



Lings Primary School

PE & SCHOOL SPORT POLICY

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INTRODUCTORY STATEMENTS

Introduction

This document is a statement of Lings Primary School's aims, principles and strategies for the teaching and learning of Physical Education throughout the school. Lings Primary believes PE is essential to providing a holistic learning experience to develop the whole person. PE and school sport provides the foundations for a healthy lifestyle and promotes character building, co-operation and self-esteem. Our school values are based around the Spirit of the Games Values and we at Lings Primary School thrive to incorporate these into all aspects of PE.

"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."

(National Curriculum, 2013)

In Foundation Stage and Key Stage fundamental movement skills are taught through stories and songs to allow children to become competent and confident through a range of opportunities to extend their agility, balance and coordination with other and by themselves. The main themes of Key Stage 1 are: Gymnastics, Dance and fundamental and non-physical skill development. All of these themes are taught through the use of Real PE and Real Gym.

In Key Stage 2 Real Gym and Real PE are used to further develop the fundamental skills through isolated games and skill practices that relate different sporting situations and games. Key Stage 2 also aims to provide a variety of competition experiences through level 2 competitions in traditional and non-traditional sports ran by Northampton Town School Sport Federation and Northampton School Sport Partnership.

WHY P.E.?

1. P.E. educates young people in and through the use and knowledge of the body and its movement.
2. P.E. develops physical competence and enables children to engage in worthwhile physical activities.
3. P.E. promotes physical development and teaches the value and benefits of participation in physical activity, while at school and throughout life.
4. P.E. develops artistic and aesthetic understanding within and through movement.
5. P.E. helps to establish self esteem, through the development of physical confidence. It helps children to cope with both success and failure in competitive and co-operative physical activities. Dance is also used as medium for exploring personal identity.
6. P.E. helps to contribute to the development of problem solving skills.
7. P.E. helps the development of interpersonal skills, there is stress on co-operation, sensitivity, fair play and respect.
8. P.E. forges links between the school and the community and across cultures.

AIMS

The aims for Physical Education (NC 2013) provides a basis for us to deliver a broad, balanced and differentiated physical education programme which helps us to fulfil our main aims which are:

- be physically active and find enjoyment in physical activity
- find a lasting sense of purpose, achievement and fulfilment in physical activity
- develop physical skills, habits and interests that will promote healthy lifestyle and good posture
- develop positive attitudes to physical endeavour including perseverance, fair play and sporting behaviour, and the ability to cope with success and failure
- learn how physical exercise affects the body
- understand the need for safe practice in physical activities and know how to achieve this
- develop the ability to work with others in games and other physical activities
- develop pupils cognitive, creative, social and personal skills

Teacher and Pupil Lesson Objectives

Teachers should:-

1. develop physical competence, so that our children are able to move efficiently, effectively and safely, and understand what they are doing, through action, awareness and observation.
2. provide a broad and balanced programme, involving a wide range of activities in line with National Curriculum guide-lines, which is differentiated to meet individual needs and which coincides with children's interests.
3. incorporate the 'Spirit of the Games Values' into the PE and School Sport programme.
4. combine physical activity with mental processes of making decisions, such as selecting, refining, judging, shaping and adapting.
5. enable all our children to benefit regardless of race, sex, culture or ability.
6. develop the non-physical skills social, personal, cognitive and creative to aid in whole person development

Children should:-

1. be physically active
2. demonstrate their knowledge and understanding mainly through physical actions
3. be aware of relevant terminology for activities undertaken
4. take part in activities that involve the whole body, to develop flexibility, strength and endurance
5. be able to undertake problem solving
6. be able to evaluate attempts and suggest modifications
7. consolidate skills through practice and repetition
8. develop a positive attitude
9. be concerned with their own and the safety of others
10. adopt good posture and correct use of the body
11. lift, carry and place equipment safely

PRINCIPLES OF TEACHING & LEARNING

PRINCIPLES OF THE TEACHING AND LEARNING OF PHYSICAL EDUCATION

Physical Education is important because:

- physical endeavour is a pleasurable activity which can provide challenge and fulfilment throughout life
- habits of exercise contribute to a healthy lifestyle
- knowledge and understanding about all areas of physical activity heightens spectators' appreciation and enjoyment of such activities and contributes to cultural understanding
- it promotes sporting values such as; teamwork, honesty, respect, passion, determination and self-belief to develop pupils social, personal, cognitive and creative skills

Physical Education is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in "Physical Education in the National Curriculum" where they are categorised into 6 areas of activity:

- games
- gymnastic activities
- dance
- athletic activities
- outdoor and adventurous activities (not at Key Stage 1)
- swimming

We aim to use Create Developments Real PE, Real Gym and Family FUNS programme to engage pupils in all areas of activity while focusing on the sporting values and non-physical skills alongside the physical skill development.

