



# PE Policy

FEBRUARY 2021

# Oasis Academy Putney Primary School PE Policy



## School Vision

Oasis Academy Putney is driven by a powerful ethos which aspires to treat everyone inclusively and recognises the importance of a holistic approach to education. As well as continuing to build a strong school and deliver a first-class education, it is also our desire to build an interconnected community, recognising that educational needs do not exist in isolation from the needs of the whole person.

This African saying reflects the importance of the whole community in educating our children. Support goes beyond the classroom and beyond the Academy gate. Parents, carers, families and other members of the community are invited to be involved in the life of our Academy.

At Oasis Academy Putney we aim to:

- Create a happy, stimulating, caring learning environment where risk taking and challenge is encouraged
- Awaken and nurture a love of learning that will last a lifetime and provide everyone with the skills to pursue that learning independently and collaboratively
- Enable everyone to reach the highest standard of which they are capable, academically and in other fields such as sport, arts and culture
- Encourage all learners to develop their own interests, passions, enthusiasms, creativity and individuality
- Help learners to understand and care about the world in which they live, and to believe in their ability and responsibility to change that world to make it better
- Empower learners to develop a strong sense of right and wrong, good and bad, equality and justice. Give them the inner strength to act according to these values
- Provide learners with the skills and understanding to live a healthy, successful life, physically, emotionally and spiritually
- Foster respect, tolerance and love for others, regardless of race, gender, religion or difference, within a framework of equality of opportunity and fairness
- Help learners to appreciate human achievements and aspirations and to believe in their own potential to attain great things
- Promote a feeling of pride and confidence in learners' identities; as individuals, as members of our academy, as part of the local community and as citizens of the world

## Oasis Ethos

Everything within Oasis Community Learning is framed by our ethos.

Our ethos is rooted in what we believe and who we are. Grounded in our story, it is an expression of our character; a set of values that inform and provide the lens on everything we do.

- A passion to include
- A desire to treat people equally respecting differences
- A commitment to healthy, open relationships
- A deep sense of hope that things can change and be transformed

- A sense of perseverance to keep going for the long haul

It is these ethos values that we want to be known for and to live by. We are committed to a model of inclusion, equality, healthy relationships, hope, and perseverance throughout all the aspects of the life and culture of every Oasis Hub and academy community.

We encourage every member of our family, be that staff or student, to align themselves to these ethos values. The values themselves are inspired by the life, message and example of Jesus but we make it clear that we will not impose on anyone, the beliefs that underpin our ethos values. We recognise and celebrate the richness that spiritual and cultural diversity brings to our community, respecting the beliefs and practices of other faiths in the hope that we will provide a welcoming environment for all.

## Oasis 9 Habits

The Oasis Ethos is aspirational, inspirational and something that we have to constantly work at. It is important to remember that every organisation is made up of its people, and people don't always get things right. This means that there can sometimes be a dissonance between what we say we are, as stated in our ethos values, and what we actually do and experience.

Recognising this is helpful because it reminds us that we each have things to work on; we have space to grow, develop and change to become the best version of ourselves.

To help us in this process of personal growth and development we have the Oasis 9 Habits. It is our bespoke and unique approach to character development. We know that by living the way of the Habits, the Oasis Ethos will become second nature to us.

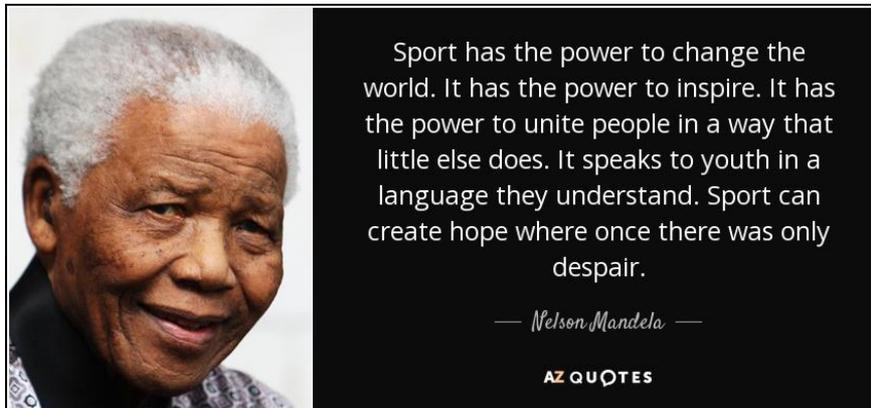
We also believe that this process of continually developing our character and being transformed to become the best version of ourselves is really important for every student and staff member alike. Therefore, we actively promote and practice the Oasis 9 Habits which are an invitation to a way of life characterised by being compassionate, patient, humble, joyful, honest, hopeful, considerate, forgiving and self-controlled.

