

**WEST HOVE
INFANT SCHOOL**
.....
A family of friends



Hove Learning Federation Physical Education Policy

Adopted by Learning & Teaching Committee on behalf of the Governing body: April 2023

We are committed to safeguarding and ensuring the health, safety and well-being of all pupils in accordance with safeguarding procedures and guidance for staff outlined in the school's Health and Safety, Child Protection, Security and Safeguarding policies.

Hove Learning Federation Physical Education Policy

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1. Introduction

At the Hove Learning federation, we believe that Physical Education (P.E.) should be experienced in a safe and supportive environment. It is vital and unique in its contribution to a pupil's physical and emotional development and health.

PE is an integral part of our provision and ethos. It is firmly placed within the context of our aims, visions and values and encompasses our curriculum drivers of standards, engagement, equality, enquiry and diversity.

Children are provided with a balance of individual, team, co-operative and competitive activities aimed to cater for individual pupil's needs and abilities. Through differentiated, well-structured, planned lessons we allow for progression and development of skills, knowledge and understanding for all pupils.

P.E. is considered to be a vehicle to facilitate access to cross-curricular themes, skills and dimensions, rather than a subject concerned exclusively with acquisition of motor skills and techniques.

Working in partnership with other local schools, our School Games Organisers and the wider community we aim to give children new sporting experiences and the opportunity to develop their abilities in a broad range of sports and activities, both competitive and non-competitive in a safe and supportive environment.

2. Aims

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. Our P.E. curriculum is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable activities for children.

At the Hove Learning Federation we aim:

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.
- To develop an increasing ability to select, link and apply skills, tactics, knowledge and concepts in a variety of activities.
- To improve observation and evaluation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance.
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising and a healthy lifestyle.
- To develop the ability to work independently, and communicate with and respond positively towards others.
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.
- To foster an enjoyment of and positive attitude to P.E. and sport in and out of school.
- To engage in competitive sports and activities.
- To be physically active for sustained periods of time.

3. Intent

Throughout their time in the Hove Learning Federation the children will:

- Participate in a range of activities in order to develop physical skills
- Develop their spatial awareness

- Be made aware of simple physiological changes which take place during exercise
- Be given opportunities to develop imagination and co-operation
- Be given opportunities to develop personal characteristics such as initiative, self-reliance and self-discipline
- Be given opportunities to enjoy and succeed in the subject
- Be stimulated and challenged
- Be given the opportunity to develop areas of personal interest in extra-curricular time

4. Implementation

During PE lessons we will:

1 Promote physical activity and healthy lifestyles by teaching pupils:

- To be active through regular cardio-vascular work and with an emphasis placed on personal progress and individual challenges.
- Correct posture and appropriate use of their body.
- To participate in activities which develop balance, co-ordination, flexibility, strength, stamina and self-expression with a built in factor of improvement and refinement, thus creating a movement memory.
- The importance of personal hygiene.
- Alongside other agencies and providers e.g. School Games, Active Sussex.

2 Develop positive attitudes by teaching pupils:

- To observe the conventions of fair play and good sporting behaviour as individuals, team-members and spectators, co-operating with and considering others (WWO).
- To cope both with success and limitations in performance and increase self-confidence and self-motivation.
- To work consistently to the best of their ability and always look for improvements.
- To be mindful of others and their environment.
- To improve social, creative and physical skills.

3 Ensure safe practice by teaching pupils:

- The importance of appropriate rules and safety procedures for all activities in all situations.
- The importance of wearing appropriate clothing, footwear and protection of different activities.
- How to lift, carry, place and use equipment safely.
- The importance of warming up and cooling down before and after physical exertion.

Health & Safety

The safety of children in lessons is of paramount importance. P.E. lessons at the beginning of each year remind children of safety rules and the teacher's expectations of behaviour during P.E. lessons. Children are expected to work quietly and stop on the teacher's signal.

The school has a responsibility for the safety of children in its care and all staff adhere to the safety guidelines set down in our risk assessments and general LA guidelines. The following points are also adhered to:

- Staff will ensure that they are able to see ALL children in their class at all times during any Physical Education session.
- If a child has to be sent in for 1st Aid, another child (of suitable age) or member of staff accompanies them.
- Children also have a responsibility to follow the safety guidelines and are informed of safety procedures and rules which staff repeat and demonstrate regularly.
- A safety sheet is included in this policy (see Appendix 2). Children are taught the correct way to move apparatus for the gymnastics sessions as part of their teaching time.
- Staff will work on Physical Education outside, weather permitting, at all times of the year and encourage the use of sun hats when necessary. Weather conditions will be taken into account.

(Outdoor lessons will have to be abandoned; if there is a potential risk to children's safety, if the surfaces on the playground or astroturf are too slippery or if the children do not have the appropriate kit for the activity).

- All staff will conduct a dynamic risk assessment at the start of each lesson and take appropriate measures to ensure safe practice.
- Pupils always have access to water in PE lessons and are encouraged to bring their own water bottles.
- Key pupils may require an individual risk assessment due to their needs and may be supported by an additional adult.
- Jewellery and earrings should not be worn for PE under any circumstances. If for any reason a child is unable to take earrings out they must be taped over.
- Long hair must be tied back.
- Staff are encouraged to model appropriate sports clothing and footwear when delivery PE lessons.
- Risk assessments will be completed prior to offsite sporting events and activities and uploaded to EVOLVE where necessary.

