

Woodthorpe J.I. School

Physical Education (PE) Policy

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

1.2 The objectives of teaching PE in our school are:

- to enable children to develop and explore physical skills with increasing control and coordination;
- 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 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.

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 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. 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. (e.g. the use of technology such as the iPad to monitor and evaluate performance.)

2.2 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, thus promoting an inclusive learning environment. 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 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 Key Stage 1 (2 hours weekly)

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities;
- participate in team games, developing simple tactics for attacking and defending; and
- perform dances using simple movement patterns.

3.2 Key Stage 2 (2 hours weekly)

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination;
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending;
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];
- perform dances using a range of movement patterns;
- take part in outdoor and adventurous activity challenges both individually and within a team;
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

3.3 Swimming and water safety

Children take part in a 2-week intensive swimming programme in Years 3 and 4.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres;
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]; and
- perform safe self-rescue in different water-based situations.

3.4 The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage (One Page Profiles). The PE subject leader devises this plan in conjunction with teaching colleagues in each year group.

3.5 We use a range of nationally approved resources such as 'Core Tasks' as the basis for our medium term plans. This gives 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. The subject leader keeps and reviews these plans.

3.6 Class teachers follow a plan for each PE lesson. This lists the specific learning objectives and expected outcomes, and give details of how the lesson is to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis. The lesson plan focuses on the '4-part process'.

3.7 We plan the PE 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 progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.

4 The Foundation Stage

4.1 Physical development involves providing opportunities for young children to be active and interactive, and to develop their coordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

4.2 Moving and handling: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Explanatory note: The child demonstrates coordination and control in both fine and gross motor activities. A range of equipment and tools are manipulated appropriately and confidently. The child shows an awareness of space, adjusting speed and direction purposefully and negotiating small and large spaces successfully and safely.

- 4.3 Health and self-care: Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.

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.

- 5.2 Personal, Social and Health and Economic education (PSHE)
PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

- 5.3 Spiritual, Moral, Social and Cultural development
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 work together, 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. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

- 5.4 Science
PE contributes towards the teaching of science when exploring the knowledge and understanding of fitness and health.

- 5.5 Active Classrooms – 'Sit less, Move More' – Allow the children to become more active in the classroom environment on a daily basis across the entire curriculum.

6 PE and inclusion

- 6.1 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. For further details see separate policies: Special Educational Needs; Disability

Non-Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL).

- 6.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – equipment, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps ensure that our teaching is matched to the child's needs.
- 6.3 Children with a special educational need and/or disability will have an Individual Education Plan (IEP). The IEP may include, as appropriate, specific targets relating to PE.

We enable all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school (a sports event at another school, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils. The school offers our SEND children both intra and inter school competition.

All children have an entitlement to partake in PE providing they are safely attired. Children who do not bring their PE kit to school should observe and evaluate other children's learning in the PE lesson. They will not be sent to work in a different class.

Teachers will keep a log of children who do not bring their PE kits and a standard letter will be sent to the parents of children who have not brought it on more than two occasions in any half term.

7 Assessment for Learning

- 7.1 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. Assessments are made at the beginning and end of each unit of Core Tasks, assessment sheets to be handed to subject leader. Teachers 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 school's annual report to parents. The teacher passes this information on to the next teacher at the end of each year. Assessment is submitted to the subject co-ordinator each half term.
- 7.2 Every child takes part in a termly 'Challenge Day' provided by Amaven. This provides a comprehensive overview of how a child has performed across a breadth of skills. (e.g. strength, balance, body control) Parents and Carers have access to an 'app' where they can access their child's information and

provides a range of activities that are bespoke to their child's needs. This gives our families the opportunity to work with their children outside of school. The PE coordinator and DHT review the whole school data each term to track strengths and areas of relative weakness.

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 stores, 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 playground for games and athletics activities, and the local swimming pool for swimming lessons.

Planning is on the school intranet and support materials will be kept in the PE cupboard.

Staff Continued Professional Development (CPD) is readily available through our School Sport Partnership and forms part of our Sport Premium package.

Each class will receive at least one unit of work delivered through our School Sport Partnership. (Bishop Challoner Catholic College) This is where our staff will 'Team Teach' with a PE specialist.

9 Health and safety

- 9.1 It is the general teaching requirement for health and safety that applies to 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 school is that no jewellery is to be worn for any physical activity. If a child cannot remove earrings, the child will be asked to cover the earrings with a waterproof plaster.

Teachers must assess whether pumps or bare feet are most appropriate for any particular lesson (indoors). Pumps and bare feet should not be mixed.

10 Extra-Curricular Activities

- 10.1 The school provides a range of PE-related activities for children before the start of the school day, during lunchtime and after 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 cooperation amongst our

children. We also encourage our children to complete weekly 'Personal Bests' where they challenge their own previous sporting performance.

11 Monitoring and review

11.1 The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the class teacher. The work of the PE subject leader involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for PE in the school. The subject leader gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. The PE subject leader has specially-allocated, regular management time in order to review evidence of the children's work and to undertake lesson observations of PE teaching across the school. The school is supported by the Bishop Challoner School Sports Partnership.

12 PE KIT

PE kit will comprise of white t-shirt and black shorts, black pumps for reception, year 1 and 2, and black trainers for years 3, 4, 5 and 6. Designer trainers and kit (including professional football strips) are actively discouraged.

Class teacher monitors children who do not bringing their PE kit into school. Children who persist in not bringing in their kits will be sent a letter notifying parents of this and asking them to resolve it.

13. Pupils' access to toilets

To ensure children have access to the toilet when they need it, thus preventing accidents, distress and embarrassment whilst promoting health and well being, at Woodthorpe J.I. School we will make sure that children:

- have open access to toilets when the need arises
- are not subject to prolonged delays before going to the toilet
- are able to go to the toilet without adverse comment or restriction
- have the opportunity to visit the toilet in privacy
- are encouraged to use break times and lunchtimes to visit the toilet.

This policy will be reviewed at least every three years.

The Rights of Every Child

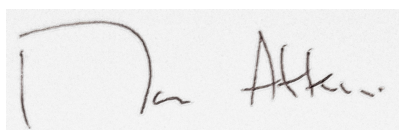
Woodthorpe JI School uses the U.N. Convention of the Rights of the Child to ensure that every policy supports the improvement of life chances for children.

Articles: 1, 2, 3, 13, 15, 17, 19, 23, 24, 28, 29, 31.

This policy supports how the school currently allocates our Sport Premium funding.

Other related policies: Sport Premium and Physical Education Coaching.

Signed:

A rectangular box containing a handwritten signature in dark ink. The signature appears to be "Mr. Atkin" written in a cursive style.

(Chair of Governors)

Date: November 2019

Review: November 2022