

Policy for Physical Education (PE)

St George's C of E Primary School

This document is for all staff, governors and parents.

The PE policy at St George's C of E Primary School is designed to reflect the primary PE entitlement as defined in the National Curriculum.

AIMS

To provide a high-quality physical education curriculum that inspires all pupils to succeed in competitive sport and other physically-demanding activities.

To provide opportunities for pupils to become physically confident, in a way that supports their health and fitness.

To give the pupils opportunities to compete in sport and other activities that build character and help to embed values such as fairness and respect.

To become independently active the pupils will be provided with the following opportunities:

- To develop the knowledge, understanding and skills to plan, perform and critically appraise their own and others' performance of an activity.
- To develop artistic and aesthetic understanding within and through movement.
- To develop personal qualities such as self-esteem, self-confidence, tolerance and empathy.
- To develop an understanding of healthy living and life-long, effective exercise.
- To experience and appreciate the contribution of physical education and the benefits of participants in physical activities in school and throughout life.
- To develop personal and inter-personal skills.
- To forge links between the school and the community.
- To encourage the use of facilities by the community.
- To increase school - club links.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Foundation Stage

Physical development in the Foundation stage is about improving skills of co-ordination, control, manipulation and movement. It also helps the children to gain confidence in what they can do and enables them to feel the positive benefits of being healthy and active. Activities are planned that offer appropriate physical challenges, allow the children to use a range of equipment and introduces the language of movement alongside their actions.

PE lessons are structured and cover the areas of dance, gymnastics and games. We have continual provision for outdoor play. Bikes are used to help improve balance, co-ordination and gross motor skills. The children use the MUGA area. The Adventure playground provides them with a wide range of climbing activities. We aim to get the children out walking at least once every half term.

At Key stage 1

Pupils 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.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

At Key Stage 2

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:

- 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, rounders, tag rugby and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

Pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

At St George's, we also feel that our Physical Education lessons allow our children to:

- set targets for themselves and compete against others, individually and as team members;
- understand what it takes to persevere, succeed and acknowledge others' success;
- respond to a variety of challenges in a range of physical contexts and environments;
- discover their own aptitudes and preferences for different activities;
- make informed decisions about the importance of exercise in their lives;
- develop positive attitudes to participation in physical activity.

School Sports Funding

School Sports funding is a government initiative that aims to keep the Legacy of the 2012 Olympic Games alive. They aim to do this by providing schools with a specific budget for school sport and physical activity. The funding is being provided by the Department for Education, Health and Culture, Media and Sport.

For the academic year 2015/16 St George's will receive funding to support pupil progress and participation in PE and School Sport.

How we aim to spend this funding:

- Provide an ever wider range of activities for the children to access both in school and out. These will, for example, include Change 4 life Clubs and swimming lessons for all Key Stage 2, Key Stage 1 and Reception children,
- Increase the number of children who participate in competitive sport by involving more children in local Sainsbury's School Games events; inter school and intra school competitions.
- Work collaboratively within our cluster of schools, to develop a creative and higher quality provision. This allows for a sustainable, long-term, local structure to be developed. The PE Coordinator to be given time to lead improvements in PE and School Sport and to attend cluster planning meetings.
- Ensure that there is a strategy for the development of teacher confidence and competence in PE by increasing the amount of training opportunities and support for staff. In turn this will drive improvements in the quality of teaching and learning in PE.
- To make greater use of staff strengths. We have a wealth of expertise in Gymnastics, Dance, Games and Swimming, all of which we aim to use effectively. Where possible, staff confident in an area of PE will team teach and up skill staff less confident in that area.
- Develop a high quality PE programme which will in turn, develop children's skills, competencies and confidence.
- Work on encouraging children to make healthy lifestyle choices. We aim to offer a breadth of appealing activities that include plenty of exercise and improve the provision of healthy, active play and dinner times.
- To promote wider health and well-being messages. We will provide all children with regular outdoor experiences within the local area, such as exploring in the woods, walking on the beach, flying kites on the hills, cycling down the old line etc
- Provide Outdoor and Adventurous activities for both Upper and Lower KS2

CROSS CURRICULAR LINKS

Opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas can be exploited through:

- aspects of numeracy such as counting, measuring and directions;
- aspects of music such as recognising and responding to a beat;
- aspects of PSHE such as health and well-being;
- and aspects of science such as forces and the human body.

INCLUSION

We aim to provide equal opportunities and educational entitlement for all children, regardless of creed, culture, age, gender or ability. We strive to give all pupils equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities. We believe that children should be given the opportunity to experience success in P.E. and to achieve as high a standard as possible.

If a child has a particular need, it may be necessary to modify activities where necessary:

- By changing rules/ playing area/ equipment to allow inclusion.
- By providing parallel activities which enable all pupils take part in the same activity but in different ways, e.g. pupils in ability matched games or, in the case of pupils with a disability, grouped according to the way in which they play, such as standing or seated.
- If children show a particular aptitude or ability in PE they are added to the Gifted and Talented SEN register, and this is regularly updated.
- P.E. kit is made available to all pupils so no child is excluded from P.E. lessons through having no kit.

MEDICAL NEEDS

A record is kept of all pupils with medical conditions which may either affect their ability to participate in physical activity or which may be adversely affected by physical activity (e.g. asthma). Whenever a pupil is unable to participate due to health reasons (for example, a broken leg/arm) they should be involved in the lesson wherever possible by operating the stop watch, making critical evaluations etc.