Parental Involvement

Strict controls are in place with regard to adults working with children and all parents helping in this way are checked by the Criminal Records Bureau. Parents are encouraged to come along to Sports Days and other events to support and encourage their children.

Appropriate Kit

Pupils will be expected to take a full part in Physical Education, including cardio-vascular activity, unless a note is forthcoming from an appropriate adult concerning medical reasons. Children will need appropriate shorts/leggings/tracksuit trousers, t-shirt and suitable footwear for P.E. sessions.

A note will be sent home to remind parents of the need for kit (see Appendix 1) if children consistently do not have clothing/shoes suitable for PE activities.

Children will come to school on their PE days wearing their PE kit- a letter will be sent to parents at the start of the school year informing them of their children's PE days (see Appendix 1).

Spare PE kits will be available from the school office for DA families.

5. Content and Skills

Aims and key principles:

Content and coverage for PE is plotted out in the Progression Ladder which shows the development in skills, knowledge and vocabulary from YR to Y6, and plots out the federation's spiral curriculum for this subject. This makes it clear to see where children have opportunities to revisit skills and understanding in order to achieve mastery.

In addition to PE lessons, movement breaks, the daily mile and active learning opportunities during lesson time are included across the school day to ensure children are given as many opportunities as possible to be physically active. Children are encouraged and provided with opportunities to stay physically active during break and lunchtimes.

Early Years

Children in the foundation stage, who are full-time, receive 1 and a half hours of PE per week. In addition to this, all children have constant access to the outdoor environment which includes physical activities and equipment, such as; skipping ropes, hoops, mini hurdles, bats and balls, balancing equipment, bikes and scooters etc.

Key Stage 1

Teachers use the PE Curriculum Map (*Appendix 4*) and Progression Ladder (*Appendix 5*), along with termly overviews and the GetSet4PE planning (see appendix 6), to set out the structure and content of PE. In KS1, children will have 2 PE lessons per week, totally 1.5 hours.

Key Stage 2

Teachers use the PE Curriculum Map (*Appendix 4*) and Progression Ladder (*Appendix 5*), along with termly overviews and the GetSet4PE planning (see appendix 6), to set out the structure and content of PE. In KS2, children will have 2 PE lessons per week, totally 2 hours. Lessons are blocked in units of work, for a term, to promote greater depth of understanding, development of skills, contextual application of these skills and the ability to perform reflectively. Two blocks are usually taught at the same time, one inside session and one outside, e.g. football and gymnastics.

| Expectations: | Strategies: | | | | | | | |
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| Learning objectives and statements related to the early learning goals are taught in the early years. | <p>The Reception Year classes follow the Early Years Foundation Stage (EYFS) curriculum guidance, as well as ‘Development Matters.’ See end of year expectations and progression in appendix 5 e.g.</p> <table><tr><td rowspan="3">Gymnastics</td><td colspan="2">By the end of Year R: Gross Motor ELGS<ul style="list-style-type: none">• Negotiate space and obstacles safely, with consideration for themselves and others.• Demonstrate strength, balance and coordination when playing.• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</td></tr><tr><td>Gross Motor Skills: Go up steps and stairs, or climbs up apparatus, using alternate feet Start to take part in some group activities which he/she makes up for himself/herself, or in teams Match their developing physical skills to tasks and activities in the setting, e.g. they decide whether to crawl, walk or run across a plank, depending on its length and width Choose the right resources to carry out their own plan, e.g. choosing a spade to enlarge a small hole they dug with a trowel Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</td><td>Gross Motor Skills: Revise and refine the fundamental movement skills they have already acquired; climbing Revise and refine the fundamental movement skills they have already acquired; jumping Revise and refine the fundamental movement skills they have already acquired; rolling Progress towards a more fluent style of moving, with developing control and grace Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</td></tr><tr><td></td><td></td></tr></table> | Gymnastics | By the end of Year R: Gross Motor ELGS <ul style="list-style-type: none">• Negotiate space and obstacles safely, with consideration for themselves and others.• Demonstrate strength, balance and coordination when playing.• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing | | Gross Motor Skills: Go up steps and stairs, or climbs up apparatus, using alternate feet Start to take part in some group activities which he/she makes up for himself/herself, or in teams Match their developing physical skills to tasks and activities in the setting, e.g. they decide whether to crawl, walk or run across a plank, depending on its length and width Choose the right resources to carry out their own plan, e.g. choosing a spade to enlarge a small hole they dug with a trowel Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks | Gross Motor Skills: Revise and refine the fundamental movement skills they have already acquired; climbing Revise and refine the fundamental movement skills they have already acquired; jumping Revise and refine the fundamental movement skills they have already acquired; rolling Progress towards a more fluent style of moving, with developing control and grace Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group | | |
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| The National Curriculum objectives are used to support planning in KS1 and KS2. | <ul style="list-style-type: none">• Core knowledge, skills and vocabulary are mapped in the progression ladder to ensure children are covering the correct content and knowledge is sequential (<i>Appendix 5</i>). | | | | | | | |

