



St Michael's CE First School

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THE CHURCH
OF ENGLAND

St Michael's is an inclusive Church of England School centred on distinctive Christian Values. We create and provide a high quality, caring and loving educational environment where children can learn, grow and develop to their full potential.

Physical Education (PE) Policy



1. Purpose

At St Michael's we recognise the vital contribution of physical education to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development.

We aim to provide a broad and balanced PE curriculum to aid children's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Through a balance of individual, paired and group activities, we aim to cater for the different strengths, needs and preferences of each child, using differentiated activities where appropriate. We believe that through the variety of opportunities that PE offers, children can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries.

We plan a range of activities that aim to provide children with a broad base of movement knowledge, skills and understanding, which they can refine and expand throughout their primary school years. We encourage children to develop their creative and expressive abilities, through improvisation and problem-solving. Children are taught to appreciate the importance of a healthy and fit body, and begin to understand those factors which affect health and fitness.

Through the Government Funding for sport, where possible, the school will provide opportunities for pupils to work with PE specialists. The funding will support PE training by providing opportunities for teachers to work alongside specialist teachers.

2. Aims

The National Curriculum states that:

Aims

The national curriculum for physical education aims to ensure that all pupils:

- *develop competence to excel in a broad range of physical activities*
- *are physically active for sustained periods of time*
- *engage in competitive sports and activities*
- *lead healthy, active lives.*

At St Michael's our aims for PE are:

Physical development:

- To develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
- To be aware of the different shapes and movements that can be made with the body.



- To develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.
- To promote fitness and a healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility

Social and emotional development:

- To develop a love of physical exercise.
- To develop the ability to work independently and communicate with, and respond appropriately towards others using verbal and non-verbal communication.
- To develop confidence in their own skills and abilities.
- To promote an understanding of safe practice, and develop a sense of responsibility towards the safety of themselves and others.
- To realise that the right exercise for you can be fun and will give you energy for other things in life.
- To create and plan games and teach them to one another.
- To develop a sense of fair play.

Cognitive development:

- To develop decision making and problem solving skills.
- To develop reasoning skills and the ability to make judgements.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop the ability to communicate non-verbally with the body
- To improve observational skills, the ability to describe and make simple judgements on their own and others' work, and to use this knowledge and understanding to improve their own performance.
- To understand that using the correct technique will improve accuracy and individual performance.
- To be able to evaluate performance and act upon constructive criticism.

Spiritual, moral and cultural development:

- To develop a positive attitude to themselves and others.
- To experience a range of differing activities and realise that physical activity doesn't have to be about winning a competition - doing your best is as important.
- To be able to encourage others and give praise for their achievements so that when children perform they do not fear failure.
- To treat your team, the opposition and the referee with respect.
- To raise self-esteem through opportunities to celebrate sporting success.

3. Policy

3.1 Early Years Foundation stage

We aim to provide a well-balanced curriculum which covers the statutory requirements for the Early Years Foundation Stage (EYFS) and the PE National Curriculum.

In the Nursery and Reception Class (EYFS), opportunities are provide for children to be active and to develop their co-ordination, control and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences.

3.2 KS1 and 2

Pupils in both KS1 and KS2 engage in two hours of high quality PE during the course of each week. In KS1 the curriculum focuses on fundamental movement skills to develop agility, balance and co-ordination. Curriculum content includes ball skills and team games, gymnastic and dance activities. At KS2 pupils continue to apply and develop a range of skills and units of work include a range of invasion, net / wall, and fielding and striking games, gymnastics, dance, athletics and swimming. We also enrich children's experiences through opportunities for outdoor and adventurous activities.

3.3 Swimming

Swimming lessons are compulsory for all children. At St Michael's, children learn swimming in Years 3 and 4 with qualified swimming coaches at Willowburn Leisure Centre in Alnwick. Appropriate swimwear is a one piece costume for girls and either swimming trunks or shorts for boys. It is recommended that the boys' shorts should NOT be below the knee. From Sept 2016 children beyond Year 4 who have not met the National Curriculum requirements for swimming will continue to swim in order to make progress.

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. (National Curriculum, p198)

4. Curriculum Development and Organisation

The school follows the progressive schemes of work in all areas of PE. Relevant units will be made available to all staff who teach them and they will be expected to evaluate these units, feeding back to the subject leader. This allows for curriculum review in relation to content, progression, continuity, teaching and learning.

Individual lessons should be evaluated to inform planning and ensure differentiation.

5. Staff/staff development

Each class teacher takes responsibility for planning, teaching and assessing the PE curriculum for their class.

All staff take part in professional development to ensure secure subject knowledge and awareness of health and safety procedures. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader, specialist sports coaches or outside providers through INSET. All staff who attend CPD courses must provide feedback/ disseminate the information.