RESOURCES/ STAFFING

STRATEGIES FOR THE USE OF RESOURCES

All year bands have one complete set of Real PE resources to be shared between the two while PE equipment is stored centrally

Central resources for PE are the responsibility of the Physical Education co-ordinator who monitors the usage and provisions of equipment including:

- gymnastic apparatus and equipment
- sports, games and athletics equipment
- indoor and outdoor space

Time is a resource that we value. To maximise its use in Physical Education:

- pupils are encouraged to change swiftly and with a minimum of fuss
- lessons are conducted in a disciplined manner
- Real Gym and Real PE lessons are the same for each year band to minimise time

Information technology is used in Physical Education, for example digital photos, youtube clips, online Create Development resources.

Links with other agencies enrich the PE curriculum. These include:

- Two regular dance teacher: Sam Yeal and Doris Schierer for curricular and extra-curricular activities
- Use of sport coaches from Northamptonshire Sport (Dennis Hubble, Steve Johnson etc) for CPD hours
- Regular use of Gymnastics coach (Becky Sargent) to lead gymnastics in the school
- visits from, and liaison with, professional sports players (Saints, Cobblers, Northants Cricket etc)
- liaison with Local Education Authority PE advisors (University of Bedfordshire, Department of Education, Youth Sport Trust etc)

Staffing

Each class has 2 hours of PE a week and is taught by the dedicated class teachers, PE co-ordinator and some outside sports coaches. The children remain in their own class for PE and teaching assistants work alongside teachers supporting in lessons.

The PE Coordinator is responsible for:

1. Completing a PE Policy
2. Organisation, care and ordering of PE equipment
3. Mentoring teachers on the delivery of Real PE
4. Planning PE programmes and revising units of work as appropriate.
5. Assessing pupils development across the Real PE wheels

The school also incorporates swimming into the curriculum and year 3, 4, 5 and 6 all take part in lessons at Lings Forum with teachers and PE co-ordinator. The pool provides two qualified lifeguards and swimming instructors while the school provides one teacher, one teaching assistant and the swimming co-ordinator.

Space Available for PE

The indoor space available for PE is:

- Hall
- Dance Studio (Unless used for creative afternoon)
- Classrooms

The outdoor space available for PE is:

- Top Playground: marked with grids
- Field: marked with grids in winter and running track in the summer (Weather dependent)

HEALTH & SAFETY/ RISK ASSESSING

HEALTH AND SAFETY ISSUES

Health and Safety Issues in PE include:

- use of equipment, apparatus and techniques in accordance with health and safety requirements
- appropriate storage of equipment and apparatus
- teaching pupils to understand the need for safe practice in physical activities and how to achieve this
- being suitably dressed for PE, shorts and t-shirt, including removing all jewellery and watches. Hair should be tied back.

USE OF APPARATUS

- Children are trained progressively through the school to put out apparatus safely and correctly
- Training is provided according to the needs of the staff.

EMERGENCY PROCEDURES

All teachers are thoroughly acquainted with the procedure to follow in the event of an accident and are routinely reminded of these. All accidents are reported in line with the school procedures.

RISK ASSESSMENT

All staff follow the same guidelines and are made aware of potential risks or hazards as listed below.

Hall

Piano/keyboard
Table
Food
Chairs
Wet Floor
Sharp Objects

Outdoor

Deliveries
Grass cutting

Risk Assessment of the Hall is at the beginning of each session where pupils are trained to remove or make the teacher aware of objects for removal.

FACILITIES EQUIPMENT AND RESOURCES

All equipment and resources used for P.E. are tested and checked to ensure it remains suitable and safe to use. Records of checks are kept in the office. All new equipment purchased complies with British Standards. Internal and external equipment are checked annually by the PFI providers.