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| | <p>By the end of KS1:</p> <p>Children should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Children should be taught to begin to apply these in a range of activities.</p> <ul style="list-style-type: none">Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, | <p>By the end of KS2:</p> <ul style="list-style-type: none">Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] | | | | |
| | <p>Acquiring and Developing Skills in Gymnastics (General)</p> <p>Create and perform a movement sequence</p> <p>Copy actions and movement sequences with a beginning, middle and end</p> <p>Link two actions to make a sequence</p> <p>Recognise and copy contrasting actions (small/tall, narrow/wide)</p> <p>Travel in different ways, changing direction and speed</p> <p>Hold still shapes and simple balances</p> <p>Carry out simple stretches</p> <p>Carry out a range of simple jumps, landing safely</p> <p>Move around, under, over, and through different objects and equipment</p> <p>Begin to move with control and care</p> | <p>Acquiring and Developing Skills in Gymnastics (General)</p> <p>Copy, explore and remember actions and movements to create their own sequence</p> <p>Link actions to make a sequence</p> <p>Travel in a variety of ways, including rolling</p> <p>Hold a still shape whilst balancing on different points of the body</p> <p>Jump in a variety of ways and land with increasing control and balance</p> <p>Climb onto and jump off the equipment safely</p> <p>Move with increasing control and care</p> | <p>Acquiring and Developing Skills in Gymnastics (General)</p> <p>Choose ideas to compose a movement sequence independently and with others.</p> <p>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p>Develop the quality of their actions, shapes and balances.</p> <p>Move with coordination, control and care.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Use a range of jumps in their sequences.</p> <p>Begin to use equipment to vault.</p> <p>Create interesting body shapes while holding balances with control and confidence.</p> <p>Begin to show flexibility in movements.</p> | <p>Acquiring and Developing Skills in Gymnastics (General)</p> <p>Create a sequence of actions that fit a theme.</p> <p>Use an increasing range of actions, directions and levels in their sequences.</p> <p>Move with clarity, fluency and expression.</p> <p>Show changes of direction, speed and level during a performance.</p> <p>Travel in different ways, including using flight.</p> <p>Improve the placement and alignment of body parts in balances.</p> <p>Use equipment to vault in a variety of ways.</p> <p>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p> <p>Begin to develop good technique when travelling, balancing and using equipment.</p> | <p>Acquiring and Developing Skills in Gymnastics (General)</p> <p>Select ideas to compose specific sequences of movements, shapes and balances.</p> <p>Adapt their sequences to fit new criteria or suggestions.</p> <p>Perform jumps, shapes and balances fluently and with control.</p> <p>Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.</p> <p>Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Combine equipment with movement to create sequences.</p> | <p>Acquiring and Developing Skills in Gymnastics (General)</p> <p>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</p> <p>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p> <p>Confidently use equipment to vault and incorporate this into sequences.</p> <p>Apply skills and techniques consistently, showing precision and control.</p> <p>Develop strength, technique and flexibility throughout performances.</p> |
| Lesson delivery | P.E lessons are taught as class groups and follow the Learning Objectives as outlined in the SoW. At the start of each P.E. lesson the learning intentions and success criteria for the session are shared with the children. The wording and format may vary depending on the age of the children. Following this will be a warm-up and finish with a cool-down, with the children being encouraged to be active for as much of the time as possible. Children are taught and encouraged to use correct terminology; teachers use ‘Key Vocabulary’ and expect the children to use this when assessing their work. P.E. flipcharts have been developed to support teachers to follow a consistent approach to P.E. teaching (KS1). These include: questions, diver and submarine challenges, examples, music, cross curricular links, peer and self-assessment opportunities. Lessons are taught by the class teacher with the teaching assistant present, wherever possible. The teacher should make expectations explicit and explain/demonstrate how the children can achieve it. The learning intention and success criteria should be revisited throughout the lesson and during the plenary, so that children are able to receive feedback and self-assess. See separate policy –“Learning and Teaching’. | | | | | |
| A clear spiral curriculum that progresses throughout each key stage builds on prior learning and introduces age-appropriate concepts, knowledge and skills. | <ul style="list-style-type: none">Please see (Appendix 4 and 5) for detailed progression ladder and curriculum overview for Key Stage 1 and Key Stage 2.Children have opportunities to revisit skills and understanding in order to achieve mastery. | | | | | |
| PE links to other areas of the curriculum | <p><u>English</u></p> <ul style="list-style-type: none">PE promotes the skills of speaking and listening.Children are encouraged to ask and answer their own questions.Children are encouraged to verbally evaluate and reflect on their performances. <p><u>Maths</u></p> <ul style="list-style-type: none">Children apply their understanding of problem solving, reasoning, time, number, counting, space and shape during PE lessons. <p>PSHE and Citizenship</p> | | | | | |

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| | <ul style="list-style-type: none"> • By making constant links to the PSHE curriculum. • By referring to peaceful problem solving skills, sportsmanship and fair play. • By using WWO skills and vocabulary. <p><u>Topic</u></p> <p>Where relevant, P.E. learning is linked to termly topics. E.g. in Year One there are dance links to books and topics studied in class such as 'Dragon Dancing' to fit in with Chinese New year celebrations.</p> |
| Inspirational and relatable role models are referred to and taught. | We aim for children to develop a knowledge of diverse and significant individuals in sport and their contributions to national and international achievements. For example, visits from Olympic and Paralympic athletes. Children are exposed to a diverse representation of role models in sport. |

6. Assessment

Aims and key principles:

Monitoring children's attainment, understanding and acquisition of skills in our foundation subjects is essential to ensuring we can provide children with the support and challenge they need to access, and flourish within, our curriculum.

