



Physical Education Policy

Rationale:

We believe that PE is an essential part of the pupils development programme both in a social and physical context. It is essential that ALL children have access to a wide range of opportunities to both acquire and extend their existing skills. We wish to provide high quality experiences, which motivate and inspire our pupils to understand the importance of 'physical activity', which should help them to access and engage in 'lifelong' exercise habits. We aim to promote and provide safe, supportive yet challenging environments in order to create positive and exciting physical experiences.

AIMS

- 1.1 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 experienced in a safe supportive and challenging environment.
- 1.2 To provide for pupils increasing self-confidence through an ability to manage themselves in a variety of situations: social, physical, competitive and emotional.
- 1.3 To offer a balance of individual and team, co-operative and competitive activities, in order to cater for each pupil's strengths and needs.
- 1.4 To ensure that flexible and varied teaching styles are used in order to provide appropriate stimulating, enjoyable and challenging learning situations for all pupils.
- 1.5 To ensure that Physical Education is built into the whole school development plan so that it supports and underpins school priorities, and whole school strategies; behaviour/ achievement / creativity / cross curricular planning / high quality learning and teaching / progress / AFL.
- 1.6 To ensure that all PE planning and delivery is based upon the process model of the pupil doing, creating, decision making and evaluating.
- 1.7 To promote the 'health and well-being' theme across all activity areas

2. THE PURPOSE: PHYSICALLY EDUCATED

2.1 To develop physical and cognitive competence and confidence by:

Teaching the basic fundamental movement skills and promoting physical activity

Applying a variety of skills through a range of different activities

Exploring, practising, consolidating, extending and developing movement and technical skills

Enabling children to understand about factors which influence efficient and effective performance

Knowing how to improve their own and others performance/success by engaging in the continual process of reflection, selection, refinement, adaptation and evaluation.

To offer and create opportunities for children to plan their own activities which target their development and personal performance

2.2 To promote physical activity and a healthy lifestyle by:

Underpinning the curriculum programme with warm ups, cool downs, strength, flexibility and mobility exercises which are appropriate to the age of pupils and area of activity

Teaching so that children understand the effects of exercise on the body

Linking the PE to science and PSHE units where appropriate to support and enhance learning concepts

Promoting and developing the extra school curriculum, and other sporting opportunities (Club Links)

Acknowledging healthy eating links as part of whole school programme along with school meals/ break time snacks/ access to water and any other relevant agendas

2.3 To ensure safe practise by:

All staff and pupils being made aware of and understanding the importance of routine procedures and any other factors which affect safety in PE lessons

Displaying clear procedures in the school hall, gym and games areas with due regard to use of space, apparatus and equipment

Making all staff aware of the 'Safe Practice in PE and School Sport' book and to know where it is kept

Teaching children the importance of wearing appropriate kit, the reasons to remove all jewellery and tie back hair

Promoting responsibility for personal practice – kit, jewellery and hair

Being able to apply rules and conventions to a variety of different physical activities and games

2.4 Developing positive attitudes by:

Promoting the skills of communication by clear questioning in PE lessons

Developing the use of appropriate PE language – extending their vocabulary

Creating different opportunities to work in pairs, small and large groups

Changing groupings to suit the outcomes required

Finding ways to develop perseverance, determination, and self motivation
Understanding and showing appreciation of fair play and good team work
Using criteria to observe and feedback to others in a positive way

2.5 Developing creativity within the PE curriculum by:

Working collaboratively with others
Creating opportunities for individuals/groups to problem solve
Welcoming the expression of independent opinions
Creating links where appropriate with others areas of the curriculum
Working with pupils interests
Promoting questioning within the lesson
Allowing for the communication of ideas and feelings
Motivating pupils to be free to use their imagination

Any children showing a particular aptitude in any area of Physical Education will be identified and placed on the Gifted and/or Talented register. They may also be sign posted to specific clubs or talent groups within the borough

3. THE PROGRAMME:

3.1 Allocation of time:

PE will be taught for a minimum number of 2 hours per week

Foundation Stage:

Nursery: No formal sessions in Nursery until the Summer Term whereby one hour is timetabled for outdoor Physical Development.

