

# **Policy for Physical Education**

## **PE Purpose of Study**

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should 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 build character and help to embed values such as fairness and respect.

## **Aims**

Through Physical Education we aim to develop the children’s knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, athletics, swimming and water safety. Physical Education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitude towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives.

## **Objectives**

- to enable children to develop and explore physical skills with increasing control and coordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way children perform skills, and apply rules and conventions, for different activities;
- to show children how to improve the quality and control of their performance;
- to teach children to recognise and describe how their body feel during exercise;
- to develop the children’s enjoyment of physical activity through creativity and imagination;
- to develop an understanding in children of how to succeed in a range of physical activities, and how to evaluate their own success.

<b>Key Stage 1</b>	<b>Key Stage 2</b>
<ul style="list-style-type: none"> <li>• Find out what they can do as they explore and develop a range of basic fundamental movement skills, actions and ideas, such as travelling, running, jumping and turning, rolling, balancing, throwing, catching or kicking a ball</li> <li>• Become increasingly competent and confident through watching, listening and experimenting with movement and ideas so they can extend their agility, balance and coordination individually and with others.</li> <li>• Learn to practise by repeating what they have done in ways that make it better, such as making movements more controlled, effective or expressive.</li> </ul>	<ul style="list-style-type: none"> <li>•Continue to apply and develop new skills across a range of activities that may include dance, gymnastics, games, swimming, athletic and outdoor and adventurous activities.</li> <li>•Learn how to use these skills consistently by repeating their movements in different ways and be able to link them to make actions and sequences of movement until their performance is clearer, more accurate and controlled over time.</li> <li>•Pace themselves in challenges in activities such as swimming and athletic activities.</li> <li>•Use their creativity and imagination in performing dances, making up their own games, planning gymnastic sequences, responding to problem-solving and challenge activities.</li> <li>• Develop an understanding of how to improve in different physical activities and sports. Know how to</li> </ul>

<ul style="list-style-type: none"> <li>• Watch, copy and describe what they and others have practised, to build their awareness of how to improve the way they move and play.</li> <li>• Recognise that their bodies feel different when they run short or longer distances, move slowly or suddenly, and lift heavy objects or float in water.</li> <li>• Learn to use space safely when they work alone and with others, showing increasing control over their movements.</li> <li>• 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.</li> <li>• Enjoy expressing and testing themselves in a variety of situations.</li> </ul>	<p>improve aspects of the quality of their work, using information provided by the teacher and information and communication technology (ICT) opportunities, and increasingly help themselves and others perform effectively.</p> <ul style="list-style-type: none"> <li>• Enjoy being active and know why activity is important to their health and wellbeing.</li> <li>• Understand the rules and conventions of taking part in different activities safely.</li> <li>• Enjoy communicating, collaborating and competing with each other.</li> <li>• Develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success</li> </ul>
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### **Learning and Teaching styles**

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children, and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources. In all classes children have a range of physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies e.g. setting common tasks that are open-ended and can have a variety of results, setting tasks of increasing difficulty.

### **Curriculum planning –**

All pupils are entitled to a progressive and comprehensive physical education programme which embraces current Statutory Orders of the National Curriculum and takes into account individual interests and needs.

#### **The Foundation Stage**

We encourage the physical development of our children in nursery and reception. Physical development within nursery and reception is fundamental to children's development in other areas of the curriculum. As well as accessing opportunities to develop their physical development on a daily basis, the children also access 1 hour of high quality physical education a week. In this time we encourage the children to develop confidence, control of the way they move, and care of handling tools and equipment whilst also developing their knowledge and understanding of health and self-care. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

## **KS1 and KS2**

In KS1 and KS2 each Year Group has their own PE folder as supplied by the PE Coordinator. This folder contains information for all PE activities throughout the year and is specific to the age group being taught. A list of contents (specific to that particular year group) is provided at the front of the folder. This is used to inform weekly planning as documented by individual year groups on their weekly planning.

## **Assessment for Learning**

Teachers across all key stages assess children's work in PE by making assessments as they observe them working during lessons through questioning and observing specific skills.

Assessment criteria for each lesson are identified from:

- subject specific records of progress and attainment for each year group
- core tasks used at the beginning and end of each unit

Children are encouraged to evaluate their own work and to suggest ways to improve.

Teachers record the skills as emerging, expected or exceeding. Teachers record this information and use it to plan the future work of each child. These records also enable the teacher to make an annual report to parents. The teacher passes this information on to the next teacher at the end of each year allowing children's skills to be built up on in their next phase of learning.

## **Assessment of Learning**

The PE subject leader liaises regularly with staff. This demonstrates what the expected level of achievement is in each area of PE activity in each year of the school. Teachers meet to discuss children's work and match it with levels of attainment.

## **Time Allocation**

In order to ensure children received high quality lessons, where learning builds upon prior learning and progress is made, children in KS1 and KS2 take part in 2 x 1 hour sessions each week. In the Foundation Stage, children receive daily access to activities indoors and outdoors that build upon their fine and gross motor development as well as 1 hour PE lesson.

## **PE and PSHE**

PE contributes to the teaching of personal, social and health education and citizenship.

Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other - music is used from a range of cultures and artists to extend knowledge and build respect for others.

