

Gillespie Primary School



Physical Activity Policy

November 2021

Introduction:

Gillespie Primary is committed to promoting the health and wellbeing of its pupils and staff through physical activity. This policy outlines the organisation, teaching and management of physical activity at Gillespie Primary School.

Regular physical activity can improve quality of life, improve health, promote social inclusion, raise individual self-esteem and confidence and counter anti-social behaviour. Schools play a key role in promoting active lifestyles to young people through developing their attitudes, knowledge, confidence and competence to help encourage a lifelong commitment to physical activity.

Aims

As a healthy school our aims are:

To increase the physical activity levels and well-being of the whole school community by developing a supportive environment conducive to the promotion of physical activity.

To develop an understanding of the importance of regular physical activity amongst the whole school community.

Physical Activity Policy Co-ordination.

The school's physical activity policy and strategy is co-ordinated by the Sports Leader; Angela Parker and PSHE Leader; Steph Welburn.

Objectives

- To ensure that all pupils have the opportunity to develop the confidence, competence and enthusiasm to participate in physical activity to establish and maintain an interest in regular physical activity as part of an active healthy lifestyle.
- To improve pupil, parent/carer and staff knowledge, understanding, experience of and attitudes towards participation in physical activity.
- To provide a wide range of physical activity opportunities both within and outside the curriculum for pupils, staff and parents/carers and enable children to participate in at least 2 hours of high quality PE and School sport each week.
- To ensure that physical activity provision in the school reflects the cultural, personal, social and medical needs of all pupils.
- To provide high quality lessons which inspire pupils to success and excel in different areas within physical activity and competitive sport.

How our objectives are delivered

Ethos and environment

- All those leading physical activity sessions adopt a caring and supportive approach.
- The school identifies pupils who do not participate in physical activity and those who need extra support to participate and implements strategies to encourage and support these pupils to be more active
- Facilities are improved and developed to promote increased participation in physical activity in consultation with pupils, staff and parents/carers.
- Pupils' participation in physical activity is recognised and celebrated through presentations in assemblies and information on notice boards and in newsletters.
- Sports Leaders in Years 5&6 encourage children and take ownership of activities at lunchtimes and at sports competitions in school (this is a work in progress with Islington PE department since the pandemic)

Staff Development/Community Partners:

Gillespie works closely with Islington Borough and staff can attend CPD courses provided by the Sports department there.

Gillespie has also built up good relationships with expert coaches (in the fields of cricket, handball, gymnastics, tennis and football) and as a result the coaches come into school and work alongside the class teacher.

The Sports Leader works closely with: Arsenal football club, Middlesex Cricket Club, Capital Kids Cricket, Islington tennis centre, Calypso gymnastics, Islington District Football league.

Curriculum

- Gillespie Primary School provides at least two hours curricular physical education for all KS1 and KS2.
- PE is taught by class teachers and they have at least a term of shadowing a specialist teacher (for academic year 21-22 it is a term of gymnastics with the specialist Rochelle who owns and runs Calypso gymnastics a British gymnastics affiliated club)
www.calypsogymnasticsclub.com
- The PE programme is broad and balanced, complies with statutory requirements and is accessible to and meets the needs and interests of all pupils
- We use the Get Set Sport scheme of work which has plans, assessment, equipment lists and objectives from the national curriculum. This is to ensure all teachers are confident in the teaching points for sessions. www.getset4pe.co.uk. The scheme is divided into EYFS, KS1 and KS2.
- Starting in January 2022, Gillespie teachers will be having training from the Islington PE department in how to use and implement the core tasks to enhance assessment.
- The Daily Mile to start January 2022 for all KS2 adding an extra 1 hour 15 minutes exercise to each child from years 3-6.
- Swimming is a key part of our curriculum and we are very aware that children have missed out since the pandemic. Years 4-6 will have a 2 week intensive swimming course (20 hours of swimming) at Highbury pool before the end of the summer term.

