

South Petherwin Primary School P.E Policy

Rationale

At South Petherwin we believe Physical Education and school sport should give all children the opportunity to improve and achieve physical competence in line with their age and potential. Physical Education and school sport enables children, whatever their circumstances or ability, to take part in and enjoy a wide range of activities. It promotes positive attitudes to health, safety and well-being.

Aims and objectives

Physical activity 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 it promotes positive attitudes towards a healthy lifestyle. Thus we enable the children to make informed choices about physical activity throughout their lives.

The aims of PE at South Petherwin are:

- To enable children to develop and explore physical skills with increasing control and coordination (Physical Literacy);
- 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 give children the confidence to get involved in PE and school sport, applying and adapting their skills in a wide range of activities.
- To show children how to improve the quality and control of their performance;
- To teach children to recognise and describe how their bodies feel during exercise;
- 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 develop an understanding of what they do in PE and school sport contributes to a healthy and active lifestyle.
- To contribute to children's social and emotional development in promoting their confidence and self-esteem.
- To develop qualities such as commitment, fairness, tolerance and a concern for others as well as individual success.

ENTITLEMENT

South Petherwin Primary School is a member of the ARENA network in addition to the Launceston College cluster - both opportunities are funded through Sports Premium. Jade Baxter is the PE subject leader and has attended a PE leadership course.

All children are entitled to a progressive and comprehensive Physical Education programme which embraces the statutory orders of the National Curriculum and which takes account of individual interests and needs.

All children have access to at least 2 hours high quality PE every week. Children should have access to all components of the National Curriculum programme of study i.e. Athletics, Dance, Games, Gymnastics, Outdoor Adventure Activities and Swimming are covered throughout the year, so that a realistic attempt is made to achieve the expected levels of performance as set out in the NC level descriptors. The school also provides a range of extra-curricular activities; these encourage children to further develop their skills: Netball, Football, Cross Country, Multi Skills, tag rugby, badminton, tennis, bikeability and rounders. Cricket and Athletics Club is offered in the Summer Term

We also have strong links with local community clubs:

Launceston Cricket club

Children attend Southgate Football Club

Children attend Launceston Rugby Club

Parents and AOTTS support the out of school activity programme by assisting with tag rugby and football clubs. All AOTTS are CRB checked.

Local Community coaches are used whenever possible to support and develop the children's learning. Sports Premium funding has allowed the employment of a specialist teacher in PE to deliver high quality PE lessons across the school in addition to providing professional development for staff.

Gifted and Talented children are provided for and given the opportunity to access local sports clubs. Children with specific co-ordination difficulties are encouraged to participate in an intervention programme to improve concentration, gross and fine motor skills delivered through class interventions organised by class teachers.

Equal Opportunities

All children should be provided with equal opportunities to participate in a curriculum in which there are no barriers to access based on race, sex, culture or ability. PE lessons should aim to provide quality experiences that challenge the children.

Inclusion

South Petherwin Primary School is committed to inclusion within PE. All staff reflects this commitment and will do their utmost to include all pupils regardless of gender, colour, religion, ability or disability in accordance with the whole-school inclusion policy. However, Physical Education is by definition active, and some of the activities in PE have attached risks, there are occasions where inclusion is not appropriate for the safety and enjoyment of all participants. This is most likely to be the case when the behaviour of individuals is in question.

Differentiation

All Physical Education lessons should take account of differences in stage or development, previous movement experience, body size, age and fitness and skill levels. Differentiated tasks to be included within lesson plans.

Risk Assessment

Safety is paramount when planning PE activities. The learning environment and equipment is maintained and checked regularly with the subject leader being responsible for purchasing and

maintaining equipment and resources. The mats and benches in the hall are checked annually by an independent technician.

The children are encouraged to consider their own safety and the safety of others during all PE lessons. They are taught how to move and use apparatus safely under supervision.

All children are required to have a PE kit, the children are expected to change into the agreed kit for all PE and school sport activities.

The teachers set a good example by wearing appropriate clothing when teaching PE.

Should a child continually forget their kit, a letter will be sent to their parents.

No jewellery or watches are to worn for any physical activity, long hair should also be tied back.

See **Safe Practice in Physical Education, School Sport and Physical Activity** handbook 2016 for teaching safely and teaching safety

Chapter 1 sets out the fundamental principles of safe practice

Chapter 2 focuses on 'teaching safely' through the principles of organisation and management

Chapter 3 focuses on relevant and effective student learning about risk management and keeping safe

Chapter 4 focuses on 'teaching safely' and provides additional information about safe practice specific practical PESSPA activities

This handbook is available to all staff teaching PE.

PE Curriculum

PE is a foundation subject of the National Curriculum. As required in KS1 we teach; dance, games, athletics and gymnastics, as well as swimming and water safety. In KS2 we teach; compulsory dance, games, gymnastics, swimming and water safety, which is continued as not all requirements are met in KS1, as well as athletics and outdoor adventurous activities.

PE Curriculum Planning

The school uses a range of publications and resources to support the teaching of PE.

These include

- QCA units of work
- Cornwall Schemes of Work
- TOPS scheme

We are aiming to buy into REAL PE scheme for September which will support teachers in delivering a high level of PE to all children.

