

PE Policy



St Werburgh's C of E
Primary School

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Written by - Mr A Metcalf

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Approved: _____

PHYSICAL EDUCATION POLICY

NATURE OF PHYSICAL EDUCATION

Physical Education is a foundation subject within the National Curriculum. The school believes that, when experienced in a safe and supportive environment, it is a unique and vital contributor to a pupil's physical development and well-being. 'Exercise activates your brain and gives you energy for everything else, the energy to be enthusiastic about your work. So all your school work will gain from physical education.'¹ A broad and balanced Physical Education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations.

Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and challenging learning experiences for all pupils. Through the selection of suitably differentiated and logically developed tasks, it is intended that all pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential.

AIMS

At St Werburgh's Primary School, we aim:

- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising;
 - To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being;
 - 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;
 - To develop the ability to work independently, and communicate with and respond positively towards others;
 - To develop an increasing ability to select, link and apply skills, tactics and compositional ideas;
 - To improve observation skills and the ability to describe and make simple judgements on their own and others' work, and to use their observations and judgements to improve performance.
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ENTITLEMENT

a) Statutory Requirements

'The Government believes that two hours of physical activity a week, including the National Curriculum for Physical Education and extra-curricular activities, should be an aspiration for all schools. This applies throughout all key stages.'²

² DFE/QCA (1999) 'Physical Education – The National Curriculum for England'.

The programme of study for both key stages sets out four key aspects of Knowledge, Skills and Understanding:

- Acquiring and developing skills;
- Selecting and applying skills, tactics and compositional ideas;
- Evaluating and improving performance;
- Knowledge and understanding of fitness and health.

All children are expected to participate in the full range of activities in the Physical Education curriculum. The programmes of study emphasise that they should plan, perform and evaluate their work. The co-ordinator and other teachers will ensure that all children have access to a varied programme which allows children the opportunity to meet the expectations as outlined in the National Curriculum.

b) Organisation

Physical Education at St Werburgh's Primary School is organised as follows:

Foundation = 2 x at least 45 minutes per week – timetabled use of facilities.

Key Stage 1 = 2 x 60 minutes per week – timetabled use of facilities.

Key Stage 2 = 2 x 60 minutes per week – timetabled use of facilities.

Activities at Foundation = Based on the Foundation Stage Profile.

Activities at Key Stage 1 = Games, Dance and Gymnastics (lasting the equivalent of one term per area of P.E.) throughout the year. Athletic activities are part of the Games programme.

Activities at Key Stage 2 = Net/Wall-Games, Striking/Fielding-Games, Dance, Gymnastics, Swimming, Athletics, Outdoor and Adventurous Activities.

Children in Years 3 and 4 have twelve sessions of swimming (lasting 30 minutes per session) each year, plus top-up sessions if necessary.

c) Additional Experiences (Out of School Hours Learning)

These are offered to as many year groups as possible, depending on the activity and the adult supervision available. Children are encouraged to participate, regardless of ability or previous experience. At present, there are numerous opportunities for children to participate in school-based physical activity outside of curriculum time. We are continually looking for ways to increase the number of activities, including those with more of a recreation ethos, rather than just games-

based clubs, as well as chances to work with local clubs, such as Spondon Cricket Club, and West Park Community School.

Children are also encouraged to look for opportunities for participation in activities within the community, including walking and biking to school. Posters advertising local sports clubs are displayed in the main entrance and around the school.

During Years 2 and 4, all children participate in residential trips to Sherwood Forest and Ilam Hall, where activities involve physical activity and comprise of a range of outdoor and adventurous team-building tasks respectively. In addition to this, all Year 6 children take part in walking activities while on retreat in Edale and have the opportunity to take part in a series of outdoor and adventurous days.