Reception:

2 x 45 minutes per week plus access to outdoor play =

Key Stage 1

Year 1: 2 x 60 minutes per week

Year 2: 2 x 60 minutes per week

Key Stage 2: 2 x 60 minutes per week

3.2 The PE Curriculum

The programme must meet the statutory National Curriculum requirements as specified in NC 2014 (DFE – published)

Foundation – Document details (EYFS)

We encourage the physical development of our children in the early years as an integral part which underpins the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. 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.

In KS1

This activity programme will focus upon 'Fundamental Movement Skills'
These will be taught through the activity areas of:

Gymnastics – balance, agility and co-ordination

Games – competitive and cooperative activities, basic games skills and simple tactics

Dance – movement patterns

Athletics – master basic motor skills: run, jump and throw

To include sustained activity over periods of time

In KS2

The activity programme will be:

Gymnastics – developing flexibility, strength, technique

Games – competitive games – modified where required and application of defence and attack

Dance – using a range of patterns, styles and choreographic devices

Athletics – improving speed, distance, and height > recording data in years 5/6

OAA – taking part in a range of OAA activities/ challenges both individually and in teams

Swimming

To include longer segments of sustained activity over periods of time

For all activity areas there is a range of subject support resources which can be found in the PPA room.

LONG TERM – please see the curriculum map for the overview of the termly plan which identifies the activity area, time and space allocation and

MID TERM:

Units of work are identified each half term and the supporting resources will be available for all staff to use. The resources will include subject content plans, topic cards, school specific units and a variety of others.

SHORT TERM:

Every lesson should have clear objectives and outcomes – these will form the basis of AFL and future learning

Each lesson must have a preparation activity (warm up) which is 'fit for purpose'

A focussed learning section which is developed

A plenary which often includes a physical cooling down section and reflections

3.3 Staffing We integrate all our curriculum work with our Values Education programme and are developing out pupils to be 'Global Citizens.

Staffing: (reference: Safe Practice p184)

All staff who deliver PE should have appropriate training and qualified to do so. ANY identified lack of confidence or competence should be addressed through a suitable programme of professional development and monitored accordingly when working with children.

3.4 Extra Physical Activity Time:

Tenergy :

A programme developed within the Borough to be used to support extra activity time for children – short bursts of activity 10 – 15 minutes

Fit Kids, Learn Station, Just Dance

Lunchtime:

Play Leaders are available every day to work 'physically' with the children.

Playtime:

One year group per day have access to 'play' trolley with equipment (15 minutes)

3.5 Clubs

EXTRA CURRICULAR ACTIVITES:

The schools provide a range of PE-related activities including multi-skills, Gymnastics for all children at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The schools send details of the current club activities to parents at the beginning of each term. We also hope to participate in a range of intra and inter school festivals which are organised by the borough. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children. Dance Festival opportunities occur once a year for dance clubs to share their work at a

Borough event. There will be access to any projects which are initiated by the SSP on a yearly basis.

4 PEDAGODGY:

4.1 In all classes there are children of different abilities whether it is physical, cognitive and behavioural Whilst recognising this fact, we must 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:

Setting common tasks that are open-ended and can have a variety of results,

Setting tasks of increasing difficulty (differentiated) where not all children complete all tasks

Grouping children by ability and setting different tasks for each group,

Providing a range of challenges and adaptations through the use of the STEP principal > STEP – space, task, equipment and people

4.2 Curriculum links will be highlighted when and where relevant: to support, develop, consolidate or initiate learning.

4.3 ICT should be part of AFL and evidence should be collected and saved in appropriate drives. Children should be encouraged to use iPads and cameras to record and feedback on their own and others work

4.4 At our schools we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Consult with the SENCO and refer to registers to ensure that you are fully aware of any limitations of physical activity and are aware of any emergency treatment that might be necessary.

4.5 Staff training and CPD will always be an offer to improve effective practice (see 3.3)

5 Assessment and recording

5.1 Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons

5.2 Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that

we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching matches to the child's needs.

5.3 The PE subject leader keeps photographic and video evidence of children's work (in a portfolio). This demonstrates what the expected level of achievement is in each area of activity in PE in each year of the school.