TIME

Children are taught physical education each week. In an average week the subject receives 120 minutes of teaching time. (2x 60 min sessions per week, at both Key Stages)

PLANNING

Long-term planning gives a broad curriculum framework for each year of each key stage to include all areas of activity within physical education. Schemes of work identify themes and ensure coverage in terms of progress, balance, coherence and continuity.

The class teacher supported by the subject co-ordinator undertakes medium-term planning. Short-term (weekly) lesson plans give information on lesson objectives, teaching strategies, differentiation and assessment. Details of the warm-up, class and group activities and apparatus to be used are also included in this level of planning.

The planning process outlined above is used to:

- Set clear and achievable goals;
- Ensure progression;
- Ensure match to expertise and ability;
- Include assessment procedures;
- Establish criteria for evaluation of teaching and learning.
- Planning is the responsibility of the individual teacher but support is on hand from the PE co-ordinator.

ASSESSMENT, RECORDING, REPORTING

We use assessment to:

- Plan future teaching and learning;
- Provide diagnostic information;
- Provide summative information for teachers and parents.
- Ensure continuity.

Techniques used include teacher observation, setting learning goals and success criteria, discussion between pupil and teacher and by performance tests such as those used in the swimming and gymnastic programmes. Other written evidence of children's performance may be included in note form on short term planning sheets.

Assessment is carried out at the end of unit topics and is the responsibility of the teacher in charge of the class.

This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents and carers. This information is passed on to the next teacher at the end of each year.

Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their targets should be for the future.

OPPORTUNITIES BEYOND THE CURRICULUM

This includes all physical activities outside the curriculum time, before school, break times, lunch times and after school

Activities include teams and clubs where pupils can develop their interests and abilities both in a recreational environment and in competitive situations.

Clubs on offer are varied and club details, such as times, opportunities, age groups, leaders etc. are made known at the beginning of each half term.

Examples of clubs on offer over the year include fun dance, tap, street dance, gymnastics, multi skills, football, cricket, athletics, rugby, basketball, tennis

LEADERSHIP AND VOLUNTEERING OPPORTUNITIES

A playtime and dinnertime rota for the use of the MUGA pitch ensures all children have the opportunity to practise a range of sporting skills and take part in small sided competitions. Each class has four designated sport leaders who ensure resources are put out and put back sensibly. They also act as referees if needed.

FACILITIES AND RESOURCES

We are lucky to have a modern indoor sports hall for PE lessons. The outdoor areas consist of a small concrete surface, an adventure play area and new MUGA pitch.

Resources are excellent and housed in a substantially sized PE store room. Resources are available for Football, Rugby, Hockey, Basketball, Volleyball Rounders, Cricket. Athletics, Gymnastics, Dance, Tennis, Badminton, Yoga, Multi skills/SAQ

HEALTH AND SAFETY

Taken from BAALPE Safe practice in PE.

PE can involve many potentially dangerous activities.

Careful consideration should be given to the following points.

The area you are using

In particular check the hall floor for slipperiness, the playground for glass, holes and deposits of faeces.

Are the pupils suitably dressed?

Children should have a change of clothes for PE.

When working in the hall, gym and dance work should be done in bare feet unless a child needs to keep plimsolls on for medical reasons. Games activities should be done in plimsolls or trainers.

The children should wear a T- shirt and shorts.

When working outdoors in the colder weather children are allowed to wear tracksuit bottoms. Any training shoes worn should be fastened properly. Teachers are more likely to become involved in the lesson if they are suitably dressed. Appropriate footwear is of paramount importance. Hair should be tied back with suitable bands, large hairgrips should be removed.

Jewellery/watches should not be worn!!!

Ear rings must be removed by the child and not by the class teacher.

• Storage of equipment

PE equipment is stored in the PE store adjacent to the main hall complex.

Children should not be allowed to get equipment out or put it back without adult supervision. All equipment should be put back in a safe manner.

Condition of equipment.

Any equipment deemed unsafe - please report to the PE co-ordinator.

BAALPE provides guidelines for checking equipment prior to children using it, particular references are made to gym equipment. **Always** check apparatus before the children use it.

Handling equipment

- Every child should be taught the skills of apparatus handling beginning in the early years of reception and nursery. Use of mats in PE is clarified in BAALPE .They should be seen as equipment designed to cope with planned and foreseen landings.

General safety

- Fire precautions: in the event of a fire/alarm whilst working in the hall, move children via the fire doors into the playground.
- All adults working with children must be police checked.
- Students on teaching practice should always be supervised by qualified teachers, even though they may reasonably assume greater responsibility for classes as their initial teacher training progresses. Responsibility is retained by the class teacher.
- Assistance from adults other than teachers should meet the requirements. AOTTs should always work under the supervision of a teacher, for it is the teacher that remains in loco-parentis at all times.
- No AOTT should be left to work alone with young people (curricular or extra-curricular).

Any accidents need to be reported and recorded. Discussion of even near misses could be useful in helping us to ensure all reasonable measures to

prevent recurrence of accidents are taken. Please let the PE co-ordinator know of anything at all that you consider a hazard to PE.

MONITORING AND EVALUATION

- Views from pupils, parents, teachers and governors are gathered and acted upon.
- We regularly evaluate the impact of our provision in order to improve the outcomes for children.
- Internal school assessment data. (swimming/gym awards etc)

Please cross reference to other policies where appropriate.

School: Teaching and Learning: Health and safety: Behaviour: Inclusion: Educational Visits/Outdoor Education

County: Swimming: PE Health & Safety guidance: School trips and Off Site Visits

National BAALPE-Safe Practice in PE: Safeguarding Children Guidance