We believe that by becoming people who live this way, by becoming the best version of ourselves, whether we are a staff member or students, we are transformed, and we are also able to play our part in bringing transformation locally, nationally and globally.

Compassionate	Patient	Humble
Joyful	Honest	Hopeful
Considerate	Forgiving	Self-controlled

## Our vision for PE at Oasis Academy Putney

As part of creating an all engaging and holistic education at Oasis Academy Putney we recognise the importance of PE and the role it has on the pupils who attend our school. Under the guidance of our staff we aim to nurture pupils to develop a love and understanding for PE. We deliver PE passionately along the lines of our 9 habits as we believe that sport/exercise has the power to improve the overall happiness and success of every single pupil.



## What does the National Curriculum say?

The National Curriculum states that;

*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.*

*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*

*National curriculum in England: physical education programmes of study*

*Published 11 September 2013*

## Introduction

PE contributes to the overall education of all pupils by helping them to lead full and valuable lives through engaging in purposeful and high-quality activity. The Department for Education recommends that all Primary pupils should have access to 2 hours timetabled P.E. curriculum provision per week. We intend to honour this at Oasis Academy Putney as we understand the greater impacts of PE and physical activity. For us PE is a priority. We aim to deliver quality PE lessons that motivate all pupils to push their boundaries regardless of their physical capacity, background, religion or gender.

## Aims

PE at Oasis Academy Putney works towards improving every pupil in a host of different ways.

- **Self-confidence through achievement** – PE sessions are carefully adapted to allow every pupil to achieve success. It is important to us that pupils feel positive about taking part.
- **Concentration** – Firstly, all pupils are engaged with throughout the session. While working in smaller groups it allows for the PE teacher to move around communicating with everyone. Secondly, as a child engages in more physical activity the healthier and happier they will be. This has a dramatic impact on a child's concentration in all other areas of life such as lessons.
- **Communication skills** – These develop naturally and often quickly with the aid of PE. When working together in groups and teams the pupils will be challenged to communicate with one another. They will be working with their whole class and not always a close friend perhaps challenging them to work out of their comfort zone.
- **Leadership skills** – As part of our PE we believe it is important to recognise and encourage pupils to be leaders. We encourage pupils with ideas to speak out and share them. When working in teams and groups we also encourage pupils to help lead and contribute. These are shared roles as we encourage everyone to practice this. As pupils move up the school they may even be picked to lead or be a captain within their respective teams.
- **Health** – Regular physical activity through PE will encourage; healthy development of bones and muscles, achieve a healthy weight, maintain and develop flexibility, improve cardiovascular fitness, reduce stress, improve posture and boost confidence through having fun with friends as well as making new ones.

Collectively Oasis Academy Putney PE aims to create well rounded citizens who are responsible, active and healthy.

## Teaching Games for Understanding



We use the Teaching Games for understanding (TGfU) approach in our PE sessions. This can be explained simply on the TGfU Model. The TGfU approach aims to tap into learning through games. Children have an inherent desire to play games and this can be harnessed to teach them the necessary tactics and skills. Rather than teaching sport specific units (particularly in Early years and KS1) children can gain skills and knowledge to apply to different sports. They play a variety of games from 4 categories which can be applied to key sports. These 4 categories are covered in the next section (Curriculum approach).

### **Curriculum approach**

TGfU promotes 4 categories in which we will deliver and introduce new sports to the children.

- **Target games** – these are games that emphasise accuracy and control where players send an object (possibly a ball) away to hit a specified target.
- **Net/Wall games** – these are games where players try to put an object (possibly a ball) into an opponent's space so it cannot be returned. Sports that we cover in this category include tennis.
- **Striking/Fielding games** – these are games that include runners kicking, hitting or throwing an object (possibly a ball) and then scoring runs when running to designated areas. Meanwhile fielders try to retrieve the object and get it into a specified space.