6 SUBJECT LEADER

6.1 Monitoring and review

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 the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The P.E. subject leader has regular update via email, meetings and conferences with the SSCo to discuss new initiatives and advice in curriculum area. The PE subject leader gives the Head teacher a termly summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The PE subject leader has specially-allocated, regular management time in order to review evidence of the children's work e.g. photographic and video evidence and undertake lesson observations of PE teaching across the school.

6.2 Teacher observations with SLT to ensure that the pedagogy is embedded and that the quality of learning and teaching in PE is high. Monitoring outside practitioners as part of this process

6.3 Timetabling: setting the timetable for space and time allocation each term and ensuring that the curriculum map (linked to NC) is being covered.
BREADTH and BALANCE

6.4 National and Borough initiatives: attending termly PE meetings to update knowledge and gain latest national information. Reading the AFPE and periodicals in order stay in touch with any National issues.

6.5 CPD: Sharing CPD opportunities with all staff as appropriate and ensuring that new staff and NQT's have clear understanding of the expectations of teaching and learning in PE. Provide appropriate mentoring and support for these teachers and monitor progress

6.6 Resources: check and order resources to support the delivery of the National Curriculum programme for KS1 and KS2

APPENDIX – more detailed information:

Safe Practice: (References made are linked to the Safe Practice in PE and School Sport handbook)

Reference 2.3 in PE Policy (Chapter 14 in Safe Practice)

P.E. Kit

(14.1.3 – 14.1.6 p99)

Children must be dressed appropriately for lessons. Children must change for PE. It is an important aspect in physical activity serving to insulate the body during the warm up stage and may be reduced for the main part of the lesson. It should be suited to the activities the children are undertaking, neither too loose or too tight. Indoor – Black shorts and white polo shirt or white t-shirt

No footwear worn in the hall.

They will need additional tracksuit bottoms for outside PE. These are essential when the weather is chilly.

Children must wear plimsolls or trainers outside.

Changing – procedures:

As children change for PE they should prepare for the lesson ahead. This provides a disciplined start to the lesson. They should change quietly and quickly, leaving their clothes neatly together, so that they can find them once the lesson is over.

Jewellery **(as above)**

Wearing jewellery in PE lessons is hazardous and all jewellery should be removed.

Parents should be informed of the class PE timetable so that they can remove earrings for that day. Any items of jewellery removed by the children themselves should be put in the class for safe keeping.

There are some occasions when jewellery cannot be removed. Studs in newly pierced ears are a hazard during physical activity, but infection may result if they are removed. In these cases tape over the stud to protect the ear. Long hair must be tied back.

Sikh children may not wish to remove their Kara (bangle), and religious and cultural attitudes must be respected. However, bangle should be covered with a sweatband.

Non-Participation

Children should not miss lessons. PE is not optional. Occasionally a child may not be fit to take part physically and then they should be asked to observe giving feed back. This will enable them learn and understand the work alongside their active peers and they will be better prepared when they do join in

Use of Apparatus – reference 2.3 PE policy (Safe Practice book p88-89 Chapter 12 12.2.14 – 12.2.15)

Apparatus should be assembled and dismantled systematically in the lesson. Ensure that apparatus is adequately spaced out to avoid collisions. Teachers must check that it has been assembled correctly before children begin using it.

Apparatus should be chosen and arranged to aid teaching the learning objectives. The use of apparatus should be seen as an extension of children's movement experience and not as a separate lesson.

Work started on the floor can be taken onto higher surfaces and more complex situations.

Thought should be given to the layout, prior to the lesson.

Children must be taught to handle the apparatus correctly. The youngest children can carry pieces of apparatus provided they are taught how to lift and how to work together as a team

Mats should only be used for floor work and should not be used as "landing spots" or to indicate a safe landing place. (In the event of falls, mats provide very little support for children and can create a false sense of security). Children should instead be trained to make informed decisions on how and where to jump, and how to land safely.

A calm approach is essential and noise level should reflect the level of concentration required. Noisy excited children may be distracted and are then at risk of having an accident.

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