



Physical Education Policy

October 2015

Physical Education (PE) Policy

Subject Leader – Mr M Murphy.
Date of Policy – November 2015
Review – Bi annually

See also "Sport Report2 on our website which details how we spend the "Sport Premium" grant from the Government.

1 Aims and objectives

1.1 Physical Education develops 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, swimming and water safety, athletics and outdoor adventure activities. Physical Education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

1.2 The aims of PE are:

- to enable children to develop and explore physical skills with increasing control and co-ordination;
- to learn to sustain physical activity for increasingly longer periods ensuring that children get fitter via their experiences in school;
- to be able to set personal targets;
- encourage children to lead healthy and active lives
- 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 increase children's ability to use what they have learnt to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise and to know that this is good for them;
- 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.
- to ensure understanding of "Risk Benefit" in that long term health is promoted above short term unimportant minor safety issues such as tripping over
- to give a wide range of after school and competitive opportunities
- to continue the "Olympic Legacy"

2 Teaching and learning style

2.1 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/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 the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

2.2 In all classes there are children of differing 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:

- setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as an 80m sprint;
- setting personal challenges;
- setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump;

- grouping children by ability and setting different tasks for each group, e.g. different games;
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

3 PE curriculum planning

3.1 PE is a foundation subject in the National Curriculum and provision is statutory. Our school uses the QDCA scheme of work as the basis for its curriculum planning in PE. We have adapted the national scheme to the local circumstances of the school and to use good resources beyond this. As required, we teach dance, games and gymnastics at Key Stage 1. In Key Stage 2 we teach compulsory dance, games and gymnastics, plus two other activities: swimming and water safety, and athletics. Outdoor and Adventurous activities are included in the Year 5 and 6 curriculum via a trip to an outward bound centre in Year 3 and 5 and a residential trip in Year 6. There are also elements of outward bound learning in a Year 2 residential at “Kingswood Centre”.

3.2 The curriculum planning in PE is carried out in two phases (long-term and medium-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues in each year group.

3.3 Our medium-term plans, which we have adopted from the national curriculum 2013 give balance and entitlement. These plans define what we teach and ensure an appropriate balance and distribution of work across each term and are specific about the expectations at different key stages. This builds from mastery of movement balance and agility and simple skills such as throwing and catching, simple tactics and dance movements at KS1 to a broader range of skills, linking and sequencing them and communicating and collaborating. They then build on the competitive aspects of sport as well as developing

3.4 We plan the PE activities so the five generic skills of flexibility, strength, technique, control and balance that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

3.5 Sports coaches plan and lead lessons as part of the Sport Premium funding. This is professional development for teachers and it aims to widen teacher’s knowledge of wider sports, multi sports and those activities which develop a wide range of skill development including invasion games.

4 The Early Years Foundation Stage

4.1 We encourage the physical development of our children in the Reception class as an integral part of their work. As the Reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin 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 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. These activities include a range of gross motor play and consequent development of skills. Children are able to make full use of our “Forest Area”

which allows them to investigate their immediate environment in a safe, but structured manner.

- 4.1** Children in EYFS do not require PE kit and we do not change for physical activity.

5 Contribution of PE to teaching in other curriculum areas

5.1 English

PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance. Children are given the opportunity to evaluate their performance and that of others in a constructive way. They can discuss ways of improving their performance by working cooperatively with their group so that they can refine movements and improve the overall quality.

5.2 Spiritual Moral Social and Cultural

PE contributes highly to this. 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 co-operate 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. PE develops, installs a feeling of what an individual is capable of, allows children to compare themselves against others developing self-awareness and provides a sense of wonder and awe. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. It helps to develop a sense of fairness, the need for rules and turn taking and taking victory and defeat as a learning and improvement cycle. Sport is part of our strong cultural heritage and an important part of British society.

5.3 Attitudes

Through Computing we endeavour to foster the following qualities: excitement, curiosity, perseverance, open-mindedness, self-discipline, sensitivity to others, independence, adaptability, co-operation, and care for living things, in addition to 'Habits of Mind'.

5.3 Lunchtimes

Claregate School employs Sports Coaches at lunchtime to make play sessions more meaningful and give those children with a love of sport another avenue to develop their skills. Those who choose to join in benefit greatly from the opportunities and Cricket skills are an area that are particularly improved in this way. Young Leaders (trained by Aldersley School) also help to structure sport benefiting both parties.

6 Special Educational Needs

6.1 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Teachers use a range of strategies to meet children's special educational needs to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

7 Assessment and recording

7.1 Teachers assess children's work in PE by making periodic assessments as they observe them working during lessons. They record the progress made by children against the learning objectives over time. At the end of a unit of work the teacher / child indicates on the online record whether the unit has been satisfactorily covered by the child. They record this information and use it to plan the future work, and as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

8 Resources

8.1 There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, on the field, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field and playground for games and athletics activities and the local swimming pool for swimming lessons.

8.2 In Years 1 to 6 parent / carers should provide pumps that fit and are changed as they grow, plain blue nylon shorts, a plain white cotton T shirt. In addition to this Year 3 to 6 require "Games" kit which will include outdoor trainers and additional outdoor wear such as a track suit or a top and jogging bottoms. The kit has been chosen to be low cost and affordable. For after school clubs sport specific wear will need to be provided e.g. football boots, football socks and shin pads.

