

Pooles Park PHYSICAL ACTIVITY POLICY

Date : May 2024

Date to be reviewed: July 2024

Aims

As a Healthy School we want to promote the health and wellbeing of the whole school community through increasing awareness and enjoyment of and participation in physical activities. We are aware of our role, alongside parents and carers, in supporting children to meet the national physical activity guidelines:

- *All children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day. Those 60 minutes include 30 minutes within school and 30 minutes of physical activity outside of school.*
- *Vigorous intensity activities, including those that strengthen muscle and bone, should be incorporated at least three days a week. This can include activities such as dancing, running, swimming, climbing, playing modified ball games, gymnastics and other associated actions such as jumping and landing that occur as part of such activities.*
- *All children and young people should minimise the amount of time spent being sedentary (sitting) for extended periods.*

[Physical activity for children and young people: 5 to 18 years \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Responsibility for physical activity in school

Gift Odubanjo has overall responsibility for physical activity, including overseeing that the policy is implemented

Gift Odubanjo is the PE coordinator

Gift Odubanjo leads on travel to and from school

Gift Odubanjo leads on out of school hours physical activities

Physical activity and the school community

Pupils

At Pooles Park Primary School, we believe in the active participation of our pupils in shaping their physical education experiences. We recognize the importance of involving pupils in decision-making processes related to physical activity, including but not limited to selecting school clubs, playground equipment, and enhancing the perception of PE lessons. We encourage pupils to express their interests and preferences regarding extracurricular physical activities by regularly seeking their input through surveys, suggestion boxes, or class discussions. We will consider these inputs when determining the range of clubs offered to ensure they align with the diverse interests and needs of our pupils. We actively engage pupils in the decision-making process by soliciting their ideas, preferences, and feedback through brainstorming sessions and design competitions, or focus groups.

Pupils are encouraged to share their opinions on various aspects of PE, such as lesson activities, through regular feedback mechanisms such as surveys, class discussions, or student councils. We use this feedback to adapt and improve the delivery of lessons, ensuring they are enjoyable, engaging, and supportive of pupils' physical and emotional well-being.

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We regularly assess and track pupils' activity levels through various means, including physical fitness assessments, activity logs, and participation records. Teachers record participation in PE lessons, while sports coaches and extracurricular activity leaders maintain records of pupils' engagement in school sports and clubs. We survey pupils to gather feedback on their experiences with PE lessons, school sports, and extracurricular activities. These surveys may inquire about enjoyment levels, perceived benefits, and areas for improvement..

Identifying and addressing barriers to PESSPA is crucial for promoting inclusivity and ensuring all pupils have equal opportunities to participate. We encourage pupils to voice any obstacles they face in engaging with physical activity, Common barriers may include time constraints, peer pressure, personal preferences or self-confidence issues. By actively listening to pupils' concerns and working collaboratively with parents, staff, and external partners, we strive to overcome these barriers and create a supportive environment where every pupil can thrive.

Under the supervision of school staff, pupils are encouraged to take initiative in organising and leading physical activities during break or lunch times. This may include setting up games, sports, or fitness challenges in designated areas of the school grounds. By empowering pupils to take ownership of these activities, we promote active play, social interaction, and a positive playground environment. During whole school activity days or special events, pupils play an active role in leading and organising group activities. Year 5/6 pupils may assist teachers in guiding their peers through various physical challenges, team-building exercises, or sports competitions.

During school assemblies, we regularly celebrate pupils' achievements in physical activity. This may include recognizing individuals or groups who have demonstrated exceptional effort, improvement, or sportsmanship in PE lessons, school sports events, or extracurricular activities. Certificates, medals, or special awards are presented to celebrate these accomplishments, fostering a sense of pride and motivation among pupils. We set collective physical activity targets for classes or the entire school community, encouraging pupils to work together toward a common goal. These targets may be based on factors such as daily step counts, active minutes, or participation in specific activities.

