have a diverse choice of activities in which they can participate – competitive, non-competitive, structured, unstructured and including some physical activity options such as drama, gardening, parachute games.

We have a number of afterschool clubs that the children can access.

Our extended school Breakfast and After-School Clubs ensure that the opportunities for physical activity are built into the structure of their sessions whenever possible. Members of staff or qualified coaches or instructors who may or may not be teachers supervise all activities. A member of trained staff is always available in case support is required.

We actively encourage pupils to go to local clubs and access enrichment activities wherever possible for as many children as possible.

Inclusion

All pupils in our school including those with additional needs are entitled to a comprehensive programme of physical education, which fulfils the statutory National Curriculum requirements and takes into account of their individual needs and interests. It may be necessary to amend the activities to meet the needs of individual pupils. We encourage all pupils to participate in extra-curricular activities whatever their levels of ability. Within the Real PE jasmine platform, inclusion is highlighted within planning and videos are provided to guide teachers to how planning can be adapted to meet children's needs.

Staff training

Our PE leads attend training and cascade to staff within the school. As part of the legacy approach with Create development, our journey started with real PE teacher training to support our PE provision to develop the whole child and will now extend across the school to include supporting families and the wider school community. The school will be supported with teacher training, school based support, fun family engaging strategies, enrichment and competitive opportunities and supporting resources from Create Development all through a holistic approach to develop children's physical, personal, social and emotional skills. Outside agencies also come and work alongside teachers to improve physical education within our school.

Our school is part of a local partnership with other schools in our borough (EEPSSA). There are termly meetings to organise tournaments for pupils to compete against other local primary schools.

Health and safety plays a major part in all training of staff.

Assessment

Within PE, we understand the importance of intent and what we want to achieve. Our key behaviours and fundamental movement skills are reviewed throughout the year so we can adapt our planning to meet all children's needs. We have begun a journey where we can review where we are now, where we want to go and how we will achieve this. We use assessment wheels to manage where we are and the achievements and progress we have made. The children are reviewed throughout the year in order to assess their learning and next steps. Teachers assess against their multi-ability cogs and also the FUNs skills they will have been learning, identifying which children are working above, at and below their peers.

Health and safety guidelines

Risk assessments are carried out regularly and members of staff continually assess the safety of playground activities.

Surrey County Council inspect gym equipment annually.

All guidelines for physical education and games are followed e.g. Supervision, behaviour, clothing, jewellery and use of equipment.

All coaches from other organisations must hold suitable qualifications and will be DBS checked-including parent helpers.

Promoting physical activity to the whole community

Parents receive details of physical activity clubs their children may attend.

Parents are encouraged to support their children at events.

Details of physical activities in the wider community are sent home – especially activities taking place during the school holidays.

Within the Real Legacy approach, we will be providing further opportunities for parents to be involved in the new culture of developing the whole children through being active.

Monitoring and review

The PE leads within the school are responsible for providing clear leadership and management in developing and monitoring physical activity. They will work closely with all members of staff and outside agencies. They will monitor levels of participation and make appropriate adjustments. Consultation with pupils and staff to identify barriers to participation and to ensure there is broad range of activities are provided

for all pupils. Lesson observations/learning walks are also, occasionally, undertaken and the subject coordinators regularly reviews evidence of the children's work. The subject leaders are responsible for giving the curriculum lead an annual summary report in which the strengths and weaknesses in the subject are evaluated and areas for further improvement are indicated. Further training is provided through the Real Legacy programme to target development points in accordance to the learning nutrition framework where needed. This is done through full teacher training or targeted team teaching or feedback and guidance given to PE leads.

Lunchtimes

The staff on the playground engage and encourage pupils in physical activities. There is also playground markings and equipment out daily to encourage free play. The use of the backfield also encourages pupils to engage in different sports.

Epsom Primary and Nursery School Procedure sheet for Physical activities

The following criteria must be adhere to with regard to all Physical Activities:

- **All** children must change for Physical activities – Green school PE top, black shorts and plimsolls/trainers for indoor session, bare feet for gymnastics. Green school PE top, black tracksuit bottoms, black hoodie and trainers for outside sessions.
- If a child cannot take part in a PE session due to illness, letters must be obtained from the parents/doctors.
- Children **must remove all** jewellery. Earrings to be removed prior to the session. Surrey guidelines state:

Wearing jewellery, earrings and ear studs (including body piercings) during physical education lessons, other sporting activities or any other form of physical activity should not be allowed - for the safety of the wearer and others. In cases where children are unable to remove earrings and have come unprepared with them in, the teacher will provide opportunities for them to be involved in other elements of the lesson to avoid exclusion from the entire lesson.

The student can contribute to group planning, designing and tactical discussions, but can have different tasks assigned to them during the practical elements of the lesson (for example, individual skills practices, peer coaching, observation and feedback tasks, videoing others to analyse at a later stage, or officiating in a games context).

- If a child has no kit:
 - First time** - Yellow letter to be obtained from the office and sent home with child.
 - Second time** – Class teacher to speak to parent
 - Third time** – Phase leader to meet with parents
 - Fourth time** – SLT to meet with parent
- Staff must ensure that children are shown, taught and clearly understand, health and safety procedures relating to gym and hall equipment.
- Teacher/TA's to collect and return equipment to the PE shed, making sure that it is tidy.

- All staff to wear appropriate tracksuit and trainers when taking PE lessons.