

Practice Guidance for Physical Education

Why is P.E important to the children in our school?

At Cavendish Close Infant and Nursery School we want our children to be physically active throughout the school day and after school. Our school ethos is to emphasise the importance of leading a healthy lifestyle, through making healthy food choices and enjoying physical activity. As a team, we value the importance of physical activity for all children and staff too.

The staff at Cavendish Close Infant School play a key role in promoting active lifestyles to young people through developing their attitudes, knowledge, confidence and competence to help encourage a commitment to being more physically active. Our aspiration is to influence the whole school community to establish and maintain lifelong physical activity habits. We understand and value the connections between good, regular physical activity and happier, more focused learners.

Physical Education (P.E) lessons are an important opportunity for developing children's physical ability, gross and fine motor skills and develop children's mental well-being. The P.E curriculum encourages children to reflect on their performance and identify how to improve this encourages resilience and develops self-esteem. P.E also provides the opportunity for children to think critically, apply tactics within their games and work as part of a team, these skills are transferrable across all areas of the curriculum.

Please see appendix 1, the Education Inspection Framework AfPE summary guidance on PEESPA in schools according to the Ofsted framework handbook 2019.

What is PE?

PEESPA stands for the Physical Education, School Sport and Physical Activity in schools. This covers everything from P.E lessons, subject leadership, extra-curricular activities and enrichment, below is a useful poster to explain the several aspects of physical movement in which schools aim to offer their pupils.

Definition of Physical Activity, Physical Education and School Sport*

Physical activity, physical education and school sport are similar in that they all include physical movement, but there are important differences between them, as outlined below:



Physical Activity is a broad term referring to all bodily movement that uses energy. It includes all forms of physical education, sports and dance activities. However, it is wider than this, as it also includes indoor and outdoor play, work-related activity, outdoor and adventurous activities, active travel (e.g. walking, cycling, rollerblading, scooting) and routine, habitual activities such as using the stairs, doing housework and gardening.

Physical Education is the planned, progressive learning that takes place in school curriculum timetabled time and which is delivered to all pupils. This involves both 'learning to move' (i.e. becoming more physically competent) and 'moving to learn' (e.g. learning through movement, a range of skills and understandings beyond physical activity, such as co-operating with others). The context for the learning is physical activity, with children experiencing a broad range of activities, including sport and dance.



School Sport is the structured learning that takes place beyond the curriculum (i.e. in the extended curriculum) within school settings; this is sometimes referred to as out-of-school-hours learning. Again, the context for the learning is physical activity. The 'school sport' programme has the potential to develop and broaden the foundation learning that takes place in physical education. It also forms a vital link with 'community sport and activity'.



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PE is a subject which also involves children engaging in physical activities both independently and as part of a team. The children are required to learn a skill and have opportunities to develop their performance through critical feedback. A high-quality P.E curriculum inspires all pupils to succeed and excel regardless of their physical ability. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Children can compete in a sport to help to embed values such as fairness and respect. P.E also encourages children to be competitive against each other, to win and lose gracefully and to attempt to beat their own personal best.

At Cavendish Close Infants School, we are members of the Association for Physical Education (AfPE)- this a supportive tool for schools to refer to when spending their P.E School sports premium budget.

[Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.](#)

Our approach to planning PE:

At Cavendish Close Infants School we have a strong focus on children's physical development, especially the importance of free movement. In our school, we use the REAL P.E scheme to support staff with the delivery and assessment in P.E lessons, this follows in line with the National Curriculum (see appendix 2- P.E Curriculum map)

This scheme focuses on seven 'cogs' which link together to enable children to become happy, resilient and confident movers. The seven cogs are made up of personal, social, cognitive, health and fitness, physical and creative outcomes. All lessons have a focus outcome, which the Teacher refers to throughout. Children understand the outcome as the language is age appropriate. Alongside one of the cog outcomes, each lesson also involves the teaching of a skill linked to a fundamental movement such as agility, balance, co-ordination, ball skills.