Throughout the school year, we organise themed activity weeks or special events dedicated to promoting physical activity and healthy lifestyles. These may include Sports Days, Health and Fitness Weeks, or Active Travel Challenges. During these events, pupils participate in a range of fun and engaging activities, workshops, and competitions focused on different aspects of physical activity, nutrition, and well-being. Prizes, certificates, or recognition are awarded to participants, reinforcing the importance of staying active and making healthy choices.

Staff

Staff members serve as role models for pupils concerning physical activity, both within and outside the school environment. This is demonstrated through various practices. Staff are encouraged to model sustainable travel behaviours, such as walking, cycling, or using public transportation, to promote active and environmentally friendly commuting.

Staff participation in school sports events, extracurricular clubs, and physical activity initiatives demonstrates a commitment to healthy living and sets a positive example for pupils. They also demonstrate healthy living and physical activity in practice via advertising different methods of coming to school including cycling, walking and long distance running where possible.

Staff actively engage and participate in physical activities alongside pupils, providing encouragement, guidance, and support to promote active participation and skill development. Staff

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involvement in PE lessons, intra-school competitions, and sports days reinforces the importance of physical education and encourages pupils to participate with enthusiasm and enjoyment.

Our PE lessons are planned using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short term). The long-term plan maps out the PE activities covered in each term during the key stage. This is worked out in conjunction with teaching colleagues and pupils in each year group. Together we create a broad and balanced curriculum that is exciting for our children to learn through. Our medium-term plans give details of each unit of work for each term. These schemes of work provide an overview of the unit, links to other areas of the National Curriculum, such as PSHE and assessment criteria for that unit. The short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area. :

Staff members have various teaching responsibilities related to physical education and health promotion. We deliver high-quality PE lessons that develop pupils' physical skills, knowledge, and understanding of health and fitness concepts. We also integrate aspects of fitness and health into other curriculum areas, such as Personal, Social, Health, and Economic (PSHE) education and science, to provide holistic learning experiences that promote well-being.

Parents

We recognize the important role parents play in supporting their children's physical activity and well-being.

We actively involve parents in various physical activities and initiatives. Parents are invited to attend and support their children in school sports events, competitions, and tournaments, fostering a sense of community and school spirit.

We organise workshops and information sessions for parents on topics related to physical activity, nutrition, and healthy living, empowering them with knowledge and practical strategies to support their children's health and well-being. Parents are encouraged to support active travel initiatives, such as walking, cycling, or scooting to school, promoting sustainable and healthy transportation habits. We strive to keep parents informed about the importance and benefits of physical activity and opportunities for participation within the school and the local community.

Parents receive regular communication about upcoming physical activity initiatives, events, and opportunities available to their children, both within the school and in the local area. By actively involving parents in physical activities and effectively communicating the importance and benefits of physical activity, we aim to create a supportive and inclusive environment that promotes the health and well-being of our school community.

Governors

- *Currently, the IEB has oversight of physical activity.*
- *Governors are fully aware of the PE and Sport Premium Grant spend in addition to the successes and progress in various competitions and PE activities.*

External providers

We collaborate closely with the Islington PESSPA (Physical Education, School Sport, and Physical Activity) team to access a range of support services and initiatives aimed at enhancing the quality

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and breadth of our PE provision. This includes training opportunities for staff, access to resources and equipment, and participation in inter-school competitions and events.

We partner with local sports clubs and organisations to offer extracurricular sports clubs, coaching sessions, and workshops for our pupils. We work with Chance To Shine Cricket who provide Cricket CPD and they take lessons. We also work with Access to Sports who provide Tennis CPD and lessons for all year groups.