This stops runs being scored and can get opponents out. Sports that we cover in this category include cricket.

- **Invasion/Territory games** – these are games that include controlling an object (possibly a ball) and keeping it away from opponents and moving it into scoring positions. These type of games can involve kicking or throwing. Sports that we cover in this category include football, basketball, uni hoc and tag rugby.

We will also include dance and gymnastics in our curriculum.

## **Early Years Foundation Stage**

In Reception we are aware of the importance to immediately engage with every child and help them to develop a love for the subject. Just like with anything we do we believe primarily in fostering a love of learning. This will help to provide a foundation for every child to achieve success.

In Reception we are looking to engage the learners and develop their agility, balance and coordination in fun team and partner based activities. In this year our primary focus is Dance, Gymnastics and Physical Literacy.

Taking the TGfU approach lessons will include skill development, conditioned games and tools for future conditioning or learning.

## **Early years scheme of work and attainment targets**

Reception's primary focus is on Dance, Gymnastics and physical Literacy. By the end of Reception they should have an understanding of the following;

- Performing and linking simple gymnastic movements
- Creating short dance sequences
- Body movement basics, including balancing self and objects
- Controlling speed and direction in running games
- Navigating obstacle courses
- Moving and controlling objects like beanbags and differentiated balls
- Cooperating and problem-solving with partners and groups
- Understanding changes exercise has on the body

## **Early Years' interventions**

The aim of Early Years interventions is simply to support those who need it in smaller groups. In this way they will have more one on one teaching and more practice to help develop their physical literacy thus providing them a good foundation to move up the school. In these extra intervention sessions the children will explore four key areas that support what they are learning in whole class PE.

- Physical skills and fitness
- The attitudes and emotions that motivate the child to be active
- The social skills to be active with others
- The knowledge and understanding of how, why and when you move



Early Years interventions are also vital for helping those children who need additional support in building their motor skills, developing of bones and muscles, well-being and developing social skills.

## Early Years - What you can do at home

# Early Level

▶ **Problem Solving** - Can you help your parents match the socks that come out of the washing machine

▶ **Focus & Concentration** - Can you walk to school and count how many red cars you see

▶ **Decision Making** - Can you go to the park and decide which is the fastest way to slide down the chute

▶ **Creativity** - Can you make an obstacle course in the park or your garden.

▶ **Motivation** - Try to improve your time balancing on one leg

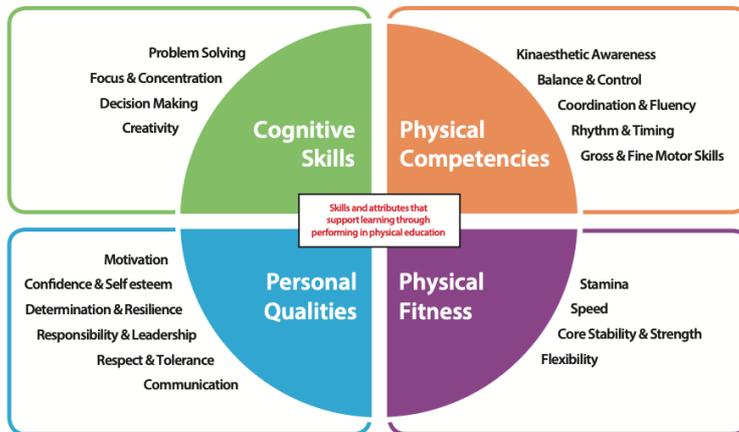
▶ **Confidence & Self Esteem** - Can you help your parents pack your bag for school/nursery

▶ **Determination & Resilience** - Can you complete a jigsaw puzzle without stopping or any help

▶ **Responsibility & Leadership** - Can you take your parents to the park and play 'follow my leader'

▶ **Respect & Tolerance** - Can you let your parent take the lead during 'follow the leader'

▶ **Communication** - Can you explain to your parents what you love the most about playing physical games



▶ **Kinaesthetic Awareness** - Can you run with one sheet of newspaper on your tummy and keep it there with no hands?

▶ **Balance & Control** - Can you Balance on 1 Leg for 5 seconds

▶ **Coordination & Fluency** - Can you throw an object up and catch it? Can you clap before you catch it?

▶ **Rhythm & Timing** - Can you jump 5 times, then clap 4 times at the same time as someone else?

