

St Andrew's CEVC Primary School, Great Yeldham

Physical Education Policy



**Revised by Maria Trappitt
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**St. Andrew's CEVC Primary School
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Halstead
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Rationale

The importance of Physical Education to the curriculum

Physical Education (P.E.) develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process, pupils discover their aptitudes, abilities and preferences, and how to make choices about getting involved in lifelong physical activity.

Aims and Objectives

- To become more skilful when coordinating their movements and developing co-ordination.
- To acquire and develop skills then perform them with increasing physical competence and confidence.
- To teach children to be able to plan their own work given specific criteria to work from.
- To develop their ideas in creative ways.
- To develop positive attitudes to participation in physical activity.
- To develop personal qualities in physical activities and competitive situations such as commitment, fairness, playing to the rules and team spirit.
- To respond to a variety of challenges in a range of physical contexts and environments.
- To enjoy being active, taking part and learning new skills through a varied curriculum and through the extra curricular activities on offer.
- To build children's movement vocabulary in order that they can use language to evaluate each other's work.
- To help children to be able to work co-operatively within a range of different spaces and group situations.
- To use movement imaginatively to communicate ideas and feelings.

- To teach children to know, understand and apply particular safety requirements for different activities.
- To know the effect exercise has on their bodies and begin to understand why activity is important to their general health.

Entitlement and Curriculum Provision

Foundation Stage

We encourage the physical development of our children in the reception class as an integral part of their work. In addition to this fine motor skills are constantly being developed through the range of activities provided in the classroom. The children also benefit from their own outdoor play area and a selection of P.E. equipment to help develop their gross motor skills, co-ordination and control. The time spent in this area is used to build upon and reinforce the skills practised in the curriculum lessons. The Physical Education curriculum within the foundation unit follows objectives set out in the Early Learning Goals. The children gain the basic skills of spatial awareness, control and co-ordination in the way they move; and control of balls, bean bags, hoops and ropes. The children are given opportunities to explore and manipulate a range of P.E. equipment in their own ways to build the confidence to participate.

KS1 and KS2

All pupils are entitled to a progressive and comprehensive physical education programme which covers National Curriculum requirements and which takes account of individual interests and needs. Children at St Andrew's experience all the programmes of study for KS1 and 2.

KS1 - Games (invasion, net, striking and fielding), Dance, Gymnastics and Swimming.

KS2 - Games (invasion, net, striking and fielding), Dance, Gymnastics, Swimming, Athletics and Outdoor and Adventurous Activities.

All children are entitled to two hours of P.E. per week (which at St Andrew's is averaged over the year - in the second half of the summer term all children will have the opportunity to have a daily swim, weather permitting).

All class teachers take their own class for P.E. and a qualified teacher/instructor teaches outdoor adventurous activities through residential.

We use a variety of teaching and learning styles in P.E. 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.

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;
- grouping children by ability and setting different tasks for each group, e.g. different games;
- setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump;
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

Participation

Children should not miss lessons. P.E. is not optional but statutory. 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 to learn and understand the work alongside their active peers and they will be better prepared when they do join in actively.

There should be maximum participation in all P.E. lessons unless a parent has made communication. Every lesson should commence with a 'warm up', involving a five-minute session of vigorous activity, relating to the lesson and an opportunity to 'warm down'. Children should be taught about health related fitness.

Planning

P.E. is a foundation subject in the National Curriculum. Our school uses the National Curriculum as the basis for its curriculum planning in P.E. Swimming is taught daily during the second half of the summer term.

The curriculum planning in P.E. is carried out in three phases [long-term (LTP), medium-term (MTP) and short-term (STP)]. The LTP maps out the P.E. activities covered in each term during the key stage. The LTP which is cross curricular and 'Themed' is linked with other areas of the curriculum to give relevance and meaning to activities.

Our MTP, which is taken from the National Curriculum, is supported by a range of planning resources, e.g. Top Dance, Top swimming, KS1 Top Play, Primary School games KS2, Primary School Dance KS2, to ensure an appropriate balance and distribution of work across each term.

Class teachers complete a STP for each P.E. lesson. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught.

We plan the P.E. activities so 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.

Learning and Teaching

Good lessons should contain the following elements:

Purpose: lessons should have clear objectives and defined learning outcomes which should be explained to the pupils at the beginning of the lesson; learning objectives should be taken from the four strands of the P.E. National Curriculum and children should understand the objectives for each lesson and unit of work.

Progression: pupils' capabilities should be developed, with increasing demand made on the physical and mental processes. Building on previous learning is essential; so too is working to achieve successful outcomes through repetition, application and refinement of skills; It is also important to make links of learning in and beyond the sequence.

Pace: lessons should be appropriately paced depending on activity, with suitably challenging activities.

Coherence: all teachers should reinforce previous understanding and establish links between curriculum experiences.

Differentiation: is achieved through using tasks and equipment that enable pupils to be challenged appropriately and which ensures good progress for all ability groups;

Pupils' responsibility: in lessons pupils are encouraged to make decisions. They are given responsibility for equipment, group organisation, and, at times, their own learning, as they practise and repeat movements in order to improve efficiency and the quality of their performances.