Due care and attention is taken when organising the timetable so that the most efficient use of facility and pupil time is taken into consideration, e.g. consecutive gym lessons when using equipment.

6. Safety

As with all physical activity, it is important that certain procedures are followed to minimise the risk of injury.

- Children should dress in school blue shorts, yellow t-shirts and tracksuit bottoms if outside.

- Children will work in bare feet for apparatus work.
- Plimsolls/ sand shoes are worn for games.
- Jewellery is not to be worn. Watches should be kept safely in the classroom.
- Long hair should be tied back and rigid headbands should be removed.

Children will be trained to lift and carry any apparatus sensibly into position under adult supervision. The teacher will check it before use.

7. Equipment and resources

Resources are kept in the locked store cupboard in the hall.

Resources should be counted out and counted in, returned in good condition and working order. The pupils should be encouraged to:

- Look after resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place (staff should oversee)
- Be told of any safety procedures relating to the carrying or handling of resources.

Any damage, breakage or loss of resources should be reported to the PE Coordinator as soon as possible. Any damage observed done to a piece of apparatus which could cause subsequent injury must be isolated from use, and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.

8. Assessment and Progress

Pupils work will be assessed throughout each unit of work using formative assessment methods as well as through core tasks similar to those outlined at each unit. These contextual core tasks will allow teachers to compare pupils against the attainment target and expected outcomes.

Pupil's progress will be monitored by the individual class teacher who will use these methods to set realistic targets for the individual pupil, based on their strengths and weaknesses. At the end of each unit an indication of the level that they are working at will be recorded. This will allow all the unit grades to be looked at by the end of the year so that the overall attainment level given can reflect the progress made over that academic year. This will allow a comparison to be made with national expectations.

Pupils will also use ICT to record their achievements and to enhance learning. This should include digital photography/ video and data handling.

9. Equal opportunities and inclusion

Every pupil has equal access to national curriculum physical education. Learning experiences are differentiated in such a way as to meet the needs of all pupils.

All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

10. Extra-curricular activities

The school provides a range of extra-curricular PE activities for children at after school. These encourage children to further develop their skills in a range of activities and use the skills they have learnt in competitive inter house matches. The school also plays a range of inter school fixtures within the local area. The introduction of a competitive element fosters a sense of team spirit and cooperation amongst the children and teaches them how to win and lose.

11. Foul weather

In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made. These may include class based activities around the activity, or rescheduling the activity for another day. If the indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning intentions to be achieved.

12. Roles and Responsibilities

Wherever applicable coaches are employed to provide good quality sport. Our school believes that a qualified teacher should oversee each coaching session. This ensures we maintain our duty of care towards our children and provides the opportunity for more children to experience high quality PE both inside and outside the curriculum as our pupil to teacher ratios will be lower. In the event of the coach cancelling the PE subject leader will be make alternative arrangements and notify parents as appropriate. In the event of a teacher being absent the session will either be cancelled or another member of staff will be present. The member of staff present is not obliged to deliver any part of the after school coaching.

13. Roles & responsibilities

Senior Management

The overall responsibility for the teaching of PE rests with the senior management of a school. The Head, in consultation with staff:

- determines the ways computing should support, enrich and extend the curriculum,
- decides the provision and allocation of resources,
- decides ways in which developments can be assessed, and records maintained,
- ensures that there is a PE Policy, and identifies a PE Co-ordinator.

PE Coordinator

There is a designated PE co-ordinator to oversee the planning and delivery of PE within the school. The PE coordinator will be responsible for

- raising standards in PE as a national curriculum subject
- providing or organising training to keep staff skills and knowledge up to date
- advising colleagues about effective teaching strategies, managing equipment and purchasing resources
- monitoring the delivery of the PE curriculum and reporting to the Head teacher on the current status of the subject

The Classroom Teacher

It is the responsibility of each teacher to plan and teach appropriate PE activities and assist the coordinator in the monitoring and recording of pupil progress in PE.

Monitoring

Monitoring PE will enable the PE Co-ordinator to gain an overview of PE teaching and learning throughout the school. This will assist the school in the self-evaluation process identifying areas

of strength as well as those for development. In monitoring of the quality of PE teaching and learning the PE Co-ordinator will:

- Scrutinise plans to ensure full coverage of the PE curriculum requirements,
- Analyse children working,
- Observe PE teaching and learning,
- Hold discussions with teachers,
- Analyse assessment data.

This policy will be reviewed every three years by the PE Co-ordinator.

Chair of Governor Committee...2....

Signed: ...Peter Bryan... ..

Print Name: ...Peter Bryan

Date:.....12.4.16... ..

Head teacher

Signed:G Johnston.....

Print name:.....Gavin Johnston.....

Date:12.4.16.....

REVIEW DATEApril 2019