Essential resources for PE:

Safety in P.E

Children are expected to get in

- School indoor and outdoor P.E risk assessments are available for all staff on TEACHERS – PE- RISK ASSESS 2018. Key points to consider:
 - All staff to be aware of AfPE Safe Practice handbook – any queries or concerns about safety are addressed in here.
 - Staff- teaching students must not be allowed to lead PE unobserved. If the class is being covered by other adults, consider appropriate levels of staff confidence and fitness/physical capability. If the adult providing cover can teach PE, ensure plans are thorough and clear-lesson. External coaching staff are not to be left alone to teach your PE slot – you are the QTS adult responsible for the children’s safety.
 - Equipment – all staff must monitor and report any issues with equipment to the curriculum leader and/or Headteacher. Ensure that equipment deemed unsafe and unrepairable is moved well away from the working area and clearly labelled as unsafe until it can be disposed of. Equipment is returned to its designated storage space and left in a stable position after use. Children are to be taught how to safely access, set up, use and put away equipment. FS2 – mats, YR 1 – Mats and low equipment. YR 2- all accessible equipment.
 - Jewellery and Kit – Personal effects, such as jewellery, religious artefacts, watches, hair slides, and sensory aids including glasses should ideally be removed to establish a safe working environment. Concerns about safety should be discussed with parents, for example, can the child see sufficiently without glasses. If items cannot be removed staff need to take action to make the activity safe. Earrings – staff CANNOT remove earrings but children can. Staff need to ensure earrings are (micropore) taped to prevent the stud post penetrating the bone behind the ear. Staff are not required to remove the tape as this can cause the child the discomfort and injury. Long hair should be tied up to prevent injury and barriers to vision. Shoes and clothes need to be appropriate for P.E – children should wear trainers or flat, well secured shoes – gel sandals and anything with a heel are not safe and parents should be informed of this. All jewellery should be locked away in the lockable cupboards found in all classrooms.
 - Staff must also adhere to these rules with jewellery and kit. All staff should tie up hair, remove any jewellery (wedding bands and rings are acceptable but consider the level of safety in the activity. Consider how to make this safe by either removing or taping). Staff MUST wear trainers for PE at all times. Staff must engage in the lessons.
 - Teaching PE- ideally there should be 2 members of staff present for PE lessons in case of emergency. If staff cannot be available, please inform a colleague you will be in PE and may need their assistance. Consider the risk- what if a child had an asthma attack? What if a child cut their head open? Always think ahead.
 - Fire safety- it is possible that you may need to evacuate your children from PE. Make sure you know the evacuation route.
 - Do not ever assume all staff are aware of risks- share any concerns with the staff around you e.g dinner supervisors, students, TA’s, volunteers etc. Remember you are legally responsible for the safety of your class – don’t rely on others to make safety assumptions for you.

Our approach to teaching and learning in PE:

There are six units to be taught across the academic year for each year group, one unit per half a term.

Each lesson will have an assessment focus which falls under one of the seven cogs stated previously. Alongside this, there will also be a physical skill taught which is referred to as a 'FUNS.' Within each FUNS there is a various different levels of challenge for the children to engage in.

Organisation and lesson structure:

Warm up – Skill – Skill application – Review method.

Teachers can adapt the delivery of each lesson according to their class, the content of one lesson can be spread into multiple P.E lessons if this is appropriate for the children.

Children are encouraged to practise the skill independently and as part of a team, children are encouraged to coach one another to improve their movements. REAL P.E enables all children to achieve regardless of their physical ability, Teachers praise children for meeting the outcomes from one of the 7 cogs. For example;

Personal cog: Learning objective: 'I know how to take turns and play with others.'

Teacher: *"I can see that you are playing with other children and can take turns, take a piece of treasure for your team."*

This holistic approach to teaching P.E is so strongly linked to our whole school ethos.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.

PE in the learning environment:

In a busy curriculum, P.E can be an effective tool for cross curricular learning. Research supports the effectiveness of active learning for retaining information. Staff at Cavendish Close Infants School see P.E as an opportunity to apply topic learning through active learning. The use of active breaks is encouraged across all areas of teaching and learning; wake up shake ups, yoga, warm ups. These strategies encourage children to remain focused and prevent cognitive overload.