We utilise community sports facilities, such as leisure centres, sports halls, and outdoor recreation areas, to enhance our PE curriculum and provide pupils with access to a diverse range of sporting opportunities and facilities. Pooles Park Primary School actively participates in the Healthy Schools Programme, which promotes the physical, emotional, and social well-being of pupils through a whole-school approach. As part of this initiative, we implement strategies to promote healthy eating, physical activity, mental health awareness, and a positive school environment

Primary Schools

We adhere to the guidelines and requirements outlined by the DfE for the effective use of the PE and Sport Premium funding to enhance the quality of physical education and sport provision for our pupils. Our school website includes a full, up-to-date breakdown of how the PE and Sport Premium funding is being allocated and spent. This breakdown provides clear and detailed information on the specific activities, programs, and initiatives supported by the funding, as well as their intended impact on pupils' physical education, sport participation, and overall well-being. We provide evidence on our website to illustrate the impact of our PE and Sport Premium spending on pupils' participation and attainment in physical education and sport. Our governors are aware of the PE and Sport Premium spending plan. The IEB oversees this and scrutinises spending and planned strategy.

PE in school

We believe that physical education can provide unique opportunities for pupils to enjoy physical activity, develop physical skills, learn about healthy lifestyles, and develop personal qualities such as self-confidence, cooperation, resilience, perseverance, communication and fair play.

Pupils in Reception participate in regular physical activities and active play opportunities integrated into their daily routines. Formal PE lessons are introduced gradually, with a minimum of 30 minutes per week allocated to structured physical activities.

Pupils in Key Stage 1 and 2 have a minimum of two hours of timetabled PE per week, typically consisting of two one hour lessons. Our curriculum is organised to ensure that all pupils, unless they have a special educational need, attain the minimum expected "floor standards" of the PE national curriculum. This includes:

Our PE curriculum is designed to provide a progressive and sequenced learning journey, building on pupils' prior knowledge, skills, and understanding from EYFS through to Key Stage 2. We ensure that our curriculum covers the key skills, concepts, and content areas specified in the PE national curriculum, including fundamental movement skills, physical literacy, and a range of activities across different areas of activity. We provide differentiation and additional support as needed to ensure that all pupils have the opportunity to access and achieve the intended learning outcomes. This may include adaptations to activities, personalised learning goals, and additional support from teaching assistants or specialist staff.

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Disabled pupils are fully integrated into PE lessons, and every effort is made to ensure their active participation and inclusion. We provide adapted activities and equipment to accommodate the individual needs and abilities of disabled pupils, ensuring that they can engage in physical activities safely and confidently. Our teaching approaches promote inclusive practice, fostering a supportive and respectful learning environment where all pupils feel valued and included. Our teaching staff assess the children's work in PE, both by making informal judgements, as they observe them during lessons, and through assessing against the specific objectives set out in the National Curriculum and recorded using the Get Set 4 PE assessment software. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. The sports coach and teachers are supported with resources to know how to prepare children for their next phase of education. These resources include the Get Set 4 PE progression of skills document, progression ladders and knowledge organisers.

If pupils forget their kit, we have a number of ways the pupil can take part. For example, pupils may be assigned roles as observers or analysts, where they observe their peers' performances and provide feedback or analysis on technique, strategy, or tactics.

We provide regular opportunities for pupils to engage in competitive activities within the school through intra-school competitions. Pupils are grouped into houses and compete against each other in various sports and physical activities, fostering a sense of teamwork, camaraderie, and school spirit. We organise annual sports days where pupils participate in a range of track and field events, promoting healthy competition and active participation. We actively participate in inter-school competitions and events to provide pupils with opportunities to compete against pupils from other schools, broaden their horizons, and develop sportsmanship and competitive skills. We compete against other schools within our district or borough in a variety of sports and activities, representing our school with pride and determination.

Parents are informed of their child's progress via parents' evenings and end of year reports.

Health and Safety

We recognise that participation in PE and Physical Activities contains an element of risk. Staff are responsible for ensuring that they are familiar with safe practice to reduce the element of risk to the absolute minimum within their control. Staff know about the safe practices involved in moving and using apparatus. Pupils wear appropriate clothing, remove jewellery and tie back long hair. If the removal of jewellery or studs is not possible they should be securely taped and the teacher is confident this strategy is effective. Our School provides an appropriate PE kit for all children and keeps spare sets in school. Pupils are asked to remove shoes when participating in indoor activities such as gymnastics, dance and yoga. Correct use of equipment is taught along with any potential hazards, including completing a risk assessment for each area/ space that PE and school sport takes place in. Equipment and apparatus are stored safely at the end of each lesson. Pupils are taught to consider their own safety and that of others at all times. Teaching staff ensure they are appropriately dressed to teach PE. Risk assessments are in place for all school sporting trips.

