

Elmsett C. of E. V.C.P. School

PE Policy



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1. INTRODUCTION

This document is a statement of the aims, principles and strategies for the teaching and learning of Physical Education at Elmsett Primary School.

It was developed during 1995 through a process of consultation with teaching with teaching staff, and updated in November 2011 and again in 2016. It has been evaluated as an ongoing process by our PE coordinator.

It was approved by the governing body in Spring 2016.

It will be reviewed annually in order to address any changes in the P.E curriculum and also to respond to developments in the P.E premium. The P.E premium has evidence in a separate file. A schedule for the review of this, and all other policy documents is set out in the school's Plan of Whole School Development.

2. WHAT IS PHYSICAL EDUCATION?

Physical Education is the aspect of the curriculum concerned with the development of a healthy lifestyle through the development of physical skills, knowledge and understanding in games, gymnastics, dance, athletics, outdoor activities, swimming.

3. AIMS

Our aims in teaching PE are that all children will:

- Find a lasting sense of purpose, achievement, fulfilment and enjoyment of physical activities including athletics, dance, games, gymnastics, adventurous activities and swimming.
- Have a responsible attitude to their bodies, and understanding of their own strength and endurance thereby developing physical skills, habits, and interests that will promote a healthy lifestyle and good posture.
- Develop positive attitudes to physical endeavour including perseverance, fair play and sporting behaviour.
- Become skilful performers; by planning, practising, performing and assessing their work.
- Have empathy for others, including the disabled, and both young and old, male and female.
- Have a positive, aware, safe response to challenging tasks.
- Develop personal and social competence and the necessary skills to manage success in competitive and co-operative situations; to cope with losing, and to retain a proper sense of perspective in competition.

4. PRINCIPLES OF THE TEACHING AND LEARNING OF PHYSICAL EDUCATION

PE is important because:

- Physical endeavour is a pleasurable activity which can provide challenge and fulfilment throughout life
- Habits of exercise contribute to a healthy lifestyle

PE is a foundation subject in the National Curriculum. The fundamental skills knowledge and concepts of the subject are set out in "Physical Education in the national Curriculum" where they are categorised into 6 areas of activity:

- Games
- Gymnastics activities
- Dance
- Athletic activities
- Outdoor and adventurous activities
- Swimming

5. STRATEGIES FOR THE TEACHING OF PHYSICAL EDUCATION

The PE curriculum is organised on a subject basis outside the main topic framework of the curriculum (Although gymnastic and dance activities may be related to topic work). PE is the most firmly timetabled element of the curriculum because of the need to use hall or outdoor space. PE is taught throughout the school year but not all areas of activity are covered each term.

Yrs R, 1, 2 spend a minimum of 2 hours per week. Physical Education covering games, gymnastics, dance and athletics.

Yrs 3,4, 5 & 6 spend a minimum of 2 hours per week on PE covering games, gymnastics, dance, athletics and swimming session at a local pool.

Key stage 2 classes also study outdoor and adventurous activities in the school grounds and field trips, during the summer term,

6. TEACHING AND LEARNING

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;
- 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;
- Pace: high levels of activity, avoiding dead spots, with clear expectations for high work rates to be maintained are important. The psychological benefits of exercise should be explained and understood and their association with health emphasised;
- Coherence: all teachers should reinforce previous understanding and establish links between curriculum experiences.
- Challenge: high expectations are set for individual and group achievement. Pupils are extended both physically and intellectually through interesting tasks;
- Differentiation: is achieved through using tasks and equipment that enable pupils to be challenged appropriately and which ensures good progression 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 practice and repeat movements in order to improve efficiency and the quality of their performances.
- Teachers have been and continue to be up-skilled by the use of specialists to model lessons and this has therefore improved teaching and learning.

7. INCLUSION

No pupils are excluded from any physical education programme.

Lessons provide high 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, the integrity of activities is maintained and expectations take into account the individual needs of pupils.

8. MODES OF WORKING

Planning, performing and evaluating are central.