This ensures that the demands of the National Curriculum are met. PE lessons are planned so that they build upon the prior learning of the children. There are opportunities for children of all abilities to develop their skills, knowledge and understanding in each area of activity.

There is planned progression built into the schemes of work at Foundation Stage, KS1 and KS2, so that the children are increasingly challenged as they move through the school.

The curriculum planning in PE is carried out in three phases. The long term plan maps out PE activities covered in each term. Medium term plans provide details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. Class teachers complete a short term plan for each PE lesson. These list the specific learning objectives for each lesson and provide details of how the lessons are to be taught.

Teaching and Learning

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 or 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 with the use of ICT. 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 children have a wide range of 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.

Lessons should be conducted in a secure, supportive and disciplined manner. Pupils learn the rules, etiquette, laws and codes for various activities. High quality lessons should contain the following elements:

- **Purpose** – lessons should have clear objectives and defined learning outcomes that are shared with the class at the beginning of the lesson.
- **Progression** – the ability of pupils should be developed with increasing demands made on them both physically and mentally. Building on previous learning is essential, so too is working to achieve successful outcomes through reinforcement, application and refinement of schemes.
- **Pace** – there should be high levels of activity, tasks need to be easily and clearly explained with high expectations set for individual and group achievement.
- **Challenge** – high expectations should be set for individual and group achievement. Pupils should be extended both physically and mentally through interesting tasks.
- **Differentiation** – this should be achieved using tasks and equipment that enable the children to be challenged appropriately and which ensures good progress for all ability groups.
- **Decision Making** – children should be given responsibility for equipment, group organisation and at times their own learning as they practice and refine skills in order to improve the quality of their performance.

The Foundation Stage

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, control of the way they move, and care in the handling of 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.

The contribution of PE to teaching in other curriculum areas

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. We linked our topics to PE through the use of dance other relevant sporting activities.

ICT and Maths

We use ICT to support PE teaching when appropriate. In dance and gymnastics children make video recordings of their performance and use them to develop movements and actions. Older children compare each other's performance from recording and use these to improve the quality of their work. Spread sheets may be used for recording and interpreting data (speed, distance, time, measuring, recordings and handling data).

PSHE and Science

PE contributes to the teaching of PSHE and Science. Children learn about exercise, healthy eating and harmful substances (smoking/alcohol) and how to make informed choices about these.

SMSC

The teaching of PE offers opportunities to support the social development of children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss ideas and performance. Their work in general enables them to develop respect for other children's level of ability and encourages them to work with each other; developing a better understanding of themselves and each other.

Teaching PE to SEND pupils

At South Petherwin Primary School we teach PE to all children, whatever their ability or individual needs. 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 good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

Assessment, Recording and Reporting

Teachers assess children's work in PE by making assessments as they observe them working during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways to improve. Teachers record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement against the National Curriculum levels of attainment. Teachers record this information on SPTO 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 school's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

PE teachers should keep photographic and video evidence of children's work and this is regularly displayed in the school. This demonstrates what the expected level of achievement is in each area of PE activity in each year of the school.

The subject leader ensures that the PE curriculum is delivered throughout the school through monitoring and discussion with staff.

Resources

South Petherwin Primary School has a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE shed, and this is accessible to children only under adult supervision. The hall contains a range of 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 our school grounds and field for games and athletics activities, and the local swimming pool for swimming lessons.

Staff Developments/ CPD

The PLT staffs regularly access meetings and courses through ARENA and the Launceston College cluster; this provides them with opportunities for individual and collective Continual Professional Development. ARENA offer a large amount of training courses in all areas of PE for staff to attend, all staff are encouraged to up-skill in areas they lack confidence in. The PE coordinator will advise staff of courses, and support staff in attending CPD.

Extra-curricular activities

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 sends details of the current club activities to parents at the beginning of each term. The school also plays fixtures against other local schools (inter schools) and against each other within school (intra school) in a variety of sports. This introduces a competitive element to team games allowing children to put into practice the skills that they have developed during their lessons. These opportunities foster a sense of team spirit and cooperation amongst our children.

School Sport Funding at South Petherwin Primary School 2014 - 2015

South Petherwin Primary School has received £9966 of PE funding.

Specialist PE teacher - £4,622
Callywith Gymnastics Sessions - £1,538
Subject Leader Course - £500
ARENA Membership - £450
YST Membership - £60
Forest School & outdoor learning - £900
Playground traversing wall - £1202
PE equipment and storage - £869
Me & my lifestyle survey - £75
ROSPA report - £400
Wild Tribe Ranger days - £150
Launceston College PE Festivals - £600

Subject leader course and forest school funding to be taken out of 2015/2016 funding (£1400).

As a result

All teachers have more enthusiasm for the subject which is transferred to the children and everyone sees this as a positive enhancement. We have also been able to access specialist coaches who have aimed to work alongside teachers in up-skilling and showing specific skills needed for the

progression of their sport as well as making the learning in the subject more enjoyable. Children have been offered a wider range of resources and activities to support and engage learning.

Policy Written: 05/05/2015

Approved by Governing Body: _____

This policy will be reviewed at least every two years, next review date: May 2017