CHANGING PROCEDURE

Children in Key Stage 1 and Lower Key Stage 2 change in classrooms. Upper Key Stage 2 children use the classrooms but males and females are segregated.

CLOTHING AND FOOTWEAR

White Tee Shirt and blue/ black shorts, sweatshirt/tracksuit bottoms and outdoor footwear must be worn for P.E. For swimming a one piece swimsuit and cap is required. Hair should be tied back. Barefoot work undertaken for gym and dance. Where barefoot is not possible, pupils wear plimsolls or similar soft soled footwear. Pupils with verrucae should keep them covered and wear suitable footwear. Children should not wear any jewellery for PE.

EXTRA CURRICULAR/OUT OF HOURS LEARNING

All activities are subject to a risk assessment. Girls and boys are equally welcome. Open access clubs are available. Emergency contact details should be readily available and dispersal of pupils after activities is by parental collection. Children not collected on time are kept in the Reception area and are supervised until collected.

WET WEATHER PROCEDURE

All games and athletics lessons take place outdoors. Lessons are only moved inside when:

- There is a risk to children's safety as surfaces are too slippery.
- The weather will prevent effective learning and teaching.
- There is a potential risk to health.

Hall time space is reserved for all outdoor lessons, however where the hall is not accessible, classroom based activities are used. These take the form of:

- Visual coaching skills related to area of study.
- Adapted lessons with the same focus

MEDICAL INFORMATION

- Staff should be informed of medical issues at staff meetings and year group meetings. Relevant information should then be passed on to P.E. teacher and logged in a register where class teacher is the P.E. teacher. Inhalers are carried by the children and epi-pens are held by teacher and the office.

PUPIL HEALTH AND SAFETY RULES

1. All jewellery must be removed for PE and games lessons.
Children with pierced ears do not participate in PE unless they remove their earrings. These and other items of jewellery are stored in a safe place, but members of staff take no responsibility for them.
2. Long hair should be tied back.
3. Children must work in a safe and suitable environment. This means:
 - a) The removal of unnecessary furniture from the working space.
 - b) A clean, splinter-free floor so that bare-foot work can safely take place.
 - c) A safe, outdoor surface for playing of games (no loose stones and gravel, no badly uneven surfaces, no holes in tarmac or grass surfaces)
4. Suitable and safe organisation of apparatus will mean:
 - a) Easily accessible gymnastic apparatus (spread around the hall to allow for its safe and efficient handling).
 - b) Games apparatus/equipment is stored safely.
5. Safety and emergency procedures at the swimming pool and are known and practised by all children and members of the staff who use it.
6. Procedures for dealing with accidents:
 - a) If it is a minor accident it is dealt with on site by the class teacher.
 - b) If the accident is more serious, the child is taken to Northampton General Hospital.

NON PARTICIPANTS

PE is a very important part of the children's development and everyone takes part in the lesson unless excused with a note or a medical problem. If children are excused they can be used to referee, recognise good techniques and practice and help give out equipment.

Off-site PE experiences

All children will be offered the opportunity to participate in PE activities away from the school site during their primary education. During such experiences, children will always be supervised in the usual manner and ratio appropriate to their age, and parental permission will always be sought for participation in such events. A risk-assessment will be completed by the school before agreement to participate in any off-site events.

ACCIDENTS/EMERGENCY

Inhalers

Children should put their own named inhalers into the jewellery box to be taken to all P.E. lessons, INCLUDING SWIMMING. If a child should become breathless during a P.E. lesson, ensure they are given their inhaler immediately and let them rest quietly until the condition eases. Should their condition worsen, send for assistance using SOS card.

Minor injuries:

Deal with these without interrupting the lesson. The child can sit out to recover for a while, then rejoin the lesson. If treatment is necessary, send for assistance. **DO NOT LEAVE CLASS UNATTENDED.**

Serious injuries:

Stay calm. Think and act quickly. Stop class. Sit class down. Send a message immediately to senior team for assistance. All teachers are trained in Basic First Aid and reception have paediatric first aid training.

Make sure each class understands the procedure for any emergency at the beginning of the academic year. This is particularly important for large apparatus and swimming sessions.