▶ **Gross/ Fine Motor Skills** - Can you jump off something at the play park and land on 2 feet ?

▶ **Stamina** - Can you run on the spot for 1 minute without stopping?

▶ **Speed** - Can you run on the spot as slow as you can for the count to 5, then run as fast as you can for the count to 5?

▶ **Core Stability & Strength** - Can you hold a press-up position for 10 seconds

▶ **Flexibility** - Can you touch your toes whilst sitting down with straight legs?  
Can you touch your toes whilst standing up?

## **Key stage 1**

### **Year 1 schemes of work and attainment targets**

In Year 1, we introduce the elements of competitive sports in a way that's fun and supportive. Your pupils will take part in activities in gymnastics, dance, athletics and structured games (that replicate sports). They'll learn to construct and develop movement patterns in gymnastics and dance, then reflect on their performances and suggest improvements.

They will also be introduced to principles of invasion games to prepare them for more organised play in Key Stage 2. Finally, they will extend their understanding of how activity contributes to health and enjoyment.

- Gymnastics take-offs and landings
- Expressing feelings of characters through dance
- Catching and throwing balls
- Intercepting objects and outwitting opponents
- Hitting objects with a hand or a bat
- Tracking or retrieving rolling balls
- Linking running and jumping, long distance throwing
- Basics of games rules, such as bases or end zones
- Describing benefits of exercise and ways people enjoy it
- Participating in simple fun competitions

### **Year 2 schemes of work and attainment targets**

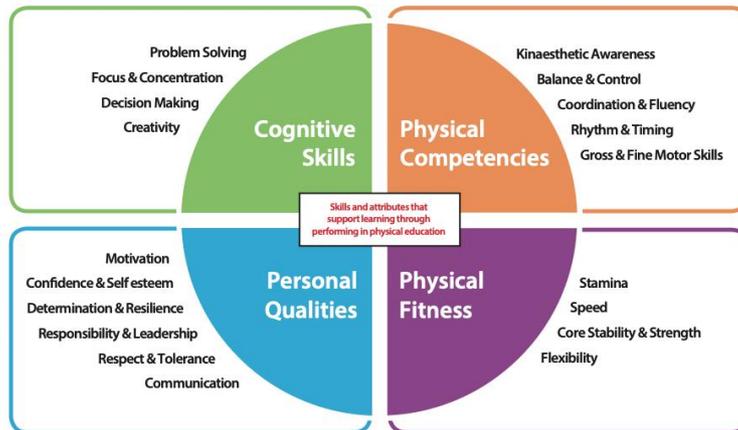
Year 2 PE lesson plans build on Year 1 concepts with more development activities for coordination, agility, and balance, as well as preparing pupils further for games like rounders, cricket, and netball beginning in Key Stage 2. Pupils will develop striking and fielding skills for ball games and explore more complex movement patterns in dance and gymnastics.

Lessons for this year group include more emphasis on evaluating form and identifying ways to improve one's own performance or make suggestions for improvement to others. Pupils will also be able to explain the principles of a healthy lifestyle and the role physical activity plays in keeping people healthy.

- Identifying and describing good-quality form and movement
- Simple gymnastics scoring and judging
- Performing dance in duets and formations
- Dribbling and passing balls
- Goalkeeping principles
- Bowling, batting and team fielding
- Basic net game rules and skills, such as boundary lines
- Static and dynamic balances
- Jumping for distance and height
- Describing healthy lifestyles and how exercise supports healthy living

## Key Stage 1 - What you can do at home

### First Level



▶ **Problem Solving** - Can you pack your school bag by yourself and then have your parents check it

▶ **Focus & Concentration** - Can you recall the alphabet out loud whilst music is playing in the background

▶ **Decision Making** - Can you decide between which 2 games you can play with your parents

▶ **Creativity** - Can you build a secret den using blankets and things that are around your house or garden

▶ **Motivation** - can you walk to school everyday for a whole month

▶ **Confidence & Self Esteem** - can you arrange to meet your friend and walk to school together

▶ **Determination & Resilience** - Can you convince your parents to walk to school even in bad weather

▶ **Responsibility & Leadership** - Can you find a different route to walk to school

▶ **Respect & Tolerance** - Can you do a favour for one of your neighbours

▶ **Communication** - Can you ask your parents about what they did today when you were at school

▶ **Kinaesthetic Awareness** - Can you take 3 pictures of yourself, showing the tallest shape you can, the smallest shape you can and the widest shape you can?