9 Health and safety

9.1 Equipment and dress should be appropriate for the activity that is being taught. Children's warmth should be ensured if standing around outside but vigorous activity will need fewer clothes. Sport specific equipment will need to be work for some activities e.g. shin pads in football and when using wooden hockey sticks. Children should not wear looped earrings or jewellery to school but if they do these should be removed by the child or taped up so nothing can get caught (check allergies first).

9.2 The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. The governing body expects the teachers to set a good example

by wearing appropriate clothing when teaching PE. The policy of the governing body is that no jewellery is to be worn for any physical activity.

9.3 PE apparatus are inspected yearly for structural defects and repaired when necessary via Local Authority contract.

9.4 All staff need to be aware of the school Health and Safety policy and the Local Authority Health and Safety Policy (from the Headteacher's office). This is with specific regard to :-

- Manual handling (page m2 of LA policy)
- Supervision and ratio's
- Inspection of areas and equipment (these must be deemed safe before use)
- Accident reporting (see accident forms in the main office)
- Asthma and medical needs (both stored on staff server under policies)
- Indoor activities (page i1 to i6 of LA policy)
- Off Site Visits (page o1 to o75 of LA Policy – this includes specific guidelines, qualifications and ratios for residential visits, adventurous activities and farm visits)

N.B. Only qualified teachers and sports coaches should be in charge of P.E. lessons. If student teachers are planning and delivering a lesson the class teacher stays in the lesson and supervises directly, intervening if necessary. The responsibility for safety in this lesson is with the class teacher. Non-qualified teachers are not insured to take charge of P.E. lessons.

9.5 Warm up sessions should always begin the lessons, but stretching should not be the first activity. Muscles should be warm through non vigorous activity before stretching.

10 Monitoring and review

10.1 The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the Headteacher as there is at present no TLR for this subject. The work of the subject leader involves supporting colleagues in the teaching of PE, informing them about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leader has funding and training via the School Sports Partnership to develop expertise and good practice within school.

11 Extra-curricular activities

11.1 The school provides a range of PE-related activities for children at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school also plays regular fixtures against other local schools. 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.

12 Assessment and recording

12.1 We assess children's work in Physical Education by making informal judgements as we observe them during each PE lesson.

12.2 A comment is made on each child's individual progress within PE in Mid-year and in the formal annual report which is given to parents at the end of the academic year.

14 Equal Opportunities

14.1 Claregate not only ensures but promotes equal opportunities as part of the Equalities Act 2010. We ensure a good balance of interests for different genders, promote equal opportunities for girls e.g. they participate in activities such as football, rugby, cricket, athletics, gymnastics etcetera on an equal footing with boys. Whenever possible we include genres from different ethnic cultures e.g. dances from different cultures, use poems and stories from around the world. We invite coaches from a wide variety of sports to coach children in various activities to enable them to gain access to alternative new sports and to engage children fully.

14.2 The school is culturally aware that Ramadan requires specific dietary requirements and normal sustained activity may not be possible. There is no ban on PE during Ramadan but expectations should suit individual need.

15 Risk Assessment

15.1 At Claregate we understand the requirements of having risk assessments in place for certain activities. These will be reviewed prior to any activities commencing. Copies of these are given to the subject co-ordinator and are added to the appendices.

Staff should read and be aware of Risk Assessments kept in the back office. If in doubt about any Health and Safety or Risk Assessment issues please contact Mr Edwards the Deputy Headteacher

16 Links with Other Organisations

We have long standing links with "Soccer Coaching 2000" and "Fairplay Sports" coaching. Both provide after school clubs and Fairplay provide sports coaches for lunchtime and the curriculum.

We work in partnership with the local PE hub at Aldersley High School. Their teachers lead some lessons here and organise competitive sporting events as well as train our "Young Leaders". We use their swimming pool for lessons and their staff lead this.

We engage with "Wolverhampton Association for Sport in Primary Schools" (WASPS) who organise competitive sporting events.

We engage with Wolverhampton School Sports Partnership who co-ordinate the development of Sport in schools.

We work towards Sainsbury's award for PE and audit our provision via this.

We occasionally run sporting sponsored events such as football challenge.

We signpost children to sporting organisations in the area such as Wolverhampton and Bilston Athletics, Wolverhampton Shooting Club, local football teams, Wolf Mountain et al.

17 P.E Co-ordinator Role.

A named person is appointed to take the lead in overseeing all aspects of P.E in school in line with school policy.

- Provide teaching staff with a curriculum to follow.
- Provide an audit of provision in school and a development plan.
- Provide staff with links to curriculum development.
- Liaise with other members of staff in offering lunchtime opportunities from outside agencies.
- Liaise with sporting organisations that work with our school.
- Manage a timetable of sporting opportunities throughout the year.
- Celebrate success in newsletters and the website
- Provide a structure of how the **Sports Funding** will be used to have a sustainable impact upon the attainment and achievement of all children.
- Provide a display area for children, staff and parents to inform every one of sporting achievements or events.
- Order equipment and resources.