RISK ASSESSMENT

The School aims to:-

“Manage safety in - not inspect defects out” and seeks “Continuous improvement leading to an injury free environment”.

Continual Risk Assessments are carried out using the H.S.E. guidelines (Health and Safety Executive).

- * 1) Look for hazards.
- *2) Look for who might be harmed and how.
- *3) Evaluate risks and decide whether existing precautions are adequate or whether more should be done.
4. Record findings.
5. Review assessment periodically and revise if necessary.

Each teacher is expected to carry out their own risk assessment at the start of each lesson by following the points *1 - *3 above.

E.g. - is floor clean and free of anything harmful.

- positioning of apparatus should be well away from radiators, steps, staging etc.
- check apparatus has been correctly assembled before use.
- warn children of potential dangers e.g. manhole covers in playground.

At the start of each academic year, as part of the annual Health and Safety Awareness meeting for Staff, P.E. Health and Safety issues will be addressed. This will be particularly relevant to new members of staff.

SAFETY GUIDANCE

Cricket

Safety guidelines for young players using a hard ball for cricket are NOT applicable at Headlands since we use only Kwik Cricket equipment and rules.

Football Goal Posts

In accordance with safety guidelines issued by the L.E.A. free standing goal posts should be erected in accordance with the manufacturers instructions. To stabilise them during use they should be secured using the equipment supplied i.e. metal hoops. All goal posts should be stored so as to prevent them falling by securing to a wall or fence.

Athletics Equipment

In accordance with safety guidance outlined by IAAF all throwing events will have a throwing line and a safety line to stop pupils getting hit with equipment. The equipment will only be collect and thrown on the commands: 'pick up, thrown, collect'.

STRATEGIES FOR TEACHING PE/CURRICULUM

STRATEGIES FOR THE TEACHING OF PHYSICAL EDUCATION

The Physical Education curriculum is organised on a subject basis outside the main topic framework of the curriculum (although gymnastic and dance activities may be related to topic work). PE is the most firmly timetabled element of the curriculum because of the need to use hall or outdoor space. PE is taught throughout the school year but not all areas of activity are covered each term. Within this framework, each class:

- All physical education lessons follow the Create Development Real PE and Real Gym programmes
- spends approximately x1 2 hours per week on Physical Education covering games and gymnastics
- spend approximately x1 1 hour per week on Physical Education covering dance
- years 3-6 have approximately ten swimming lessons throughout the year in set blocks

The predominant pedagogical models use for PE are 'Cooperative Learning and Teaching Games for Understanding' although individual work and class teaching are used where appropriate. Within this structure:

- Mixed gender, race, ethnicity and ability groups are encouraged
- Teacher act as facilitators and social competent councillors while children conduct their own learning
- Group processing is encouraged while teacher engage in Socratic discussion with children

All teachers are trained to teach Real PE, Real Gym and Family FUNS and as such use this to teach classes with PE coordinator acting as a mentor advising and assisting. The occasional external coach from local sports teams and Northamptonshire Sport are used for specialist sessions throughout the year.

AOTTs (adults other than teachers) are used in PE to assist:

- in sports activities by accompanying teams to matches

All AOTTs are checked by the local authority.

Pupils with special needs are able to develop confidence and express their feelings in PE, as it is a subject in which success does not depend on academic ability. They include:

- pupils with learning difficulties who may find opportunities to excel
- pupils with special physical needs who may need specialised resources and close monitoring
- pupils with particular ability and flair to PE who work more quickly through the levels of the National Curriculum and are extended through the use of more advanced techniques. Physical Activities Clubs are to be offered on an extra curricular basis which will extend pupils.

Homework is not normally used to support PE. However, many children attend gymnastics, swimming lessons etc outside of school. However, each lesson has an optional home challenge is given to the pupils at the end of each lesson.

The emphasis in our teaching of PE is on allowing all children to achieve enjoyment, satisfaction and success at their own level and to develop:

- control, co-ordination and mobility
- skill and confidence in a range of physical activities
- an awareness of the physical capabilities of the body
- social, personal, cognitive and creative skills

Excellence in PE is celebrated in display and performance including:

- all sporting achievements in and outside of school are celebrated in the Friday afternoons celebration assembly on a weekly basis
- participation in level 2/3 sporting competitions ran by Northamptonshire Town School Sport Federation and Northampton School Sport Partnership
- an annual Sports Day event involving all pupils.
- Level 1 Inter-House Competitions
- swimming certificates awarded to those pupils who have shown great improvement during swimming lessons.