▶ **Balance & Control** - Can you balance on one foot on a mattress on the bed for 5 seconds?

▶ **Coordination & Fluency** - Can you perform hop scotch. Landing on 1 foot - 2 feet, 1 foot - 2 feet - 1 foot - 2 feet?

▶ **Rhythm & Timing** - Can you jump, jump clap - jump, jump clap at the same time as the music from Queen - We will rock you. Can you now try it with no music?

▶ **Stamina** - Can you do 30 star jumps without stopping?

▶ **Speed** - Can you run do 10 star jumps faster than an adult at home?

▶ **Core Stability & Strength** - Can you hold the plank on 1 elbow and one foot (keep your legs and belly off the ground)?

▶ **Flexibility** - Can you sit on the floor with your legs wide apart, how low can you get your chest to the floor

## Key Stage 2

### Outdoor Adventurous Activities (OAA)

In KS2 pupils will get the opportunity to explore a new form of PE that will challenge them particularly on their cognitive skills and their personal skills. They will in turn contribute to their physical abilities. The schools unique location on the common allows for the perfect environment to carry out these lessons. In these lessons pupils will be challenged with tasks and problems to solve in their teams. This will encourage problem solving, decision making, leadership, teamwork and many more attributes.

### Year 3 schemes of work and attainment targets

In our PE lesson plans for Year 3, pupils are introduced to formal sports like football, cricket, rounders, and netball through fun and supportive activities that teach rules, skills and simple gameplay tactics, such as defending as a team. Pupils extend their abilities in dance and gymnastics to include observing and reflecting on their own and others' performances.

In addition to formal games, units include plenty of opportunities to help you build your pupils' overall fitness through additional agility and flexibility activities.

- Body control skills in gymnastics rolls, jumps and sequences
- Increasing flexibility through static and dynamic stretches
- Creating, performing and evaluating dance sequences
- Completing running and jumping challenges
- Fielding, bowling and batting for cricket and rounders
- Passing, dribbling and teamwork for football
- Netball zone play and passing tactics
- Working in teams to solve problems in outdoor settings
- Basic racquet skills, such as forehand shots and serves

### **Year 4 schemes of work and attainment targets**

In our PE lesson plans for Year 4, pupils advance their experience and skills in formal games, including football, uni hoc, racquet sports and more. Alongside skills development, pupils begin to take greater ownership of their performances by judging their technique, measuring times and distances, and recognising rules violations such as footwork fouls in netball. They also have the regular opportunities to compete against others as well as set and pursue goals for themselves. In OAA, pupils will participate in trust games and get to grips with the fundamentals of orienteering: map-reading and using a compass. We also introduce tag rugby through a fun, safe skills development progression.

- Cartwheels and explosive movements in gymnastics
- Character, formations and freeze frame positions in dance
- Baton passing, discus throwing and running on curved tracks
- Pull shot technique and run scoring strategies for cricket
- Tackling, passing and marking in football
- Defence and attack tactics in handball
- Uni-hoc handling skills, passing and run pacing
- Defence and marking in netball
- Map-reading and compass skills for orienteering
- Basics of tag-rugby, including positions and scoring

### **Year 5 schemes of work and attainment targets**

In our Year 5 PE lesson plans, pupils extend their understanding of games and fitness to include complex skills and tactics. Through fun, engaging activities, your pupils learn to apply more sophisticated, organised approaches to attacking and defending, whether it's in doubles tennis or netball.

We'll work with them to develop their fitness further, suggesting suitable activities for improving flexibility and strength, as well as improving confidence and stamina in athletics and gymnastics. Finally, pupils will begin to understand how strength, flexibility and other principles of fitness apply to different games.

- Performing extended gymnastics sequences with or without props
- Understanding locomotor v non-locomotor in movement in dance
- Sprinting and pacing for distance when running
- Cricket overarm bowling and wicketkeeping skills
- Handball jump shots, set plays and goalkeeping

- Bounce passing, one and two handed shooting in netball
- Fielding in rounders
- Tag rugby passing and formations
- Use of volley shots and overhead shots in tennis plus doubles play

## **Year 6 schemes of work and attainment targets**

Our lesson plans for Year 6 help you encourage your pupils to become active, self-evaluating participants in whatever game or activity they undertake. We'll guide pupils through achievable target-setting exercises, help them develop an understanding of how to judge their current performance or skill level, and help them develop plans to improve.

