

# Western Primary School Policy Statement for Physical Education

*(Policy Review date - March 2015)*

## Every Child Matters

Educating children and ensuring that they grow up to lead safe, happy, healthy and successful lives is at the heart of what we do.

As a school, we place great emphasis on the outcomes of Every Child Matters by targeting support through extended services, multi - agency working and by building effective relationships between school, parents, children, young people and the community.

## Rationale

Physical education is about pupils' learning about themselves: their capabilities, their potential and their limitations. It is the foundation of all sports participation but it goes beyond the individual and understanding themselves - it's learning how to work with and respect others.

## Aims

During the Foundation Stage and Key Stage 1, pupils should build on their natural enthusiasm for movement, using it to explore and learn about their world. They should start to work and play with other pupils in pairs and small groups. By watching, listening and experimenting, they can develop their skills in movement, agility, balance and co-ordination, and will enjoy expressing and testing themselves in a variety of situations.

During Key Stage 2, we aim to encourage pupils to enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. They should enjoy communicating, collaborating and competing with each other. We hope to begin to develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own achievements and the achievements of others.

Teaching should ensure that when **evaluating and improving performance**, connections are made between **developing, selecting and applying skills, tactics and compositional ideas**, and **fitness and health**.

## Objectives

Pupils will be given the opportunity -

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency. (Acquiring and developing)
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas. (Selecting and applying)
- To improve observation skills and the ability to describe and make simple judgments on their own and others' work, and use their observations and judgements to improve performance. (Improving and evaluating)

- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising. (Knowledge and understanding of fitness and health)
- To develop the ability to work independently, and communicate with and respond positively towards others. (Working alone and with others)
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being. (Applying safety principles)

### Entitlement

The school aims to provide all pupils with two hours of high quality P.E. sessions per week; in Years 2, 3 and 4 this also includes swimming lessons.

### Curriculum planning

The school uses a range of schemes for P.E. These include guidance laid down by the EYFS (in particular Physical Development), the National Curriculum, resources from Matalan Sports and the LCP scheme of work.

Key Stage 1 rotates through the different areas of P.E. each term; however Key Stage 2 follows a 2-year rolling programme due to mixed aged classes. In the Foundation Stage, P.E. is taught discretely in addition to physical development being part of the continuous provision at each child's level. Details of these plans can be found in the medium term planning for P.E.

### Teaching and Learning

The organisation of P.E. in the school promotes teaching and learning. Lessons are blocked in units of work to promote greater depth of understanding, developing of skills, contextual application of these skills and the ability to perform reflectively.

Children will:

- Be presented with opportunities to be creative, competitive, and co-operative and to face challenges as individuals and in small groups or teams.
- Learn how to think in different ways to suit the different challenges.
- Be given the opportunity of demonstrating their learning using a range of communication styles and allowing for effective assessment. This assessment will be used to inform planning and greater learning.
- Be taught through a scheme of work that specifies progression of skills, knowledge and understanding.

### Continuity, Progression and Differentiation

Planning provides extension and enrichment activities and also incorporates, when necessary, differentiated activities for children for whom P.E. lessons can pose a particular challenge.

### Assessment, Recording and Reporting

Assessment of this subject is undertaken in line with the school's assessment policy and is used to inform future planning. Assessment is largely by observation and children are assessed against the P.E. specific level descriptors.

### Equal Opportunities

This school believes that all individuals regardless of gender, sexual orientation, race, abilities, cultural and social background should be given the opportunity to achieve their full potential. The school is committed to working towards equality and to combat discrimination and harassment.

Our curriculum promotes positive images through the themes pupils are involved with.

Through regular monitoring and evaluation of the school we ensure that this statement remains constantly at the forefront of all we do.

### Inclusion and Special Needs

All children, including those in all vulnerable groups and SEN, have their progress monitored accordingly to ensure access to a broad and balanced curriculum. The Special Needs and Inclusion Policies give details as to how Inclusion Passports / provision maps are used to focus on individual needs for some children. TAs are sometimes used to support these children during lesson time or to give specific help with Inclusion Passport objectives.

### Gifted and Talented

Provision is made for gifted and talented children and will be recorded in line with the school's gifted and talented policy.

### Health and Safety

This subject should be taught in line with the school's Health and Safety policy and in accordance with guidelines set out in the BAALP.E. manual. Any equipment that is causing staff concern or is a potential risk to children should be withdrawn and the matter reported directly to the Head teacher or subject co-ordinator. It is the responsibility of the Head teacher to arrange for the large apparatus in the hall to be checked annually by specialists. It is the responsibility of the teaching staff to ensure that equipment is returned to its correct place in the P.E. store after use. Any activities involving off site visits are risk assessed in line with school's risk assessment policy.

### Clothing

Children are expected to wear school P.E. kit for every P.E. lesson. For indoor work children are expected to wear pumps. For outdoor P.E. children should have suitable trainers. These shoes must be different to the child's indoor shoes. Items worn for religious or cultural reasons may be worn following consultation with parents. Staff are also expected to have a change of clothing and footwear for all P.E. lessons. All jewellery and watches should be removed prior to the start of P.E. lessons.

### Staff continued professional development

Through monitoring and the appraisal process, areas where INSET is required are identified and included in the Committed SUCCESS group action plan. Where possible, the staff with expertise

in an area will lead INSET within the school. If this is not appropriate, the school will buy in relevant expertise and make provision for staff to attend courses.

### Cross Curricular Links

P.E. can also contribute to the wider aims of primary education and cross-curricular links with other subjects will be made whenever appropriate. Increasing use is being made of I.C.T within the subject for monitoring and recording the work that the children do. Video recordings have proved to be a valuable tool in enabling children to effectively evaluate their own work.

### Swimming

At present children in Years 3 and 4 attend weekly lessons on a termly basis. Children in Y2 attend every fortnight. All children in these year groups are given the opportunity to attend. Trained coaches teach lessons and the children are supervised by qualified lifeguards.

### Out of Hours School Learning

The school offers a range of lunchtime and after school activities. These are open to any pupil in the relevant year group. Staff will notify pupils of any cancellation, rearrangements of clubs as soon as possible. In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made. The school text messaging service will inform parents of any changes.

### Responsibilities

Governors have responsibility for ensuring a broad and balanced curriculum, managing resources to support this and for monitoring its implementation and effectiveness. They delegate responsibility for this to the Head Teacher to manage on a day-to-day basis.

The Head Teacher is responsible for the day-to-day delivery of the curriculum to all pupils.

The Committed SUCCESS group is responsible for monitoring the subject on behalf of the Head teacher. The sports co-ordinators are responsible for liaising with the PLT co-ordinator and other cluster schools, identifying CPD opportunities and publicising cluster events. Class teachers have a responsibility to plan and teach this subject in line with this policy.

Reviewed March 2013

Next Review ~ March 2015