“DEVELOPMENT PLAN

Refer to the whole school development plan where in each subject, areas for development are detailed in a separate document.

PLANNING THE PHYSICAL EDUCATION PROGRAMME

Real PE and Real Gym is taught all lessons a week and the other is focused on specific skills such as gymnastics, dance or games.

The Real PE programme sets out a scheme of work for Foundation Stage, Key Stage 1 and Key Stage 2. Foundation Stage and Key Stage 1 lessons are developed through a range of engaging songs and stories that focus on various physical skills and are built upon and transformed into competitive games in a safe environment.

DIFFERENTIATION AND EXCELLENCE

The short-term planning of physical education units of work addressed the ever present need for differentiation. Within each of the areas of activity, broad task setting allows for differentiation by outcome. Differentiation by task can also be used – here the more able child can be challenged by extending the specific task and the less physically able can be encouraged to achieve success by breaking the task down into simple progressive stages to be addressed as appropriate.

The differentiation in lessons is based on the levelling system used during the skill section as the children work through the level in pairs at their own pace.

P.E. AND THE NATIONAL CURRICULUM

Attainment Targets

Broad indicators of progression are incorporated in the National Curriculum programmes of study for P.E. under four aspects:-

1. Acquiring and developing skills.
2. Selecting and applying skills, tactics and compositional ideas
3. Evaluating and improving performance
4. Knowledge and understanding of fitness and health.

The above will be met at Lings:

in Key Stage 1 in:	in Key Stage 2 in:
<ul style="list-style-type: none">• Dance• Games/Athletics• Gymnastics• Swimming and Water Safety	<ul style="list-style-type: none">• Dance• Invasion Games• Striking/fielding games• Net/wall games• Swimming and Water safety• Athletics

All children should be involved in a P.E. lesson as it is a statutory requirement.

Children should be active for 90% of a lesson. Instructions should be clear and concise, so that they are easily understood and children can quickly begin the set tasks. Children should be encouraged to move quickly (but safely) from one activity or set of apparatus to another, without lengthy explanation between. Valuable minutes can be used for demonstration, so that the rest of the class can comment on, and assess, work done by their peers, but generally, emphasis should be on activity rather than inactivity.

All children should have the opportunity to put out and put away large apparatus for their lesson. They should be taught how to do this safely from Reception age.

INCLUSION

INCLUSION

When planning P.E. curriculum consideration has been given regarding the following principles:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Meeting the needs of:

- Boys and girls
- Pupils with special educational needs (with reference to IEPs)
- Pupils with disabilities
- Pupils of different ethnic and cultural groups
- Pupils with English as an additional language
- Children in care

SETTING SUITABLE LEARNING CHALLENGES

We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. This means choosing the knowledge, skills and understanding from the programmes of study which best meet the need of the pupils.

RESPONDING TO PUPILS' DIVERSE NEEDS

- All children have equal time allocation and access to curriculum activities. All children have equal opportunity to take part in extra curricular activities which is based on personal response from students and parents.
- Images presented to the children are multicultural and show achievement from a culturally diverse group. Stereotypes are challenged and all children are encouraged to participate in a wide variety of extra curricular opportunities.

DIFFERENTIATION

Groups are differentiated so they match between the curriculum, the content and the characteristics of the pupil.

- Setting common tasks that are open-ended and can have a variety of results, e.g. devise a sequence that includes a jump, turn balance and travel actions.
- Setting tasks of increasing difficulty, where not all children complete all tasks, e.g. target practices.
- Grouping children by ability and setting different tasks for each group, e.g. small sided games: 2v1, 3v1, 4v1
- Providing a range of challenge through the provision resources.

PE FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

- As teachers teaching PE we need to know the nature of a child's learning disability/problem/emotional/behavioural disorder and it's particular relevance to PE.
- It is important to ensure that the pupil understands the tasks set by the teacher, and that teaching strategies are adjusted as necessary.
- Teachers should know about their pupils' needs and weaknesses e.g disabilities or medical conditions.

Children with special educational needs have the right to take part in all PE activities alongside other children where possible.