We have created gardening areas around the outside of the classrooms and on the far side of the staff car park. Children have lots of opportunities both within and outside curriculum time to contribute to these.

d) Cross-curricular Links

Physical Education has important contributions to make across the curriculum. It provides opportunities to promote:

- spiritual development;
- moral development;
- social development;
- cultural development;
- health education;
- communication and vocabulary;
- application of number, shape, space and measures;
- problem solving;
- use of ICT.

IMPLEMENTATION

a) Long Term Planning

During Foundation and Key Stage 1, pupils start to work and play in pairs and small groups, exploring and learning about their world. By watching, listening and experimenting, they have opportunities to develop their skills in movement and co-ordination and to enjoy expressing themselves in a variety of situations. They are taught the key aspects of Knowledge, Skills and Understanding through Games activities, Gymnastics activities and Dance activities.

During Key Stage 2, pupils learn new skills, find out how to use them in different ways and link them to make actions, phases and sequences of movement. They have opportunities to develop an understanding of how to succeed in different activities and how to evaluate and recognise their own success. They are taught the key aspects of Knowledge, Skills and Understanding through Games activities, Gymnastics activities, Dance activities, Athletic activities, Swimming and Water Safety activities and Outdoor and Adventurous activities.

b) Medium Term Planning

Children take part in a balance of activities throughout the school year and each key stage. Medium term planning is based on the Derbyshire School Sports Partnership schemes of work, with significant adaptations made in each area. The P.E. Co-ordinator monitors planning and assessments to ensure progression and coverage of National Curriculum requirements.

c) Short Term Planning

The class teachers will plan activities with specific learning objectives, which will meet the specifications of their medium term plans. A suitably graded warm-up should precede the main part of every lesson.

d) Teaching and Learning Methods

A variety of teaching approaches are used to embrace individual, paired, small group and whole class opportunities. These include a balance of cooperative, collaborative and competitive situations aimed at catering for the preferences, strengths and needs of every pupil, irrespective of their ability, gender, age or cultural background.

e) Inclusion

All children at St Werburgh's Primary School, irrespective of race, gender, creed, level of ability or nationality, including those with special needs, are entitled to a comprehensive, varied, broad and balanced programme of physical activity which:

- fulfils the statutory National Curriculum requirements;
- takes into account their individual needs and interests;
- Provides them with opportunities to pursue activity beyond school.

Every effort will be made to ensure that pupils with special medical conditions are integrated into mainstream opportunities, including out-of-hours activities, all of which are open to both boys and girls. There has been an increase in the number of out-of-hours activities which have more of a recreation ethos to encourage more children to become involved in physical activity. Mutual respect and tolerance for all cultures will be promoted through Physical Education.

Any pupils who are unable to actively participate in Physical Education sessions, e.g. due to temporary injury, are to complete an 'Observing P.E./Watching P.E./Our P.E. Lesson' sheet or are involved in using technology such as Ipad's to take still photos of children participating or video's for play back to help correct techniques and improve physical performance. These are differentiated according to age and encourage children to focus on the importance of warming-up and lesson content, including vocabulary and equipment used, as well as requiring them to evaluate the performance of their peers against the lesson objectives. On completion, they are handed to the P.E. co-ordinator to aid monitoring.

f) Differentiation

When planning for physical education, provision will be made to cater for a range of abilities. This will be achieved by:

- matching tasks to pupils of different abilities, needs and interests;
- differentiating lesson objectives;
- building on the past achievements of individual pupils;
- planning to develop specific skills, knowledge and understanding;
- using appropriate equipment of a suitable size;
- encouraging participation of those with physical impairment and special educational needs;
- using additional adult support;
- providing opportunities for each child to be challenged and to experience success;
- balancing challenge with the likelihood of success.

RESOURCES

On-site facilities for Physical Education include the hall, two playgrounds with netball court markings as well as other markings to encourage physical activity and academic learning, an enclosed area leading from the Foundation classroom, and a large field marked out with two 7-9 a-side football pitches, athletics and rounders in respective terms.

