



# **Physical Activity Policy**

Ratified: July 2022

Review: July 2026

This policy was written in consultation with staff, pupils, parents and governors.

## **1. School Background Information**

- 1.1 Type of School: Primary
  - 1.2 Average pupil on roll: 420
  - 1.3 Classes in a year group: 2
  - 1.4 Ethnic breakdown: 20% White Eastern European; 20% White British; 20% Black (British/African/other); 15% Indian/Pakistani; 10% Turkish; 5% Hong Kong Chinese; 15% Other
  - 1.5 Gender: 52% boys; 48% girls
- Member of Healthy Schools Scheme since 2017

## **2. Key contacts**

- 2.1 Physical Activity Coordinator: Chris Dyer
- 2.2 School Sports Coordinator: Sue Littleford
- 2.3 School Travel Plan Coordinator: Ana Torma

## **3. Dissemination**

Key information from this policy will be incorporated into the following documents where appropriate:

- 3.1 School Handbook
- 3.2 Staff Handbook / Induction materials
- 3.3 Governor Handbook / Induction materials
- 3.4 Pupil documentation

## **4. Purpose of Physical Activity Policy**

This policy has been written to give clear guidance to staff, outside visitors, parents and carers, and pupils about the provision of physical activity opportunities during the school day and our approach to the positive promotion of physical activity.

## **5. Physical Activity Guidelines for Children**

Osidge School recognises that physical activity is associated with better physiological, psychological and psychosocial health among children and young people. Global and UK specific evidence has shown that boys are more active than girls at all ages and that physical activity levels decline through childhood into adolescence. As such, ensuring the all children are as active as possible throughout childhood is important for current and future population health.

Physical activity guidelines for children and young people aged 5-18 years:

- Children and young people should engage in moderate to vigorous physical activity for an average of at least 60 minutes per day across the week. This can include all forms of activity such as physical education, active travel, after-school activities, play and sports.
- Children and young people should engage in a variety of types of intensities of physical activity across the week to develop movement skills, muscular fitness, and bone strength
- Children and young people should aim to minimise the amount of time spent being sedentary, and when physically possible should break up long periods of not moving with at least light physical activity

In 2019, the Government published a School Sport and Activity Action plan which sets out an ambition that children and young people should get 30 minutes of their daily physical activity through the school day and 30 minutes outside of school. The PE and Sport Premium helps primary schools to achieve this, providing funding to make additional and sustainable improvements to the quality of PE, physical activity and sport offered.

Details of the schools PE and Sports Premium can be found on the school website.

Schools have an important contribution to make in encouraging and providing opportunities for children and young people to take part in physical activity, especially as in term time this is where children and young people spend most of their day.

## 6. Curriculum Provision

Osidge School offers a high quality physical education curriculum that inspires all pupils in KS1 and KS2 to succeed and excel in competitive sport and other physically demanding activities. We provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities are given across key stages to help build character and to embed values such as fairness and respect. Swimming is taught in KS2.

### **PE provision at Osidge:**

- Each year group has 2 timetabled PE sessions a week.
- One session is taught by teachers and one by a PE provider.
- Yr3 children has a two-week intensive swimming training programme at a local facility
- A combination of teaching resources are used including schemes by Val Sabin and LCP
- Outdoor learning opportunities are included to ensure cross-curricular links are physical

- **Assessment:** Photos are taken in lessons, progress in each unit is monitored and pupils' progress is reported to parents through parents evening and end of year report.
- **Planning, monitoring and evaluation** – lessons are planned to support skills progression within units and across year groups. Monitoring by the PE lead is carried out. Pupils have the opportunity to share their views in pupil voice conversations.  
  
Lessons are evaluated on a weekly. Children self-assess at the end of each unit reflecting on the skills they have learnt, what they did well and skills to improve on.

## 7. Extra-Curricular Provision

**At morning and lunchtime breaks:** The children have access to a large grass field, trim trail, hard surface play area and astro pitch (on rota) for 15 minutes in the morning. Netball hoops, playground markings and a table tennis table provide additional physical opportunities. A stage area provides a space for creative movement.

Scooters, balance bikes and trikes are available in a separate inclusive area to support pupils with socialising at breaktimes.

Lunchtime Clubs: Y3/4 tennis club 1x per week; KS2 cross country running club x2 per week; Y6 girls and Y6 boys football club 1x per week.

### After School Providers:

Outside providers include for gymnastics, archery, dance for all year groups and mixed netball for yr6

### In-house breakfast and after school clubs:

Children have access to outdoor spaces, scooters, balance bikes and trikes as well as the outside spaces listed above.