For the small proportion of children who may need more individual and specialised provision, teachers recognise that they need not necessarily attempt to teach rigidly within the programmes of study for each Key Stage. Indeed, in order to enable these individuals to progress and demonstrate a degree of achievement and succeed, teachers may feel they wish to select material from different Key Stages and present it in a suitable context for the child's age (unless disallowed). The realPE website provides teachers support on how to ensure inclusive practice for children with SEN and this is made available to all teaching staff.

Our work takes into account the targets set for individual children in their individual Education Plans (IEPs).

Hearing impaired children

- Face the children, reduce background noise and speak slowly and clearly.
- Agree a touch signal that all children can use for "Stop" or "watch".
- Demonstrate activity where appropriate.
- Move with Child / hold hand where necessary.
- Encourage use of vibration /rhythm experiences in movement.

Visually impaired children

- Agree a stop signal for all to use; use a child's name before speaking.
- If possible provide brightly coloured / shiny / crinkly apparatus that can be picked out, felt and heard when used.
- Use small equipment with bright colours and different textures.
- Encourage children to listen and feel their way to apparatus.
- Use partner Buddy system where appropriate.
- Encourage running free, open spaces at first.

Moderate learning difficulties / poor motor co-ordination

- Clear, simple instructions; lots of praise and motivation.
- Set in clear achievement targets; expect them to be achieved in easy stages.
- Active adult support in gross and loco-motor activities. Severe cases should be referred for statement / physiotherapist help
- Use adapted equipment where necessary.

Asthma

- Sufferers are encouraged to take medication and exercise in order to combat an attack. Advice from parents and doctor is essential.

Diabetes

- Sufferers can take part in all activities, but staff must be aware of a child's eating pattern / insulin reaction.
- Watch for signs of breathlessness, dizziness or discomfort.

Epileptics

- Are encouraged to take part in PE activities, but there may be risk situations to avoid.

EQUAL OPPORTUNITIES

At Lings Primary School, we value every child. We seek to provide a rich and relevant curriculum for all pupils, regardless of gender, race, ethnicity, religion, disability etc. The curriculum taught will prepare our children to become full and active citizens in an ethnically and culturally diverse society. Physical Education curriculum seeks to challenge stereotypes based on gender, race or ability and provides equal access and educational outcomes for all. We aim to allow all pupils the opportunity to represent the school in some form of level 2 competition or festival through inclusion in Inclusive competition ran by Northampton School Sport Partnership.

ASSESSMENT

STRATEGIES FOR ENSURING PROGRESS AND CONTINUITY

Planning in PE is a process in which all teachers are involved, wherein:

- curricular planning is led by PE co-ordinator through a process of collaboration between staff.

The role of the PE co-ordinator is to:

- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in Physical Education throughout the school
- support colleagues in their delivery of detailed lesson plans, their implementation of the scheme of work and in assessment and record keeping activities
- monitor progress in Physical Education and advise the headteacher on action needed
- take responsibility for the purchase and organisation of central resources for Physical Education
- keep up-to-date with developments in Physical Education and disseminate information to colleagues as appropriate.
- Offer advice on Health & Safety Issues in P.E.

Assessment

Feedback to pupils about their own progress in Physical Education is achieved through discussion between child and teacher in the context of the PE lesson.

Formative assessment is used to guide the progress of individual pupils in Physical Education. It involves identifying each child's progress in each area of the PE curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching. Suitable tasks for assessment include:

- Create Development Wheels will be used for pupil development assessment, while pupils will undergo a baseline assessment during the first and last week of the year.
- swimming awards are given to children in the form of certificates and fin awards will be displayed alongside their distance.

FEATURES OF PROGRESSION

To ensure children make progress in PE as they move through key stages 1 and 2, teaching should provide opportunities for children to progress:

- *from* early movement explorations *to* acquiring and developing a range of skills that show improved control and coordination, and then *to* refining and extending these skills and being able to perform them with some accuracy, consistency and fluency;
- *from* the simple selection and application of skills in a series or in combination *to* the planning and use of more complex sequences, games strategies and compositional principles;
- *from* being able to describe what they see being performed *to* making simple evaluations of performance and being able to use this information to improve the quality of their work;
- *from* knowing that exercise makes them hot or out of breath *to* developing an understanding of why activity might be good for them and how important it is to their general health and well-being, and how different types of fitness affect their performance."