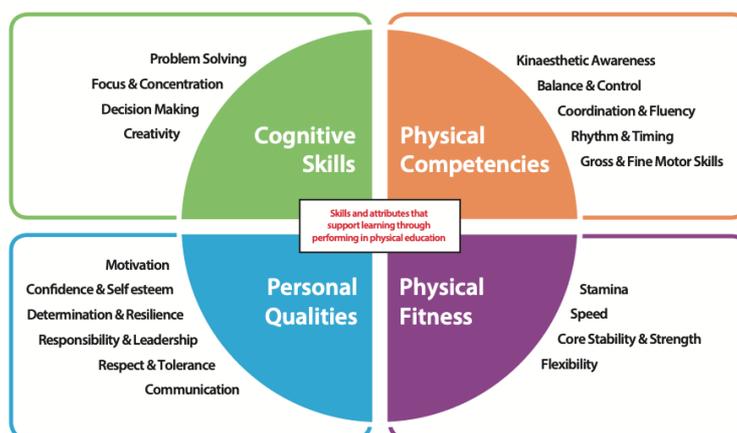
Pupils will work on developing fluent technique, recording distance and time data, and comparing and contrasting performances in a constructive manner with others.

At this level, lesson plans assume pupils have a more sophisticated understanding of rules, laws, and judging criteria for games and activities. They will be encouraged to communicate and collaborate with others to achieve goals and solve problems throughout their lessons.

- Incorporating flight and high apparatus into gymnastics
- Exploring street dance and the haka, performing in front of others
- Sprint starts for athletics
- Further cricket skills including bowling and fielding
- Football and tactical use of space, team attack and defence
- Screening and organising around the D in handball
- Tactics in attack and defence in Uni-hoc
- Netball rebounding and pass/shot marking
- Designing and refining their own OAA activities
- Playing tennis with full scoring

## Key Stage 2 - What you can do at home

# Second Level



▶ **Problem Solving** - Can you arrange a games night for your family

▶ **Focus & Concentration** - Can you spell words whilst throwing and catching a ball between you and your family

▶ **Decision Making** - Can you organise your bedroom to help keep it tidy

▶ **Creativity** - Can you invent a new game with your parents that involves a ball and a scoring system

▶ **Motivation** - can you and your family take a 15 minute walk after dinner at least twice a week

▶ **Confidence & Self Esteem** - can you list five things that you excel at in life

▶ **Determination & Resilience** - Can you select 2 things that you will improve at home during this school term

▶ **Responsibility & Leadership** - Can you take a food shopping list and with your parents support complete the shopping

▶ **Respect & Tolerance** - Can you choose some of your toys or games that you haven't used for a while and donate them to charity

▶ **Communication** - Can you write a letter to a member outside your immediate family and post it to them

▶ **Kinaesthetic Awareness** - Can you do 3 Full Turn Jumps on the spot, at the same speed and landing with control (no falling)?

▶ **Balance & Control** - Can you jump from the ground onto the couch/ bed, landing taking off 2 feet and landing on 2 feet without falling?

▶ **Coordination & Fluency** - Can you balance on one leg and move your arms like a windmill in opposite directions?

▶ **Rhythm & Timing** - Can you do 3 jumps, straight into a forward roll then straight into 3 jumps again?

▶ **Gross / Fine Motor Skills** - Can you get someone to throw a ball to you and hit it with a bat? Can you mark where the ball lands and beat this target?

▶ **Stamina** - Can you time how long you can run on the spot without having to stop

▶ **Speed** - How quickly can you complete 10 press-ups and 10 sit-ups

▶ **Core Stability & Strength** - Can you carry the shopping bags into your kitchen for your parents

▶ **Flexibility** - Can you do a backbend or crab

## More Able, Gifted and Talented

Teaching PE with the TGFU approach benefits those that are showing additional talent just as equally as it does those who may find some aspects more challenging. Our sports coach will be familiar with the classes and plan inclusivity for all. It is our aim that all children can take part in the PE sessions. This may include differentiated lessons to allow for success and progress for all. Classes work in carefully allocated groups designed to challenge each pupil in a specific way. One pupil might be focusing on leadership while another could be thinking of ideas to develop the practice.