It is a general requirement that schools undertake an annual risk assessment of the school premises and equipment.

Supporting physical activity in all aspects of school life

Out of school hours learning

- *Describe what is available, whether before or after school, target pupils (different age groups, boys, or girls only, mixed) and possible costs*
- *How is attendance monitored? Is there good take-up? Any groups who are under-represented in attending clubs? How are groups selected / targeted if at all? How do you promote uptake of clubs?*

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The costs associated with before and after school clubs vary depending on factors such as the type of activity, duration, and resources required. Some clubs may be offered free of charge, while others may have a nominal fee to cover expenses such as equipment, and staff hours.

Attendance at after school clubs is monitored to track participation levels and identify any trends or patterns. We strive to promote uptake of clubs. We send out information about club offerings and schedules and these are communicated regularly to pupils and parents/carers through flyers and the school website. Club opportunities are promoted during school assemblies to raise awareness and generate interest among pupils.

We recognise the importance of providing targeted support for less active pupils to encourage their participation in physical activity. Inclusive approaches are adopted during club sessions to ensure that less active pupils feel supported and included, with activities adapted to meet their individual needs and abilities. Out of hours activities are typically run by school staff, external coaches or instructors, or volunteers from the local community.

Some clubs may be funded directly by the school budget to cover expenses such as staffing, equipment, and facilities. Where applicable, parents may be asked to contribute towards the cost of clubs to help cover expenses.

Active travel

We provide information sessions for parents/carers on the benefits of active travel and practical tips for walking, cycling, or scooting safely to school. We take part in events throughout the school year to encourage pupils to participate in initiatives such as Walk to School Week, rewarding those who choose active travel with incentives or prizes.

For younger children who may still use buggies, we work collaboratively with parents to encourage active travel alternatives, such as walking or scooting, where appropriate. This may include providing information and resources on transitioning from buggy use to walking or scooting, as well as practical support and encouragement for parents to make the switch. We monitor the proportion of pupils who travel by car to school through surveys or data collection exercises.

During school activities and trips, we promote active travel by incorporating walking, cycling, or scooting into transportation arrangements whenever feasible. This may involve organising walking or cycling trips to local destinations, using public transportation, or encouraging pupils to walk or cycle as part of Support for Road Safety Skills Development:

We integrate road safety education into the curriculum, teaching pupils about traffic signs, pedestrian safety, and safe cycling practices. We also offer Bikeability and Scootability courses or similar cycling proficiency training programs to pupils, teaching them essential road safety skills and confidence to cycle safely on the road.

Competitions

We carefully consider the competition calendar in our planning to provide pupils with opportunities to participate in a variety of sporting events and competitions throughout the school year.

We provide pupils with opportunities to practise and prepare for events through both curricular and extracurricular activities. Relevant skills and techniques related to upcoming events are

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incorporated into PE lessons, providing pupils with structured practice opportunities. Pupils have the option to join extracurricular sports clubs where they can receive additional coaching, training, and preparation for specific events.

Our pupils actively participate in both inter-school and intra-school competitions to develop their skills, teamwork, and sportsmanship. Inter-school competitions provide opportunities for pupils to compete against students from other schools, while intra-school competitions foster a sense of community and healthy competition within our own school.

We actively involve all pupils, including those who may be less sport-oriented, in inclusion festivals and competitions. This may include events such as Boccia tournaments, where pupils of all abilities can participate and enjoy the benefits of physical activity and teamwork.

We seek feedback from pupils about their experiences and preferences regarding sporting events and competitions. This feedback informs our planning and helps us to tailor future events to better meet the needs and interests of our pupils. We also follow up on their experiences afterwards, celebrating achievements and identifying areas for improvement or further support.