Planning & Assessment:

We use the Get Set scheme of work to aid and enhance our planning. It outlines resources needed, specific learning objectives and gives ideas on how to deliver the skills needed in the sessions. It takes on the wellbeing of the pupil and includes pupils reflecting on the sessions. For assessment, we are moving towards using the core tasks as an aid for assessment. This involves the children recording a group carrying out the task (it could be an invasion game 4v2) and then watching it back to see their strengths and weaknesses and what they need to do to improve either in skills or as part of a team. It also allows the teacher to see those excelling and those that require more support.

For competition specific training the children are trained by the Sports Leader (Angela Parker) or expert coaches.

Activity

Each child will receive the following Active PE time per week:

- **EYFS:** At least 40 minutes daily of active play + 1 hour PE time slot (starts Spring 2, in the summer term their hour will be with Rochelle doing gymnastics)
- **KS1:** 2 hours PE curriculum time + one lunchtime a week with a football coach.
- **Year 3:** 2 hours curriculum time per week + 45 minutes per week doing the Daily Mile.
- **Year 4,5:** 2 hours curriculum time + 2 weeks intensive swimming + 45 mins minimum per week doing Daily Mile + one lunchtime a week with a football coach.
- **Year,6:** 2 hours curriculum time per week + 2 weeks intensive swimming + 1 hour 15 minutes per week doing the Daily Mile (starting summer 1)

Physical activity in the classroom

The Daily Mile

This is for KS2 to do at least 3 times a week. Year 6 will start in Summer 1. It is 15 minutes of exercise from the minute they leave their class to the minute they get back. A mile course (laps of playground, walk to classroom) has been given to teachers. Some children will cover more than a

mile in that time, some will cover less. The idea behind it is to ensure that all children are active for an extra 15 minutes 3 times a week (45 mins or 1 hour 15 minutes if done daily) Children do not need to get changed for this activity. Teachers and TA's are encouraged to take part as well.

Brain breaks

Brain breaks are used in classrooms, these activities may be singing action songs, dancing to a favourite song or doing 'heavy work' such as pushing hard against a wall or partner, doing some push ups or lifting something heavy for a short period of time.

We follow the 'You, Me, PSHE' curriculum. Each year group from year 1 to 5 completes a unit of work on Physical Health and Wellbeing. Activities include learning playground games from around the world that can be used in the playground, identifying physical activities that help mental and physical health and the importance of sleep on our health. Within the Early Years, discussions occur around the immediate effects physical exercise has their body, e.g., raised heart rate and sweating, the importance of sleep for children's bodies and creating games to help children keep active. Playground equipment in both the Early Years and main playground give children the opportunity to negotiate space, develop and demonstrate strength, balance and coordination and provide space for the children to move energetically such as by running, hopping, dancing or climbing. Opportunities to develop gross motor skills are provided daily in the Early Years through activities such as painting using large brushes, scooting, cycling or activities that encourage crossing the mid-line of their bodies.

Health and Safety

At Gillespie school we recognise that physical activity involves pupils in activities which by their very nature, contain an element of risk. Staff manage this risk by:

- being familiar with safe practices for moving and using apparatus
- being aware of pupils who have special needs with regards to physical activity, e.g. asthma
- ensuring pupils wear appropriate clothing for the activity, remove any jewellery and tie long hair back
- being aware of the correct procedures for the development of specific skills being taught
- ensuring that apparatus and equipment are stored safely at the end of each lesson
- encouraging pupils to consider their own safety and the safety of others at all times

PE kit requirements:

All children are encouraged to take part in PE. If a child has forgotten their kit as long as they have appropriate footwear, they can still join in. The class teacher should find out at the start of the day who doesn't have their kit so a call can be made home to get either kit or trainers to school.

Clothing:

- Trainers
- Shorts/leggings/tracksuit bottoms
- T-shirt & sweatshirt (for winter months outdoors)

Items to be removed:

- All jewellery (earrings, watches, chains) to be removed prior to lesson.
- Stud earrings can be worn but should be taped up.
- Children with long hair should have it tied back.
- Where possible glasses should be removed but if the child cannot see without them then they can wear them.