Furthermore, more able pupils will have options to join sports teams as they move into KS2 (Year 3-6). As the school grows to full capacity we aim to have teams that can compete in local and county competitions. Additional local friendly fixtures will be a part of the calendar. By 2022 we will have a full school competing in weekly fixtures.

Teams will have an invitational process. The PE teacher will select those who are showing exceptional talent and commitment in PE. Pupils who play in teams are representing the school, this will also be taken into context. Sports teams will start in KS2.

## KS1 and KS2 Interventions

Similarly to Early Years we aim to offer interventions for those who may require it in KS1 and KS2. These may support those with disabilities or those who have been highlighted that may benefit from some extra one to one support. We will work alongside our school SENCO and affiliated school workers such as Physio's and Therapists to develop these plans. For some, working in smaller groups with greater support from an adult can provide the assistance needed to continue to thrive in their larger classes.

## PE uniform policy

Pupils need a change of clothes and footwear for P.E (for health and hygiene reasons) and a draw-string bag in which to keep the kit at school. All school uniform and P.E. kit **MUST** be named. Pupils can become upset as a result of lost clothing, please help us by naming everything. Forgotten kit will result in a parent mail home.

Girls and boys must wear:

- blue sports shorts with no pockets
- plain white Oasis Academy Putney T-shirt or polo shirt
- a pair of indoor trainers
- a pair of outdoor trainers
- navy or black jogging bottoms for outdoor lessons in cold weather
- Oasis Academy Jumper for outdoor lessons in cold weather
- White socks

For health and safety reasons, pupils are not permitted to wear jewellery for PE. Additionally, long hair must be tied back. In the summer months we recommend a baseball cap.



## Curriculum Links

English	Maths	ICT	History, Geography and RE	Science	Spiritual Moral Social Cultural (SMSC)
Speaking and listening  Subject specific vocabulary	Speed  Distance  Time  Measuring  Recording and handling data	Use of stop watches  Use of digital cameras and video to analyse  Use of internet research	Topic related dance	Health and fitness  The human body	The school values through sport  Reflecting on their learning  Using a range of social skills  Recognising the cultural impact of sport

## Assessment

Assessment takes place at all times through observation and discussion with the pupils. Occasionally photographic and video analysis will be used to provide immediate feedback to the individual (Years 5 and 6). The children will be assessed by the sports coach on a termly basis. These will be collated on Year group spreadsheets and recorded to see the pupil's progression throughout the school. If a child can successfully do the attainment targets at the start of the term the sports coach will have challenges planned to progress the individual further. Equally if the targets are unattainable for a child their targets will be adapted to ensure chances of success. Parents will be updated on their child's progress on their reports. It is important to mention that assessment is an ongoing tool used by the teachers and coach alike to engage, support and motivate pupils to reach their full potential. It will provide us with an incite as to whether the pupil or pupils need further challenging or require more support. The pupils will be assessed alongside the attainment targets mentioned for each year group.

## Health and Safety

P.E. Lessons should be conducted in a secure, supportive and disciplined manner that demonstrates mutual respect. Pupils should learn the rules, etiquette, laws and codes for various activities. Safety is further enhanced by emphasis on the need to wear correct PE clothing and use the correct equipment in a safe manner. The PE coach is responsible for evaluating the risks in each session prior to it starting. An up to date and equipped first aid kit is ever present and any specific medical requirements kept on standby. Our PE Coach has a walkie talkie on him at all times in case anything should arise and added support be required.

**Coronavirus 2020** – In light of circumstances of Coronavirus ongoing in 2020 the classes are taught within their bubbles. PE equipment will be thoroughly cleaned and disinfected before any other class has access to it. Classes will not come into contact with each other as they transition. One class will enter as the other class takes an alternative route to exit. This is done to minimise any chance of spreading the virus.

## **The Daily Mile**

The Daily Mile is a new initiative we have introduced this year (September 2020). We aim to achieve this everyday with each class contributing to their holistic health.