All children are encouraged to spend time outside and be physically active at both break times and after eating their lunch. During morning break time children are encouraged to have 5 minutes of 'free movement' before regrouping with their class teacher or TA to practise the physical skill from their P.E lesson.

After lunch, all children are outside for a minimum of 40 minutes. Lunch time support staff should support children in selecting and using the outdoor learning equipment safely and appropriately. Children have access to bikes, bats & balls, skipping ropes, footballs, basketballs, dodgeballs, balance boards, hurdles and hoops.

Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school.

Our approach to assessment in PE:

P.E assessments should be used as a formative tool to support effective teaching and differentiation. The school P.E co-ordinator is responsible for updating, providing and analysing the P.E assessments. KS1 P.E assessments will be recorded on REAL PE's online tool, Jasmine learning platform where each class has their own assessment wheel. It is expected that Teachers assess children's baseline knowledge and measure

progress at the end of each unit of P.E Teachers are encouraged to use the 'few, some and all' statements and make notes of individual children's progress.

Foundation stages 1 and 1 use the Early Years statutory framework to assess children throughout the school year. These assessments are then shared with KS1 staff during transition, highlighting any children who require further intervention.

Intervention in PE:

Children who have delayed motor development may need to have physical intervention using the 'Every Child a Mover' programme for children in Foundation Stage and 'Strengthening Muscles, Strengthening Minds' for children in KS1. *The ECAM Physical Development Monitoring Tool (Appendix 4)* is used to identify physical delay. Please speak to the ECAM leads in school (Caroline Howett and Katie Marley) for support in using this to assess any children you identify as having any gross or fine motor difficulty. If a delay is identified, guidance on the appropriate interventions will be shared. For interventions to be effective children need to be supported at least three times a week for ten minutes using the ECAM Intervention Cards.

In Key Stage 1, Teachers assess children against the Physical Literacy age related checklist if they have concerns regarding physical delay. It is an expectation that staff discuss physical intervention during transition meetings.

Children access the physical literacy programme, which is led by TAs, for 15 minutes three times per week. The children are then reassessed after 6 weeks, the data is given to Miss Doxey (KS1 Physical Literacy Lead) who then evaluates and will share the data with Teachers. Intervention then starts again, children continue to access intervention if they still need to. If there has not been any improvements made, a discussion with our Inclusion Leader (Mrs R Vincett) regarding a referral to physio is then had. Parents are kept up to date throughout the process and are given support with how they can help at home. Record keeping of interventions are vital in supporting a referral to physio. (Appendix 5- Physical Literacy assessment.)

Enrichment opportunities in PE:

At Cavendish Close Infants School, we are proud of our after school club offer.

Elite Football Development (EFD) provides us with after school Multi-skills and Football clubs. EFD is a training company ran by professional football players with a wide range of sports knowledge.

We are also proud to be able to offer our Year 2 children opportunities to engage in the EFD mentoring sessions, which are delivered by a skilled EFD coach. The mentoring sessions are carefully planned and tailored to the children's needs; such sessions involve team building exercises and activities to develop communication and resilience through sports. Teachers carefully select children to engage in the programme every term. Teachers are then required to share the progress for each child involved.

We also offer a Dance and Cheerleading after school club, which are delivered by passionate and dedicated members of staff. These clubs continue to remain popular.

Cavendish Close Infants School can also support some of our vulnerable families to offer funded after school club places.

[Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.](#)

Enrichment opportunities.

Alongside our REAL scheme which encourages children competing against themselves to beat their personal best, we also offer various opportunities for the children to compete against one another. Throughout the school year, we offer planned competitive sports days which are delivered by EFD and Class teams. Our annual whole school summer sports day is focused on children participating in a competitive sport.

Key indicator 5: Increased participation in competitive sport.

PE Appendices:

Appendix 1- Education, Inspection Framework AfPE Summary Guidance.

Appendix 2- A Simple Guide to National Curriculum Progression in Physical Education.

Appendix 3- REAL P.E curriculum maps

Appendix 4- The ECAM Physical Development Monitoring Tool.

Appendix 5- The Physical Literacy Assessment.

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Date: February 2023