Planning:

KS1

The P.E. SoW covers all areas of activity and skills outlined as statutory in the National Curriculum. Medium term planning, including clear learning outcomes is set out in the SoW. This will ensure coverage of the Dance, Gymnastics and Games SOW and provide a clear focus for assessment. Teachers will follow the Learning Objectives outlined in the P.E. SoW. For foundation stage, the SoW also contains suggestions for teaching activities, but teachers may choose to adapt the lessons to suit the specific needs of their class. For KS1, Dance, gymnastics and athletics plans have been planned following National Curriculum guidelines and with specific links to West Hove Infants key priorities and drivers and games is taken from the schools plans produced by Mrs. Harkness and Crichton.

Assessment:

Attainment in EYFS:

- Systematic observations of the children.
- In the Early Years Foundation Stage, the children's knowledge, skills and understanding will be assessed using 'Development Matters,' and the Early Years Learning Goals (predominantly within 'Physical Development').
- These are recorded half termly into Target Tracker and then this information is used towards the end of year feedback given to parents and the final EYFS Profile.
- Children will self and peer assess against skills and learning objectives.

Attainment in KS1 is measured by:

- Systematic observations of the children.

- In KS1 teachers complete assessment grids for each unit and these are stuck into children's topic books as evidence of attainment.
- Children will peer assess against skills and learning objectives.
- Photographs, video recordings of children in action; The children will then have the opportunity to reflect on their own learning and assess it using the green / orange assessment system to indicate how well they think they have done.
- This will help to provide summative assessments at the end of the academic year, alongside assessment grids - feeding into an emerging, expected and exceeding format.

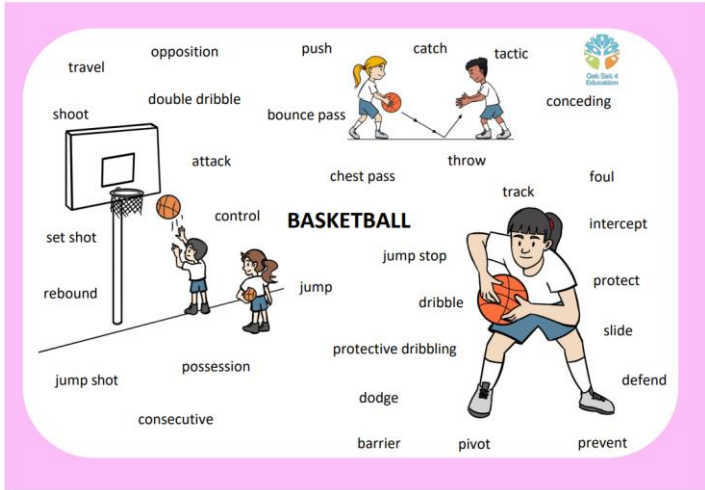
Attainment in KS2 is measured by:

- Systematic observations of the children.
- Children will peer assess against skills and learning objectives.
- Photographs, video recordings of children in action; The children will then have the opportunity to reflect on their own learning and assess it.
- Self-assessment in certain areas such as fitness tracking.
- This will help to provide summative assessments at the end of the academic year, alongside assessment grids - feeding into an emerging, expected and exceeding format.

7. Knowledge and Vocabulary

Aims and key principles:

Knowledge and vocabulary acquisition builds gradually and in a spiral approach, which deepens understanding and encourages individual reflection and exploration of ideas (see Progression Ladder in appendix 5).

| Expectations: | Strategies: |
|---|---|
| <p>Vocabulary is included in each session and progression across sessions and year groups is evident in Getset4PE planning</p> | <ul style="list-style-type: none"> • Vocabulary is unpicked and explicitly taught each lesson. • In KS1 vocabulary is highlighted on flips.  |
| <p>Misconceptions in knowledge and vocabulary are picked up early and addressed within</p> | <ul style="list-style-type: none"> • Teachers plan for misconceptions to ensure correct knowledge and vocabulary is taught and understood each lesson. • Adults are confident to pick up on misconceptions in knowledge and vocabulary that the children may have and ensure these are addressed early and clearly. |

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| lessons or before the subsequent lesson. | <ul style="list-style-type: none"> • Higher order questions, challenges and visual prompts are used in lessons to assess and support misconceptions. • Grumpy Frog is used on flips in Key Stage 1 to pre-empt possible misconceptions and address these to support whole class knowledge and understanding. |
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8. Equal Opportunities, Inclusion and Access

At Hove Learning Federation, we use Quality First Teaching to consistently meet the needs of all pupils. This includes ongoing assessment for learning which guides the path of the lesson, adapting lessons and responding to the needs of the children accordingly.

Where appropriate in PE lessons, children are provided with tasks that have been broken down into small steps, giving them achievable goals.

Additional materials can be provided to support learning (e.g. flash cards in yoga, gymnastics wedges, example visual aids such as photographs and videos, Makaton symbols, dual coding, Communicate in Print resources. Adult support is allocated to guide learning where needed and we ensure that all children can access learning.

Religious and Ethnic awareness

Staff are aware that pupils from some backgrounds may need to adapt their participation or clothing (ensuring that health & safety is not compromised) due to their religious or ethnic background. Staff are also aware that during Ramadan some pupils may not be consuming water during daylight hours. Suitable arrangements will be made for these children.