Support Staff: Learning Support Assistants and resources are well deployed.

Cross-Curricular

Opportunities within our P.E. curriculum are used to develop other areas of the curriculum. These are:

ICT: To aid the teaching of key skills, peer assessment, analysis of performance, self-evaluation, record of progress and as a stimulus. Various resources are available e.g. digital camera, digital blue camera, espresso, internet resources, video clips etc.

Literacy: Speaking and listening skills are prompted through evaluating and appraising work produced by themselves and their peers. Children are encouraged to offer constructive criticism and discuss methods to improve their work. Literacy is also promoted through the children recording their sequences, games and ideas as reminders; or as a working document for other groups of children to use.

Numeracy:

Elements of problem solving are approached through creating dance sequences and new games. Dance and gymnastics also extends opportunities for shape and pattern. At Key Stage One number work is evident through practical games and warm up tasks.

Science & Personal, Social and Health Education; and Citizenship (P.S.H.C.E.):

Physical Education contributes to the children's personal and social skills throughout the subject, encouraging children to interact with all and abiding by game rules. It offers the children opportunities to develop acceptable behaviour in a variety of situations. Health education is promoted through delivering the benefits of exercise and healthy eating. Physical Education gives the children the opportunity to experience how their body works in different situations.

Spiritual, Moral and Cultural Development: The structure of our Physical Education curriculum, and out of hours clubs expects children to work with all children irrespective of race, sex or ability. This enables the children to gain respect for everyone therefore gaining a better understanding of themselves and others.

Organisation

The curriculum is planned to provide a balance of activities across the National Curriculum's Programmes of Study. All teaching staff are responsible for the teaching of P.E. to their own class. High Level Teaching Assistants (HLTAs) and Learning Support Assistants (LSAs) carry out learning activities, directed by and under the supervision of the class teachers, with small groups, individuals or whole class. Classes are of mixed ability, with some overlapping age groups. The length of lesson will vary, according to the Key Stage.

- All games lessons follow a structure of a warm up routine, skill development, games context and a cool down.
- All gymnastics lessons follow the structure of a warm up routine, floor-work, skill development / apparatus and a cool down.
- All dance lessons follow a structure of a warm up routine, isolated skill progression, composition development and a cool down.

Years 4/5/6 will have the opportunity to experience a yearly residential, which will be predominately active.

Children take part in festivals of sport and have many other opportunities to work with, and compete against children from other schools.

Daily Physical Activity

St Andrew's aims to be a fit and healthy school. To promote this ethos all children from foundation, Key Stage 1 and 2 must take part in at least 10 minutes of extra planned daily physical activity, at least 3 times a week. In the foundation stage this may take the form of active play outside for example

playing on the bikes. At Foundation Stage, Key Stage 1 & 2 teachers carry out the 'Take Ten videos' and activities from the Take Ten booklet.

Other sports and Out of Hours Clubs

In addition allocated curriculum time children throughout Foundation Stage and both Key Stage 1 & 2 benefit from additional P.E. related events such as sports days festivals and after school clubs. Athletics afternoons and a sports day take place in the summer term. The aim is to involve all children in all activities and challenges allowing both individual and group successes. The overall target is enjoyment and celebration of personal achievement. There are also a wide range of extra curricular activities available ensuring there is the opportunity for all pupils to enjoy the weekly recommended 5 hours of P.E./sport per week, which can be achieved through after school clubs and out of school sports/activities e.g. swimming, dance and karate. These clubs/sports are signposted in school and on the school website and are on going throughout the year. Outside agencies and professional sports coaches are welcomed into the school to work with children both in curriculum time and after school.

Equal Opportunities

All pupils shall have the same access to the subject, regardless of their gender, disability, race or cultural background. Pupils shall have opportunities to study physical activities from multi-cultural sources, for example through dance. All pupils should be provided with learning experiences that are aimed to enable them to experience success and pleasure, gain confidence and acquire competence.

BLP and Very Able Children

The P.E. curriculum should fulfil the needs of all pupils. The planned curriculum should take into account pupils with IEPs that may address sensory, physical, cognitive, emotional and/or behavioural difficulties. Where appropriate arrangements for extra adult and/or specialist help may be sought. If a programme needs to be adapted then the class teacher will do so in consultation with the subject leader and SENCO, where appropriate. The emphasis is on inclusion for all children. Where pupils show specific talents in P.E. then specialist support may be necessary, that of which is beyond what the school may be able to provide.

Lessons provide good quality experiences that are suitably challenging for all pupils. Pupils undertake different activities, but all pupils are given the same opportunity to achieve the aims through an appropriate range of activities. For pupils with limited gross motor skills, lessons are appropriately differentiated with individual needs taken into account.

Learning Resources

There is a variety of games equipment to enable pupils to work with balls, bats and rackets, which are best suited for their age and stage of development. Most equipment is stored in the physical education shed in the playground. Pupils are trained to select, collect and replace all equipment tidily, but it is the responsibility of the staff to ensure that this is done properly. 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 for games and athletics activities. The school also has an 'open' swimming pool, which is not heated and therefore only available in the second half of the summer term.