Teaching strategies include:

- Directed teaching/coaching
- Free practise/group practise
- Partner practise
- Self targeted activities
- Problem solving
- Differentiation:
 - Of mixed ability grouping and single activity grouping
 - Of outcome of task
 - Of resources
 - Of amount of teacher/helper/pupil support
- Classroom helpers (including voluntary parent helpers) May be used in PE to assist:
 - In the Reception year to help children with changing
 - In sports activities by accompanying teams to matches
 - In accompanying children to the swimming baths

Pupils with special needs are able to develop confidence and express their feelings in PE, as it is a subject in which success does not depend on academic ability. They include:

- Pupils with learning difficulties who may find opportunities to excel
- Pupils with special physical needs who may find opportunities to excel

- Pupils with special physical needs who may need specialized resources and close monitoring
- Pupils with particular ability and flair for PE who work more quickly through the levels of the National Curriculum and are extended through the use of more advanced techniques. Sports teams and clubs are offered as extra-curricular activities which extend pupils who are keen on PE.
- It is important that all pupils, whatever ability, creed, ethnicity and disabilities have equal opportunities in access to the PE curriculum.

PE is celebrated in display and performance including:

- Displays of dance and gymnastics in assemblies and on other public occasions
- Participation in sporting events within the local school pyramid
- An annual Sports Day event involving all pupils
- School team tournaments at the end of each games unit (not KS1).

9. STRATEGIES FOR ENSURING PROGRESS AND CONTINUITY

Planning in PE is a process in which all teachers are involved, which includes:

- Coherent planning across each Key Stage and between class teachers
- Use of the school development plan
- Linked towards sporting festivals within the Hadleigh Pyramid
- The role of PE Co-ordinator is covered by a teacher and is to:
 - Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in Physical Education throughout the school
 - Support colleagues in their development of detailed work plans and implementation of the scheme of work and in assessment and record keeping activities
 - Monitor progress in Physical Education and advise the Headteacher on action needed
 - Take responsibility for the purchase and organisation of central resources for Physical Education
 - Keep up-to-date with developments in Physical Education and disseminate information to colleagues as appropriate
- Formative Assessment is used to guide the progress of individual pupils in Physical Education. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and what therefore should be the next stage in his/her learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching.
 - Assessment criteria will be identified for each unit of work and each year group termly.
 - Assessment can be achieved by:
 - Practical tasks directly observed by the teacher
 - Small group discussions related to a practical task
 - Specific assignments for individual pupils

- Individual discussions in which children are encouraged to appraise their own work and progress.

10. STRATEGIES FOR RECORDING AND REPORTING

Recording of progress in PE kept for each child contain a termly record of progress in each area of activity (P.E Profile).

Reporting to parents is done at parent's evenings (twice a year) and annually through a written report. Reporting in PE will focus on each child's:

- Control, co-ordination and mobility
- Skill and confidence in a range of physical activities
- Awareness of the physical capabilities of the body
- Co-operative skills

11. STRATEGIES FOR THE USE OF RESOURCES

There are no classroom resources for PE, all are held centrally.

Central Resources for PE are the responsibility of the PE Co-ordinator and the Headteacher who has a small budget available. Large PE equipment replacement is included in the renewals budget. They include:

- Gymnastic apparatus and equipment
- Sports, games and athletics equipment
- Indoor and outdoor space
- An adventure playground (responsibility of the Village hall Management Committee)
- A scale map of the area around the school for orienteering
- Time is a resource we value. To maximize its use in PE:
- Pupils are encouraged to change swiftly with a minimum of fuss
- Lessons are conducted in a disciplined manner
- Gymnastics apparatus is used by all classes on the same day when it is left set up for each session
- The library is used in PE for reference - a range of books is available on sports, games etc.
- Links with other agencies enrich the PE curriculum. These include:
- Participation in local sports activities with other primary schools
- Regular visits from, and liaison with, professional dancers and sports players
- Liaison with Lead PE advisors
- Visits to, and liaison with, outdoor education centres and agencies
- Links with other sports clubs

Health and Safety issues in PE include:

- Use of equipment, apparatus and techniques in accordance with health and safety requirements
- Appropriate storage of equipment and apparatus
- Teaching pupils to understand the need for safe practice in physical activities and how to achieve this
- The changing rooms at the swimming pool are used by the public straight before the school swimming session. Every effort is made to ensure safety. Staff check the changing rooms to ensure the changing rooms are safe and able to be used appropriately.
- Risk assessments for clubs and fixtures
- Yearly check of equipment by independent safety expert
- Central copies of Safe Practice in Physical Education - BAA and LPE
- Medium term plans for each 6 week unit of work

Risk assessments for all activities are carried out in accordance with Suffolk County Council guidelines.