SEN Pupils

It is the role of the class teacher to ensure that weekly lesson plans are accessible to each individual within the class. Any children with SEND will be identified on the weekly plans. The PE subject leader can provide support and resources to help with lesson planning. Some children will also have an SEND Action plan which may need to be taken into account when planning each lesson.

All children will be given equal access to the curriculum by:

- Use of additional teaching assistants where appropriate.
- Use of differentiated tasks to accurately address individual children's needs.
- Regularly reviewed risk assessments where appropriate for key pupils.
- Use of Makaton signs and symbols.
- Use of adapted and suitable equipment.

Disability and Equality statement

Hove Learning Federation is committed to promoting Disability Equality and equality of opportunity for children with learning difficulties.

When planning and teaching PE, staff will make reasonable adjustments to promote equality of opportunity between all children.

This could include:

- Ensuring that all children can be included and participate fully in the hall (for indoor PE), the playground (for outdoor PE), during sports day and any other sports event.
- Equipment and apparatus are available for all children to use. Children will be provided with a fair opportunity of using the equipment.

- ICT, visual aids and other materials increase children's knowledge of the wider world, and provide self and peer assessment opportunities.
- Take into account the slower pace at which some children will be able to participate and the physical effort that may be required. In order to enable the child to gain the most from the lesson, they may need a support from a 1:1 teaching assistant.

English as an additional language

Children with English as an additional language (EAL) are given extra support (from the class teacher and/or the teaching assistant), as appropriate to their needs. Support is also available from The Ethnic Minority Achievement Service (EMAS) and bilingual assistants. Visual aids and demonstrations are used to assist these children in their learning, wherever possible.

Gifted & Talented

At Hove Learning Federation we know that many pupils may demonstrate they are talented with regards to PE. We strive to ensure that these pupils are recognised and then given maximum opportunities to develop these skills. We do this by:

- Differentiating the lesson and tasks.
- Provision of out of hours learning.
- Having strong links with clubs around the local area and encouraging them to join these.
- Participation in local competitions.
- Regular celebration of success.
- Children who show high ability in certain sports will be put forward for competitive events that take place throughout the year (pathway competitions).

School Sport Premium

The government has been providing funding since 2013 to provide a substantial primary school sport budget. The funding is jointly provided by the Departments for Education, Health and Culture, Media and Sport, and will see money going directly to the primary school to spend on improving the quality of sport and PE for all their children. This money can only be spent on PE and sport provision in schools.

At the Hove Learning Federation, we have been using the funding to improve provision of PE and sport. Sports funding has been spent on:

- Up keep of resources across both sites.
- External coaches providing 1:1 expert support to teachers and TA's to teach, plan and deliver P.E. lessons.
- External coaches supporting playtime and lunchtime games that link directly to P.E. planning.
- Organising outside agencies to deliver inspiring and different sporting opportunities to children – for example – volleyball, dance, yoga, cricket and archery.
- Updating SNUG equipment.
- Celebration certificates, badges and stickers provided raising the profile of excellence in P.E.
- Staff P.E. kit provided for all staff with West Hove Infant badge and colours to raise the profile of P.E. in school with children, staff and parents.
- CPD provided for teachers during INSET.
- Inter school sports competition organised and resourced / transport organised.
 - All Pupil premium children are offered 1 x place at a sports club of their choice, for one term each year.

Extra curricular provision

Sport Development (a team of coaches), School staff (TAs) and local sports clubs provide a range of clubs throughout the year to pupils across the school. These include basketball, football, gymnastics, games, athletics, cricket, dance and martial arts.

A full list can be found here:

<https://www.hovejuniorschool.co.uk/page/?title=Independent+Provider+After+School+Clubs+at+Holland+Road&pid=256>

<https://www.westhoveinfants.co.uk/about-the-school/extra-curricular-activities/>

Other opportunities:

- Sports Days for all pupils in a local park or neighbouring school. Parents are encouraged to come along to watch and encourage the children.
- Reception children have an activities session in the playground, with all classes taking part in a circuit of games and activities.
- All children have the opportunities to participate in Walk to School week.
- We also encourage parents / carers with sporting expertise to work alongside us in school.
- Inter school sports competitions organised and resourced / transport organised.

Other events 2022/23:

| Term | Date | Sport/ event | Year group/s | Venue |
|--------|----------|---------------------------------|-----------------|---|
| Autumn | 13.10.22 | Rugby League world cup festival | Year 5 and 6 | Hove Rugby club, Hove recreation ground |
| Autumn | 16.11.22 | Cross Country | Year 4,5, and 6 | Waterhall Brighton |
| Spring | 7.2.23 | Basketball Festival | Year 5 and 6 | Dorothy Stringer School |
| Spring | 7.3.23 | Boys Indoor Cricket | Year 5 and 6 | BACA |
| Spring | 15.3.23 | Let's Dance | Year 4 and 5 | Brighton Dome |
| Spring | 20.3.23 | Girls Indoor Cricket | Year 5 and 6 | BACA |
| Spring | 21.3.23 | Netball festival | Year 5 and 6 | Hove Park school |
| Spring | 22.3.23 | Girls Indoor Cricket | Year 3 and 4 | BACA |
| Spring | 29.3.23 | Multi skills Festival | Year 3 and 4 | Brunswick Primary School |
| Spring | 30.3.23 | Multi skills Festival | Year 5 and 6 | Brunswick Primary School |
| Summer | 20.4.23 | Multi skills Festival | Year 3 and 4 | BHASVIC |
| Summer | 27.4.23 | Tag Rugby festival | Year 3 and 4 | Hove Rugby club, Hove recreation ground |
| Summer | 2.5.23 | Hockey Festival | Year 4 and 5 | Blatchington Mill School |
| Summer | 9.5.23 | Tri Golf | Year 3 and 4 | Blatchington Mill School |
| Summer | 24.5.23 | Outdoor Cricket | Year 4 and 5 | Preston Park |
| Summer | 25.5.23 | Rugby League festival | Year 5 and 6 | Hove Rugby club, Hove recreation ground |
| Summer | 6.6.23 | Racket Festival | Year 3 and 4 | Withdean Indoor Sports Complex |
| Summer | 6.6.23 | Outdoor Cricket | Year 6 | Preston Park |
| Summer | 14.6.23 | Girls Outdoor Cricket | Year 5 and 6 | Preston Park |
| Summer | 22.6.23 | Athletics | Year 4,5, and 6 | Withdean Sports Complex |
| Summer | 28.6.23 | Outdoor Cricket | Year 3 and 4 | Preston Park |
| Summer | 29.3.23 | Sports Day | Year 5 and 6 | Brunswick Primary School |
| Summer | 30.3.23 | Sports Day | Year 3 and 4 | Brunswick Primary School |

School Games Mark

As part of the subject evaluation staff will register and apply to The School Games and The Youth Sport Trust to document the quality and range of PE being delivered in and opportunities school.

Hove Junior School is very proud to have been awarded the Gold Mark.

West Hove Infant school is very proud to have been awarded a Gold Quality Start Award. This award recognises and rewards schools for their commitment to P.E., School Sport and Healthy and Active Lifestyles.

Parent & Community Links

The PE department links with the community in the following ways:

- Working with the local school games co-ordinator.
- Taking part in the local annual Let's Dance Festival.
- Playing matches and tournaments against other local primary schools.
- Taking part in the local annual primary athletics competition.
- Having work experience students working alongside PE staff.
- Working with sports leaders from local secondary schools to support events such as sports days.
- Liaising with local sports clubs and directing children to them for further engagement.
- Attending local events, which parents are encouraged to come to, e.g. cricket tournaments and cross country events.

Communication with parents:

Fortnightly newsletters are shared with parents via the school website and school ping. These include information on P.E. events, specific information on P.E. events or external agency sessions that have taken place in school recently, what's coming next, information on the commitment to ensuring P.E. is embedded across our curriculum. Our school website also provides detailed information on Sports funding, school newsletters with links to P.E. and Evidence of the Impact of sports funding within our school. Also included is a detailed subject portfolio.

Cultural Diversity

The activities, equipment, displays and references used in P.E. reflect the interests and experiences of all children, and promote an awareness of global issues. Opportunities for celebrating cultural diversity are annotated onto plans which are; taken from the children's experiences and interests. Resources used include items from other countries and cultures, and they reflect the interests and experiences of both boys and girls.

Mental health and well-being

The learning and teaching strategies employed by Hove Learning Federation allow children to work together, discussing their ideas and responses to develop a shared sense of 'community' and 'society' in the world. Pupils develop their knowledge and understanding of the body's performance when exercising; this leaves pupils amazed at the body's ability. This is also links to our learning skill 'Perseverance', as pupils have to show perseverance and endurance when exploring the body's capabilities. Through our Dance and Gymnastics units pupils have the opportunity to be creative, expressing feelings and emotions in their performances. Allowing pupils' reflection time to evaluate their experiences allows them to build a positive mind-set and promotes progression. Pupils will also see a sense of awe and wonder when observing elite performance from professional athletes and their peers.

Professional development

P.E. subject leaders provide a questionnaire for teachers and TA's to complete with reference to subject knowledge and delivery. Subject leaders use this information to plan and provide training, support and resources to develop outcomes found. Shallow splashes are completed throughout the year to monitor the teaching and delivery of PE. Pupil voice is completed as part of the assessment process.

Appendices

Appendix 1: Kit letter



HOVE JUNIOR SCHOOL

Portland Road, Hove, East Sussex, BN3 5JA

Web: www.hovejuniorschool.co.uk

Email: portlandroadenquiries@hovejun.brighton-hove.sch.uk

Telephone: 01273 295484

Holland Road, Hove, East Sussex, BN3 1JY

Web: www.hovejuniorschool.co.uk

Email: hollandroadenquiries@hovejun.brighton-hove.sch.uk

Telephone: 01273 294333

Thursday 10th September 2020

Holland Road Only

Dear Parents/Carers,

As communicated in a previous letter, we ask that children attend school in their PE kits once a week to reduce extra movement around classrooms and the school when changing.

Please find the allocated day for your class below:

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---------|-----------|------------|-----------|------------|
| 3 Amber | 5 Amber | 5 Sapphire | 4 Emerald | 4 Amber |
| 6 Amber | 6 Emerald | 6 Sapphire | 5 Emerald | 3 Sapphire |

PE Kit

On PE days, children should come to school dressed in a white or blue t-shirt, and blue or black shorts/leggings/joggers and trainers/plimsolls. We understand that as it gets colder, they will need to wear jumpers but ask that these are neutral colours such as blue, black or grey and unbranded where possible.