## **PE and ICT**

Information and communication technology enhances the teaching of PE, where appropriate, in all key stages. Children make video recording of their performances and use them to develop their movements and actions, to compare each other's performances and improve the quality of their own work. Music composed on the computer can be used for creative dance. Digital cameras record experiences during all activities and give pupils opportunities to evaluate their work.

## **SEND and Dyslexia Friendly Schools' Policy Statement**

At St. Nicholas First School, all pupils are valued equally. Teachers plan lessons which enable all pupils to participate, achieve and excel, whatever their level of ability. Lessons provide opportunities for pupils to recognise and develop their own learning style, (auditory, visual or kinaesthetic), through varied and flexible provision across a broad and balanced curriculum.

In order to meet the needs of all our pupils, we hold the Schools' Dyslexia Friendly, Level 1 Award and are actively working towards Dyslexia Friendly Schools' Full Status.

As a school, we believe that a Dyslexia Friendly environment and teaching styles will benefit the learning of all pupils and not just those with dyslexic tendencies. Strategies that are good for the dyslexic learner are good for everyone.

Through our PE teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils with special education needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language. Staff work together to ensure that everyone is aware of specific medical conditions which could influence a pupil's performance and that appropriate procedures are then taken.

### **Monitoring and Review / Evaluation**

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for PE in the school.

### **Extra-Curricular Activities**

The aims of the extra-curricular activities programme is to *extend* and *enrich* the work being done during curriculum PE and to provide some pupils with opportunities to *enable* them to develop the skills they need to access curriculum PE. The programme should also inform any assessment of pupils. The programme will reinforce the importance of keeping physically active in order to lead a healthy lifestyle. An extra-curricular activities programme is provided both before and after school, and at lunchtime allowing all children to access the programmes on offer. All out of school learning opportunities are developed in consultation with pupils and the programme will:

- Provide a balance of competitive and non-competitive activities through intra and inter school events
- Provide specific movement/general physical activity clubs, which develop fitness
- Ensure that every pupil is offered the opportunity to attend a minimum of one OSHL activity each week

To ensure the quality and sustainability of the extra-curricular activities programme, the school will:

- Employ a range of auxiliary qualified and experienced coaching staff and implement quality assurance through the link teacher/subject leader involved in the SSP programme.
- Ensure that the subject leader takes responsibility for forging strong local community club links (club coaches visit school / pupils attend club taster days / clubs advertised on notice-board)
- Inform pupils and parents of the range of extra-curricular activities available.

## **Health and Safety**

Safe Practice in Physical Education & School Sport (afPE 2012 edition) is a comprehensive guide to safe practice and managing risk in PE and should be referred to regarding any aspect of Health & Safety

When undertaking any Physical Education practical activity, reference should be made to the potential H&S risks associated with that activity. Children are to be made aware of any safety precautions required when carrying out any Physical Education activities. The class teacher should also carry out an inspection of the area before any indoor/outdoor Physical Education takes place and dealt with according to the PE Risk Assessment.

### *Clothing & Personal Effects – (afPE recommendations)*

- Clothing and correct attire for a particular activity represent important features of safe practice that apply in equal measures to both *staff and pupils*.
- *Staff* should always endeavour to wear suitable footwear and clothing for practical activities and remove their personal effects, such as jewellery, to minimise the likelihood of causing or receiving injury.
- *Pupils* from the earliest ages should change into suitable clothing for PE so that they can participate safely.
- Clothing for PE and school sport should be well suited to its function. It should be light and allow good freedom of movement, but will also need to offer some insulation from cold weather in the winter months.
- Footwear that is fit for purpose is essential. It should demonstrate effective grip, support and reasonable protection for outside work and games, contrasting with lightness and flimsiness for indoor activities such as gymnastics and dance, if worn.
- Personal effects, such as jewellery, religious artefacts, watches, hair slides, sensory aids etc, should always be removed by pupils before participating in physical activity. Staff also need to be mindful of their own adornments.

### *Equipment & Resources*

The majority of PE equipment is stored in the PE sheds, located on the school field and playground, with the exception of gymnastic equipment, which is kept in the hall. The equipment suitability is reviewed to ensure it is appropriate to the range of ages, abilities and needs of children in order to enhance learning.

Staff and pupils are encouraged to:

1. Look after resources
2. Use different resources to promote learning
3. Return all resources tidily and to the correct place (Staff to supervise)
4. Be told of any safety procedures relating to the carrying or handling of resources.

## **Leadership & Management**

The Subject Leader is responsible to the Head Teacher and will ensure that the following points associated with the role are considered and carried out where appropriate:

- Developing good classroom practice
- Managing the budget based on the needs identified through the monitoring and evaluation of the subject and the whole school development plan
- Auditing, ordering and reviewing efficiency of how equipment, learning resources and accommodation are managed to ensure pupils are well taught and protected –
- Accessing any funding available that may enhance the quality of PE within the school

- Attending courses to further own professional development and providing information and support for colleagues
- Monitoring classroom practice and planning, auditing needs for CPD to ensure high quality delivery and setting future targets
- Make all resources available to all staff, including policy, schemes of work, assessment materials, resources to support learning
- Carry out risk assessments in line with local authority procedures
- Extending relationships and contacts beyond the school and in the local community
- Keeping up to date with and implementing any Local Authority and School Sport Partnership developments where appropriate

Signed - \_\_\_\_\_ Subject Leader

Signed - \_\_\_\_\_ Head Teacher

Reviewed – Nov 2015