The Daily Mile;

*The Daily Mile is a social physical activity, with children running or jogging – at their own pace – in the fresh air with friends. Children can occasionally walk to catch their breath, if necessary, but should aim to run or jog for the full 15 minutes. We want every child to have the opportunity to do The Daily Mile at primary school, and are now working to build The Daily Mile's community with schools, local councils, sports bodies and other supporters in the UK and beyond.*

### **The Daily Mile works!**



*It takes place in 15 minutes, with most pupils averaging a mile, or more, each day.*



*Pupils run outside in the fresh air – and the weather is a benefit, not a barrier.*



*There's no set up, tidy up, or equipment required.*



*No staff training is needed and there is no extra workload for teachers.*



*Pupils run in their uniforms so no kit or changing time is needed.*



*It's social, non-competitive and fun.*



*Pupils return to class ready to learn.*



*It helps to improve fitness and achieve a healthy weight.*



*It encourages pupils to be aware of their health.*



*It's fully inclusive; every pupil, whatever their circumstances, age or ability, succeeds at The Daily Mile.*

The Daily Mile Website

## **The role of the PE Subject Leader**

1. To monitor the subject and be able to comment accurately on:
  - a. standards throughout the school
  - b. progression of skills throughout the school
  - c. trends over time
2. Know the strengths and weaknesses in PE and implement an action plan in line with school policy.
3. Write, maintain and develop a policy for the delivery of PE in the school.
4. Advise and assist members of staff within the school in the delivery of PE.
5. Order and maintain resources so the subject can be successfully delivered throughout the school.
6. Manage the PE budget including the Sports Premium.
7. Maintain professional development of the subject leaders and staff within the school in regard to PE.
8. Lead staff meetings and feedback to staff on any undertaken CDP.
9. Work alongside the SENCO (Special Education Needs Coordinator) and staff to support the provision for identified pupils.

## **School Sports Premium**

The Education and Skills Funding agency states that;

*The primary PE and sport premium 2019 to 2020 (“the premium”) will be paid by the Secretary of State for Education (“Secretary of State”) to the academies and free schools as stated in section 14 of the Education Act 2002.*

*The premium must be used to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils, in the 2019 to 2020 academic year, to encourage the development of healthy, active lifestyles.*

*PE and sport premium: conditions of grant 2019 to 2020 (academies)*

*Published 28<sup>th</sup> October 2019*

[Sports premium reference the government and see website](#)

### **What is the Sports Premium?**

The Government is providing funding of £150 million per annum for academic years 2014 – 2020 to improve provision of physical education (PE) and sport in primary schools. This funding will be allocated to primary school Head Teachers.

The sport funding can only be spent on sport and PE provision in schools. OFSTED will play a significant role in ensuring that schools target this funding in areas which will lead to clear outcomes in raising standards and opportunities in PE and school sport for all children throughout the Primary Phase. All schools will receive a lump sum of £8,000 plus a premium of £5 per pupil for the next two academic years.

### **Purpose of funding**

Schools will have to spend the sport funding on improving their provision of PE and sport, but they will have the freedom to choose how they do this.

Possible uses for the funding include:

- hiring specialist PE teachers or qualified sports coaches to work alongside primary teachers when teaching PE
- new or additional sport and dance clubs
- paying for professional development opportunities in PE/sport
- running sport competitions, or increasing participation in school games
- buying quality assured professional development modules or materials for PE/sport
- providing places for pupils in after school sport clubs and holiday clubs
- developing a scheme of work and ensuring that it is appropriately resourced

#### **How will we be spending the Sports funding and who will benefit?**

- all children benefit regardless of sporting ability
- that the most able children are given the opportunity to compete in advanced tournaments
- that staff have access to training opportunities and continued professional development

#### **The Sports funding will be used to:**

- Invest in the professional development of staff at our school so they are best equipped to teach high quality Physical Education and school sport for years to come.
- Fund a Subject Specific post in school to lead Physical Education.
- Buy exciting and stimulating resources to facilitate the teaching of PE.
- Increase participation in sport and PE by offering free after-school sports coaching.
- Extend after-school sports activities. We now offer a range of school clubs, accessed by children from Key Stages one and two. We have built capacity by employing a sports coach to work alongside our teachers.
- Develop a safe but active use of the playground at break times.
- Pay for sports coaches to help organize lunchtime tournaments and skill development opportunities in football, basketball and multi-skills
- Provide opportunities for children to compete. We feel it is important that children have the chance to represent their school and take part in competitive sport against other schools
- Develop children's leadership skills in sport through the role of Sports Ambassadors
- Pay for regular swimming lessons for all KS2 children