Children are not permitted to wear football kits on these days.

Thanks again for your ongoing support and co-operation.

Yours sincerely,

Maisie Allum

PE Lead

PHYSICAL EDUCATION DOCUMENT - SAFETY ASPECTS

GENERAL

1. Children need to be appropriately dressed at all times:
 - KS2 – shorts or tracksuit, T-shirt, bare feet for gymnastics sessions, trainers or plimsolls for other sessions.
 - Long hair should be tied back
 - No jewellery – only stud earrings allowed, but taped up.
 - Preferably no T-shirts hanging out
2. If the children change in the classroom, they should put their outdoor shoes back onto their bare feet to walk to and from the hall. This is for general safety or in case of fire.
3. There should be a consistent audio signal which means “**STOP**” in all aspects of Physical Education. The signal needs to be audio not visual so all children can respond immediately. This should be practised and consistent through all the year groups.

WHISTLE CAN BE USED FOR THIS PURPOSE

If on apparatus, it means stop, climb off (**not jump**) from where you are and sit down on the floor.

4. Children should work quietly at all times. Quiet working makes it much easier for the children to hear the “**STOP**” signal.
5. If behaviour is not seen as safe by the class teacher, the child will be asked to sit out of the activity.

ON APPARATUS

1. The teacher should always check large apparatus before the children start their session.
2. The children should be taught to walk around mats and apparatus at all times – never across or over to get to somewhere else.
3. The children should not get onto any piece of apparatus until told to do so.
4. The children should only jump off a piece of apparatus onto a mat.
5. The children should jump from a height no greater than themselves.
6. When working on apparatus, children should be aware of others and work accordingly and safely.
7. When putting apparatus out, the children should follow the teacher’s instructions for safe carrying and only those actively involved in moving or setting up a piece of apparatus should be moving.

Appendix 3: Allocation of teaching time

Allocation of teaching time at Foundation Stage – full time children

| Area of Learning | Personal, Social & Emotional Dev. | Communication Language & Literacy | Mathematical Development | Knowledge & Understanding of the world. | Creative Development. | Physical Development. | Total |
|-------------------------|-----------------------------------|-----------------------------------|--------------------------|---|-----------------------|-----------------------|-------|
| % of curriculum time: | 6.4 | 32 | 19.3 | 15 | 14.2 | 21 | 100 |
| Hours per year: | 54 | 270 | 162 | 126 | 119 | 180 | 840 |
| Nominal hours per week: | 1.5 | 7.5 | 4.5 | 3.5 | 3.3 | 5 | 23.3 |

Allocation of teaching time at Key Stage 1

| Subject: | Eng. | Math | Sci. | I.C.T. | D.T. | Art | Hist. | Geog | R.E. | Music | P.E. | PSHE & C | French | Total |
|-------------------------|------|------|------|--------|------|-----|-------|------|------|-------|------|----------|--------|-------|
| % of curriculum time: | 27.1 | 21.4 | 6.4 | 4.3 | 4.3 | 6.4 | 4.3 | 4.3 | 4.3 | 4.3 | 6.5 | 4.3* | 2.2 | 100 |
| Hours per year: | 228 | 180 | 54 | 36 | 36 | 54 | 36 | 36 | 36 | 36 | 54 | 36* | 18 | 840 |
| Nominal hours per week: | 6.3 | 5 | 1.5 | 1 | 1 | 1.5 | 1 | 1 | 1 | 1 | 1.5 | 1* | 0.5 | 23.3 |

N.B. These are necessarily crude calculations and do not take account of cross curricular studies.

Appendix 4: Curriculum overview

Holland Road

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|-------------------------|--------------------------------|------------------------------|---------------------|------------------------------|------------------|
| 3 | Gymnastics Hockey | Fundamentals Fitness | Yoga Football | Dance Basketball | Ball Skills Rounders | OAA Athletics |
| 4 | Gymnastics Tag Rugby | Fitness Netball Swimming | Yoga Football Swimming | Dance Basketball | Badminton Cricket | OAA Athletics |
| 5 | Gymnastics Hockey | Fitness Basketball | Yoga Football | Dance Tennis | Badminton <u>Rounders</u> | OAA Athletics |
| 6 | Gymnastics Tag Rugby | Fitness Netball | Yoga Football | Dance Tennis | Badminton Cricket | OAA Athletics |