Facilities available

We are fortunate to have a range of on-site facilities that support our pupils' physical activity and well-being. Our school sports halls provide a versatile indoor space for a variety of physical activities, including team sports, gymnastics, and fitness training. It is equipped with apparatus for gymnastics and other fitness activities, providing opportunities for pupils to develop coordination, strength, and flexibility. Our school playground offers space for active play, games, and physical activity breaks during break times and lunchtimes. We also use local swimming pools for swimming lessons and water-based activities, promoting aquatic skills and water safety.

Equal opportunities and inclusion

All pupils in the school, including those with special needs, are entitled to a comprehensive programme of physical activity which:

- o considers their individual needs and interests
- o provides them with opportunities to pursue activity beyond the school day

The school assists pupils with specific disabilities/health conditions and provides effective learning opportunities where appropriate. Activities are adapted to suit individual requirements as appropriate; this may include modifying a task, offering a parallel or separate activity. The school is sensitive to the needs and skills of the individual and physical activity provision is inclusive of all abilities and pupils whether the pupils are physically gifted or challenged.

We consider the impact of gender on the inclusion of all children in physical activity. We offer a range of sports and activities to appeal to all children (including those that are traditionally viewed as boys' or girls' sports). We teach PE in mixed sex groups. We group children by gender for PE for some external competition activities. For further information on gender in PESSPA, see the PESSPA section of the draft Islington gender policy, pages 8-9 - [Gender inclusion support and training for all Islington schools \(sharepoint.com\)](#)

The playground and physical activity

We believe in promoting physical activity not only during structured PE lessons but also during break/play and lunch times. We provide a variety of opportunities for pupils to be physically active. Pupils are encouraged to engage in active play through games, running, skipping, hopping, and other forms of active recreation. Staff may organise and supervise structured games, sports, or physical challenges to promote teamwork, cooperation, and physical fitness. We provide access to

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a range of playground equipment and resources to facilitate physical activity and play, including balls, skipping ropes, climbing frames, and sports equipment. Our school playground and outdoor areas offer ample space for running, exploring, and outdoor play, encouraging pupils to be active and enjoy the benefits of outdoor physical activity.

Staff play a vital role in encouraging and facilitating physical activity during break/play and lunch times. Staff actively participate in and engage with pupils during physical activities, demonstrating enthusiasm, energy, and positive attitudes towards physical activity. Staff supervise pupils during outdoor play, ensuring their safety and well-being, while encouraging active participation and fair play. Staff may organise and lead structured games, sports, or activities to promote physical activity, social interaction, and inclusion among pupils.

Equipment Availability and Maintenance:

We ensure that a variety of playground equipment and resources are available to support physical activity and play. Playground equipment is regularly inspected, cleaned, and maintained to ensure safety and usability. We maintain an inventory of playground equipment and resources to ensure that there are sufficient supplies for all pupils to engage in physical activities. Equipment is accessible to all pupils, including those with disabilities or additional needs, to promote inclusivity and participation in physical activity.

Physical activity in the classroom

We recognize the importance of incorporating physical activity into the classroom environment to support pupils' well-being and academic performance. We encourage the use of physically active "brain breaks" to aid concentration and re-energize pupils during lessons. These short bursts of physical activity may include stretching exercises, simple yoga poses, dance routines, jumping jacks and breathing exercises. We may also use websites such as Go Noodle to promote physical brain breaks.

We actively explore and consider evidence based programs such as "Active Classrooms" as a way of combating negative behaviour and promoting physical activity within the classroom setting. These programs provide practical strategies and resources to integrate movement and physical activity into daily classroom routines, enhancing pupil engagement, well-being, and learning outcomes.

We also implement initiatives such as "The Daily Mile," to encourage pupils to engage in regular, structured physical activity breaks throughout the school day.

In our PSHE program, we teach about the social aspects of taking part in physical activity. This includes exploring concepts such as teamwork, cooperation, communication, respect, and sportsmanship. Through PSHE lessons and discussions, pupils learn about the importance of positive social interactions, inclusivity, and mutual support within physical activity settings, promoting values of fairness, equity, and empathy.