**Curriculum, additional:** 3x per week daily mile and/or other 15 minutes physical activity eg skipping.

**Residential programme:** From Y2, children begin to a range of overnight experiences.

Year	Learning focus:
Year 2: One night stay indoors at school	personal resilience; confidence; independence

Y3: One night camping on school field	personal resilience; confidence; independence
Y4 2 nights residential – land based skills	Physical challenge, risk taking, confidence building team building; personal resilience
Y5: 2 night residential – focus water skills	Physical challenge, risk taking, confidence building team building; personal resilience
Y6: Week long residential – focus land and water skills	Physical challenge, stamina team work, risk taking, confidence building, team building, personal resilience

**Competitions:** The school takes part in a range of activities through Barnet Partnership for School Sport. Competition opportunities are available for all year groups, including SEN.

**School holidays:** Children and families are signposted to a range of local providers of sport and creative movement activities. Targeted support for disadvantaged families for BACE and Chickenshed.

**Active Travel:** The school takes part in **STARS awards (silver)**. Junior Travel Ambassadors meet weekly to promote active and sustainable travel; Green Team x2 weekly litter pick around school; Bikeability training for Y5 annually to support safe cycling.

## 8. Resources

- The school has 2 halls, apparatus and equipment, dance facilities, large playground, playground markings, field, indoor and outdoor stage, trim trail, a nature garden, fenced areas to support inclusive play and outdoor learning
- Equipment is stored to support where it is best needed eg games equipment in outdoor sheds, mats for gymnastics indoors.
- Keys are kept centrally in the office; pupils can access a range of equipment at break times.
- H&S checks are carried out routinely on equipment. PE lead monitors other equipment.

- Priority funding is given to essentials for high quality PE. Any additional funding allocated based on SIP.
- School facilities are available for lettings out of school hours and are advertised on an online lettings portal.
- The trim trail, playground, field, stage and playground markings are available at all times for the children to access.

## **9. Equal Opportunities and pupil voice**

Osidge School recognises that offering a variety of physical activity opportunities for children and young people to take part in, including free play can increase participation in physical activity. In addition, a focus on games and the fun elements of participation, as well as the more traditional sports or competitive activities, can help to encourage participation, particularly among inactive children and young people.

As such, to ensure that physical activity opportunities are inclusive and cater for different ability levels, lessons are differentiated. The level of challenge is adapted to ensure that the least active pupils are encouraged to participate. A range of extracurricular activities are provided for each key stage daily (see above), including the Sanctuary space, which is a supported daily lunchtime play environment. Children are encouraged to share their views on physical activity at school through school council who eg chose the equipment on the trim trail and JTAs who made recommendations for better and safer storage for scooters. The school has Bronze Ambassadors who lead PE opportunities. Sports day is organised in an inclusive manner so that a range of challenge is offered for each activity. Children are encouraged to lead warm-up activities during lessons. The residential programme gives children exposure to a range of accessible physical activities not seen in school eg sailing, surfing, hiking, orienteering. Extra curricular sporting achievements are shared and celebrated in assemblies and the school newsletter.

## **10. Staff training, development and activity**

Osidge recognises the need for an appropriately trained, skilled and knowledgeable staff so that they have the confidence and competence to offer high quality experiences of both physical education and physical activity across the school day can contribute towards higher levels of physical activity by children and young people.

In addition, staff act as role models and can inspire children to participate in sport and enjoy it.

- Staff are provided with professional development, mentoring, training and resources to help them teach PE more effectively to all pupils and create environments that are conducive to active play through regular staff INSET,

support from qualified sports coaches, experienced and knowledgeable subject leader, LA support for subject leader

- Early years staff have access to training to support their knowledge, skills and confidence in supporting children's physical development through regular CPD from LA, local cluster groups and networking opportunities.
- Through daily contact with sports coaches staff have direct opportunities to watch and learn from the coaches.
- Staff take part alongside pupils in daily mile. Staff wellbeing a regular focus, with exercise noted as a positive contributor to enhanced wellbeing.

### **11. Community partners and links**

Osidge takes advantage of a wide range of partner organisations in and around the local community to support the provision of physical activity.

These include Barnet Partnership for School Sport, Woodys Sports Academy Swimming Provider, Archery, Streetz Ahead, Gymnastics

### **12. Holiday Provision**

Osidge recognises the importance of maintaining physical activity levels across the school holidays. Pupils and families are signposted to a range of local providers of sports and creative movement classes. The school may target specific families for support and access to LA run activities such as BACE.

### **13. Monitoring and Evaluation**

- Regular governor visits, pupil conversations and SLT subject monitoring to evaluate the implementation and impact of this policy.
- The Headteacher will report to the Governor Curriculum and Pupil Welfare Committee and Full Governing Body on internal and external physical activity provision.