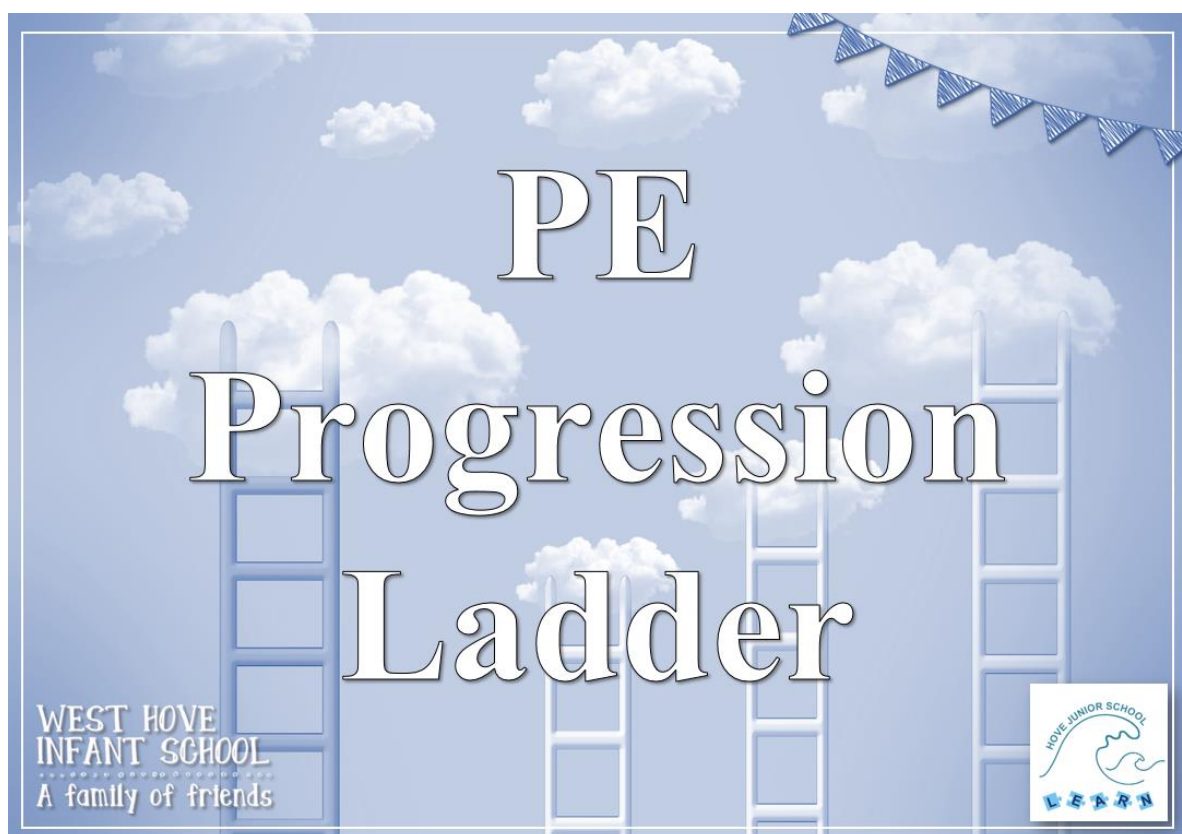
Playground
Hall
Windlesham

Portland Road

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|---------------------------------------|-------------------------|--------------------------------|-----------------------------|---------------------------|--------------------------------|
| 3 | Fundamental Ball Skills Fitness | Gymnastics Tag Rugby | Dance Football | Yoga Basketball | OAA Tennis | <u>Rounders</u> Athletics |
| 4 | Netball Fitness | Gymnastics Hockey | Dance /Swimming Football | Yoga /Swimming Tennis | Dance /Swimming OAA | Yoga /Swimming Athletics |
| 5 | Basketball Fitness | Gymnastics Tag Rugby | Dance Football | Yoga Tennis | OAA Handball | <u>Rounders</u> Athletics |
| 6 | Netball Fitness | Gymnastics Hockey | Dance Football | Yoga Tennis | Volleyball OAA | Cricket Athletics |

Playground
Hall
King Alfred Leisure Centre

Appendix 5: PE Progression ladder



+ Plain text = Curriculum Expectations (please **DO NOT** change or delete these), *Italic* = Additional WHIS/HIS

| | Year R (Gross Motor ELG) | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------|--|---|---|---|---|---|---|---|
| | Nursery | Reception | | | | | | |
| Strand Name | By the end of Year R: Gross Motor ELGS <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing | | By the end of KS1: Children should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Children should be taught to begin to apply these in a range of activities. <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns. | | By the end of KS2: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination; play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, squash and tennis], and apply basic principles suitable for attacking and defending; develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | | |
| | PSED-Managing Self Make healthy choices about food, drink, activity and tooth-brushing. | PSED-Managing Self Describe how the body feels when still and when exercising. Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> regular physical activity healthy eating tooth-brushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian. Managing Self ELG: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. | <i>Describe how the body feels before, during and after exercise</i> Carry and place equipment safely | <i>Recognise and describe how the body feels during and after different physical activities</i> Explain what they need to stay healthy | <i>Recognise and describe the effects of exercise on the body.</i> Know the importance of strength and flexibility for physical activity. Explain why it is important to warmup and cool-down. | <i>Describe how the body reacts at different times and how this affects performance.</i> Explain why exercise is good for your health. Know some reasons for warming up and cooling down. | Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. | Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier |
| | Food, healthy, drink, exercise | | Heart, heartbeat, breathing, strength, safe, sweat | physical activity, strength, lungs, oxygen, blood, hydration | Strength, distance, balance, accurately, control | Technique, progress, muscle, co-ordination, healthy, stamina | Technique, agility, momentum, drive, rhythm, power | Generate force, continuous, measure, flexibility, ability , record |
| Evaluation | By the end of Year R: Gross Motor ELGS <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing | | By the end of KS1: Children should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Children should be taught to begin to apply these in a range of activities. | | By the end of Year 4, children: <ul style="list-style-type: none"> Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. | | By the end of Year 6, children: <ul style="list-style-type: none"> Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. | |

Appendix 6: Get Set 4 PE scheme of work

<https://getset4education.co.uk/>

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