

Ellington Primary School



Physical Education Policy Statement

Introduction

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, 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 promotes positive attitudes towards a healthy lifestyle. As a result we enable them to make informed choices about physical activity throughout their lives. The national curriculum states '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.'

Aims of Physical Education at Ellington Primary School

At Ellington Primary School we hope to:

- Enable children to develop and explore physical skills with increasing control and co-ordination
- Encourage children to work and play with others in a range of group situations
- Develop the way children perform skills and apply rules and conventions for different activities
- Increase children's ability to use what they have learnt to improve the quality and control of their performance
- Teach children to recognise and describe how their bodies feel during exercise
- Develop the children's enjoyment of physical activity through creativity and imagination
- Develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.
- Make full use of the facilities to prepare a pupil mentally and physically for key stage 2, 3 and beyond.

Objectives

To provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. This will be achieved through a range of strategies:

- engage all children in activities that require cardiovascular exertion
- engage all children in activities that develop muscular strength and endurance
- engage all children in activities that require flexibility

Subject Content

Our physical education content is based on the National Curriculum. See Curriculum Overview (Appendix 1) and the content is mapped out on our Progression of Skills document for EYFS (Appendix 2) and Progression of Skills document for KS1 and KS2 (Appendix 3) .

Special Educational Needs and Higher Attainers

- teaching needs to meet the needs of all children
- setting common tasks that are open-ended and can have a variety of results e.g. timed results
- setting tasks with increasing difficulty, where not all children complete all tasks
- grouping children by ability to meeting different needs

Early Years Foundation Stage

Foundation Stage pupils have access to a range of daily activities to develop fine and gross motor skills and have access to a dedicated outdoor area. In addition to this, they have two weekly PE lessons.

Planning

Each class is timetabled so that they have 2 hours of PE lessons per week. Lessons are blocked units of work to promote greater depth of understanding, developing skills, contextual application of these skills and the ability to perform reflectively.

Swimming lessons are provided by qualified swimming instructors for Years 3 and 4.

Outdoor adventure activities are linked to residential trips for Years 4, 5 and 6.

The school plays regular fixtures against other schools; this introduces a competitive element to team games and allows the children to put into practise the skills that they have developed. These opportunities foster a sense of team spirit and cooperation amongst the children.

Teaching and Organisation

Varying teaching styles aim to develop the children's knowledge, skills and understanding through:

- Modelling by the teacher
- Whole and group work
- Mixed ability groups
- Ability groups
- Independent work
- Using good examples of performances as models for other children
- Giving time for children to be reflective on own as well as the work of other children

Health and Safety

All staff have due regard and access to the current Association for Physical Education (AfPE) Safe Practice in PE and Sport PE.

When preparing and delivering PE lessons:

- pupils are taught how to improve their own ability whilst being mindful of risks
- first aid equipment is available and all staff are first aid trained
- inhalers for pupils suffering from asthma are made readily available
- children with any medical condition are monitored by staff throughout lesson
- equipment is checked regularly
- equipment constituting a danger is taken out of use immediately
- pupils are taught how to use equipment safely
- pupils are taught to understand the safety risks involved in wearing appropriate clothing and footwear
- teachers ensure that all pupils have removed jewellery and hair is tied back

Assessment

Assessment is carried out by the teacher in the course of the normal class activity. This is done through observation and discussion with the children. Grades of WTS (working towards), EXS (expected), GDS (greater depth) will be given.

Extra-curricular activities

The school provides a range of PE related activities at the end of the school day. These encourage children to further develop their skills in a range of activities.

Role of Subject Leader

The subject leader is responsible for improving the standards of teaching and learning in Physical Education through:

- Monitoring and evaluating pupil progress
- Analyse data
- Ensure breadth and balance of the curriculum is achieved
- Taking the lead in policy development
- Supporting colleagues in their continued professional development (CPD)
- Purchasing and organising resources
- Reporting to governors and senior leadership team
- Guidance support and training for parents and carers
- Keeping up to date with recent curriculum developments

Physical Education Policy

Revised:

April 2020

Date of next review: April 2022