Cross Curricular Links:

Healthy lifestyles are promoted throughout the school and covered in PSHE, Science and the whole school's policy towards healthy eating. In September 2017 the school took the decision to only allow fruit to be brought in on birthdays to go along with the healthy eating policy and healthy lunchtimes.

PE is integrated into many areas of the curriculum by teachers including Maths, English and Science.

Extra-Curricular Provision:

Lunch Times: KS1 and KS2 now have at least half an hour with only their KS in the playground, allowing more space for play, running and free play.

The Pitch (competitive games area): Football coach 3 days a week allowing all of KS1 and KS2 an organised session working on positive attitudes towards playing and building on skills.

Sports Leaders (starting Spring 2022) will organise games at lunchtimes 2 days a week and be responsible for the setting up and keeping score of these games. There will be a variety of games rotates across these 2 days. (They are being given training in January 2022 by Michael Pete from Islington Sports Department)

Four Square/King Ball We have 2 four square/King ball areas in the playground and the children manage these games themselves.

Non-competitive games area (including skipping and hula hoops)

Free Play: Markings on playground for games like hopscotch and chalk for them to make their own marking and play independently.

Trim Trail: Children have daily access to the trim trail at break times and lunchtimes (and afternoons KS1) It allows them to use strength (monkey bars) agility and develop their fundamental movements through play.

After School Clubs:

The pandemic meant our after school clubs couldn't run, but we are delighted to see (as of November 2021) clubs such as basketball, gymnastics, table tennis and yoga back at Gillespie. Our after school clubs are run by an external provider. All children from Year 1-6 are encouraged to take part in a range of clubs. Registers of clubs are kept to ensure we know which children are participating in regular extra-curricular exercise and ones which are not. Clubs are paid for by parents and subsidised by the school for children who are entitled to free school meals.

Active Travel

A whole school 'hands up' travel survey was conducted in September to record how children and staff come to school. This showed that the majority of children come to school by either walking, scooting or cycling, some children come by bus and only 18 children said they come to school by car.

Before the pandemic, walking, buses and the tube were preferred modes of transport when on a school trip. However, we are currently only using local buses or walking. Coaches are used for trips that are difficult to reach via public transport or a significant distance from the school.

Each year years 5 and 6 undertake the bikeability course run by the council. This begins in school and progress to the local streets.

Road safety skills will be taught in Nursery through to year 6 throughout the academic year 2021-22.

A TFL STARS Travel Plan for the school has been created and a copy of the Travel Plan can be found on the school's website.

School Street.

From 07 September 2020 Gillespie Road was turned into a school street.

- 8.30am to 9.15am and 3.15pm to 4.00pm during term-time
- Monday to Friday

As part of the council's People Friendly Streets Programme and Transport Response to Covid-19, the council accelerated the School Streets programme and introduced a School Street outside Gillespie school.

The School Street was installed under an 18-month experimental traffic order with the council closely monitoring the street to assess the impact on the local area. During this trial period local residents, the school and parents have been invited to have their say on whether the School Street should remain in place permanently.

Inclusion

As well as competing in the Islington borough competitions Gillespie also aims to ensure that all children get the opportunity to take part in inter-school competitions.

Islington SEND festival & Boccia: Working with our SENCO and Islington borough sports, Gillespie children will have the opportunity to take part in at least 2 inter-school competitions a term.

Gymnastics: Calypso gymnastics will run an inclusion session for both KS1 and KS2 children in the summer term.

Monitoring:

The Sports Leader monitors the sports provision and physical activity on a termly basis. Where expert coaches have taught alongside the class teacher, the class teacher is given an evaluation form to complete about the provision that was provided. The sports leader then feeds this information back to the coach.

The children in the school are also used as one of the main sources for the sports leader to gauge the enjoyment of all physical activity in the school.

Equipment Monitoring

The Sports Leader does a termly check on equipment and if possible (budget dependant) new resources will be purchased. At the end of the academic year any equipment needed is purchased. We also have an annual health and safety check of our equipment.