Health and Safety

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. Safety aspects are discussed with pupils prior to activities. Pupils are taught how to improve their own abilities to assess risks. It should be noted that, in the event of an emergency, phones are within a short distance of all P.E. lesson locations and First Aid Boxes are available from the school office and swimming pool. All staff know what action to take, including calling for assistance in the event of an accident. Inhalers for pupils suffering from asthma are readily accessible.

Children must be dressed appropriately for P.E. lessons. Children must change for P.E. partly for hygiene reasons but also to ensure that the clothing is suitable. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching P.E. The school has a stock of Physical Education kit, which can be purchased from the school office. Children in both key stages should have an indoor P.E. uniform and outdoor kit with them everyday, regardless of their regular P.E. day.

PE kit:

- Children need a T Shirt, or vest and shorts for indoor P.E.
- They wear no footwear in the hall for gymnastics and dance.
- They will need an additional sweatshirt and tracksuit bottoms for outside P.E. These are essential when the weather is chilly.
- Children must wear plimsolls or trainers for games outside.
- Children participating in out of hours clubs must change out of their whole school uniform and wear their Physical Education kits. All regular P.E. rules apply through the clubs.

Jewellery and Hair:

- The policy of the governing body and Essex LEA is that no jewellery is to be worn for any physical activity, including watches.
- Parents should be informed of the class P.E. timetable so that they can remove earrings for that day. Any items of jewellery removed by the children themselves should be put safely in a draw or tray in the classroom.

- 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 (maximum of 6 weeks only).
- Long hair must be tied back.

Members of staff are also encouraged to follow safe guidelines in regard to their jewellery, clothing and footwear.

Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult. Pupils are made aware of safe practice when undertaking any activity, (e.g. not jumping or running in front of others, etc). Good class control, appropriate routines and the use of recognised procedures to teach skills are fundamental to safety.

Regular checks are made on all equipment. The subject leader makes frequent visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear. Any items constituting a danger are taken out of use immediately and the subject leader informed of any faults. All large items of equipment are inspected annually by an independent safety expert under a contract set up by the school, including the outside 'trim trail'. Extracts from the Health and Safety Code on safety in Physical Education is attached and forms part of the school's policy. The BAALPE publication 'Safe Practice in PE' is also available to all staff.

Leadership and Management

The subject leader is responsible for overall curriculum planning, the management of the subject, the provision of equipment and its accessibility. The headteacher is responsible for the overall implementation of the physical education policy.

The subject leader key roles are:

- To monitor and evaluate practice by being aware of current classroom practice and discussing any needs and concerns with colleagues.
- To organise resources through carrying out a resources audit, ordering new resources and managing the P.E. curriculum budget effectively.
- To support other members of staff by demonstrating good practice, commitment and enthusiasm; organising INSET opportunities, leading curriculum development meetings and giving advice on assessment and recording.
- To communicate the school policies by writing and reviewing curriculum policies, liaising with outside agencies to keep up to date with developments and overseeing the extra-curricula activities that relate to Physical Education.
- To attend the Primary Link Teacher (PLT) meetings with the Hedingham School Partnership

To develop staff confidence and competence in teaching physical education:

- the subject leader attends courses as appropriate;
- the subject leader arranges for relevant advice and information from courses to be disseminated and, where appropriate, to be included in improvement planning and turned into practice;
- where necessary, the subject leader leads (or arranges) school-based training matched to identified needs of staff.

Assessment and Recording

The teaching adult will assess children's work in P.E. by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. They record this information and use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, 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, with year 6 assessment going to Hedingham School.

Monitoring and Evaluation

The head teacher keeps evidence of MTP planning. This demonstrates what the expected level of achievement is in each area of activity in P.E. in each year of the school and ensures that monitoring of P.E. ensures coverage, progression and expected levels of attainment. P.E. is part of the school's monitoring cycle with opportunities to monitor through, lesson observations, pupil interviews, environment and planning. Reports are given to governors at curriculum meetings.

The head teacher has overall responsibility for monitoring and evaluating the curriculum, in consultation with the subject leader and staff.

Extra-Curricular Activities

Break time Provision:

A range of resources e.g. balls, hoops, beanbags, playground marking for specific games are provided for play time and lunchtime games, when the playground is 'zoned'. Zoning the playground into areas e.g. quiet play, balls games, problem solving games etc encourages children to further develop their skills in a range of activity areas, as well as making break times fully inclusive for all pupils.

After School Clubs:

The school provides a full range of P.E. related activities for children at the end of the school day. These clubs are open to children of all abilities and both sexes. The school sends details of the current club activities to parents at the beginning of each term. The school also plays fixtures and events 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.

Appendix

- DCSF/QCA documents.
- Quality of Learning and Teaching Policy.
- Policy for Assessment, Recording and Reporting.
- Equal Opportunities Policy.
- Resources audit.
- Extract from Health and Safety Code on safety in Physical Education.

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Next review date **January 2012**