CONTRIBUTION TO WHOLE SCHOOL DEVELOPMENT

Contribution of PE to teaching in other curriculum areas

Information and communication technology (ICT)

- We use ICT to support PE teaching when appropriate. In dance and gymnastics children make recordings of their performance or take photographs, and use them to develop their movement and actions.
- Older children compare each other's performance from recordings and use these to improve the quality of their work.
- Blogs are used to create reports on sporting activities.

Personal, social and health education (PSHE) and citizenship

- PE contributes to the teaching of personal, social and health education and citizenship.
- Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. This is extended further through our Change For Life Clubs.
- We follow the core values of the Olympic movement to develop the children's sportsmanship and abilities.
- Growth mindset is embedded in our approach to sports and is highlighted in all the sporting things we do

Spiritual, moral, social and cultural development

- The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons.
- Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's ability, and encourages them to co-operate across the range of activities and experiences.
- Children learn to respect and work with each other and develop a better understanding of themselves and of each other.

ROLE OF PLT

The role of the PE coordinator is to:

- Take responsibility for the purchase and organisation of central resources for PE.
- Keep up to date with developments in Physical Education and disseminate information to colleagues as appropriate.
- Organise visits by sports coaches, inter-site teams and sports activities at other schools.
- Organise visiting sporting speakers
- Monitor and review the effectiveness of schemes of work for Physical Education and update/replace as necessary

SPORTING OPPORTUNITIES & PARTNERSHIPS

Sporting Opportunities

Our school are passionate about ensuring the children have a wide range of sporting opportunities in their education. We believe start active, stay active. In order to achieve this we:

- Are part of the Northampton Schools Sports Partnership where they offer us sporting opportunities, teacher professional development and consultancy to improve our sporting provision.
- Are part of the Northampton Town School Sports Federation to ensure more level 2 sporting competitions participation
- Run a Virgin Active programme to engage the less confident or active children.
- Have a total of 12 extra-curricular sporting clubs to engage all children in some form of physical activity including sport, dance and gymnastics.
- Have a School Sport Organising Crew of 12 pupils trained in sports leadership to manage level 1 inter-house sporting competitions organise the playground and aid the delivery of sports clubs across the school.
- All pupils in years 5 and 6 are trained as play leaders to daily lead on the playground organising the activities and running the playground while teacher manage behaviour.

Club Links

Our school has a passion to develop PE and School Sport and to do so we work in partnership with a number of organisations to develop our own practice and enhance the opportunities we offer our students. We work in partnership with:

- **Create Development:** we are the first National Showcase School taking the lead on how to deliver Real PE, Real Gym and Family FUNS
- **Overstone Park Golf Club:** we are a link school with the golf club with Brian Mudge offering CPD hours for all year groups to learn tri-golf. The school is also part of the Captain's Cup Charaty Scholarship with 12 pupils progressing to play golf outside of school at the club.
- **Northampton Basketball Club:** we are a link school with Martin Spence who takes our gifted and talented pupils to play town basketball and some to even play county, regional or national if they stay the course.
- **Amythest Gymnastics Academy:** with gymnastic becoming a major part of the school Becky Sargent take all talented gymnasts to her club and offers them the chance to develop and compete at county or high levels.
- **Thorplands Club 81 F.C.:** Thorplands is one of the largest football clubs in the town and we now provide a pool from which Thorplands can take gifted and talent footballer to play in the NDYAL league.
- **Northampton Lawn Tennis:** we have Simon Gallo (Head Coach) come and lead one breakfast club for our year 1/2 pupils and from this he takes a select few to his club to continue their training and development through the tennis pyramid. He also offers CPD opportunities for all years covering PE lessons in blocks of 6.
- **Step-By-Step Dance School:** Ballroom is an important part of Lings and step-by-step offers dance teacher for curricular and extra-curricular activities as well as providing a point of contact for dance competitions and further progression for our dance squads.
- **Saints Rugby Club:** the Saints offer Lings the opportunity to join the Saints Study Centre, play of the pitch during games as well as offering the school coaching and tickets for specific home games.
- **Northampton County Cricket Club:** NCC offers specialist cricket coaching during the summer months running in time with the school cricket session.