P.E. equipment for indoor and outdoor use, dance packs and teacher resource books from Derby City SSP are stored centrally in the staff room and in an outside storage shed and are readily accessible for staff. Children are trained and supervised to collect, transport and return small equipment and gymnastic apparatus. Lists of resources are held by the P.E. Co-ordinator, who is responsible for ordering new equipment as appropriate.

Off-site facilities include the sports hall and athletics area at West Park Community School and the swimming pool at Queens Leisure Centre in the middle of Derby. Transport to the latter is by coach, while children and staff walk to West Park.

HEALTH & SAFETY ISSUES

A systematic approach to risk assessment is adopted by all members of staff. The school's Health and Safety policy (issued to all staff, with copies always available in the Office and Staffroom) outlines guidance for activities, both in and out of school.

All concerns, risks to health and safety, accidents or near accidents must be reported to the Headteacher and the Health and Safety Governor for their assessment and preventative action required. Employees must cooperate with all guidance given by the Health and Safety Governor, ensuring that the working environment is safe and that any equipment is safely positioned before use. All major equipment is checked and repaired annually by Derby City Council.

During Physical Education lessons, all children are expected to observe the safety rules of the school and instructions given by staff. They are expected to behave in a considerate, responsible manner, showing respect for other people and equipment. Safety implications concerning themselves and others are discussed regularly. Children should be encouraged to work quietly indoors, encouraging self discipline and better concentration, in turn creating a better working atmosphere.

Members of staff should wear footwear and clothing that allows for easy, quick and safe movement (preferably t-shirt, tracksuit bottoms and trainers with bare feet when indoors) and all children must have an appropriate change of clothing for Physical Education. This should allow for unrestricted movement without being too loose. The school brochure states that uniform for physical activity comprises of plimsolls or trainers, black shorts and a yellow or white t-shirt, with the option of sweatshirt and tracksuit bottoms as appropriate for cold weather or cultural reasons. Children should be encouraged to work in bare feet when indoors, allowing for better balance, grip and foot manipulation. In the interests of hygiene, plimsolls are to be worn if children have verrucae or abrasions on their feet. Trainers with cushioned soles are only suitable for outdoor use and must not be worn for gymnastics or dance. No jewellery, including watches, is to be worn during Physical Education lessons. Each session, long hair is to be tied back securely with soft hair accessories and swimming hats should be worn whilst swimming. Parents and guardians will be regularly updated and informed about policy regarding suitable clothing for all school activities.

Children are encouraged to have water bottles with them throughout the day to stimulate brain activity and to prevent dehydration, especially during warm weather. Three water chillers have been installed in school.

ASSESSMENT, RECORDING AND REPORTING

Assessing children's progress will be a continuous process integral to lessons. Good teaching will ensure that each child is assessed regularly as to whether he or she has achieved the learning objectives. Positive reinforcement is given throughout lessons, rewarding effort, acknowledging improvement, praising pupils and providing positive feedback. For Physical Education there is one attainment target which sets out the knowledge, skills and understanding that pupils of different abilities are expected to have by the end of each key stage. Level descriptions provide a basis for making judgements about pupils' performance.

The gathering of evidence includes observation, recording and reporting. Teachers principally assess through observation and direct interaction during lessons, with records kept to a minimum so as not to be time-consuming or interfere with teaching. Pupils' achievements are acknowledged in the annual reports to parents, with overall assessments in each area of Physical Education made and recorded against the skills as set out in the Derby City SSP PE resources. Records of children's

involvement in out-of-hours activities are held by the adult conducting the sessions and are available to all members of staff.

ADULTS OTHER THAN TEACHERS

We have found that voluntary help from parents, grandparents and friends of the school can be of tremendous benefit to the smooth running of the school. All adults working and helping in school are subject to strict checks and are monitored. Care is taken to ensure that insurance arrangements are adequate to cover adults involved in curricular and extra-curricular physical activities.

‘Vigilance is necessary where pupils receive help from personnel who are not trained as teachers. Those providing such help should be properly trained and qualified to give assistance. The levels of expertise conferred by any national governing body or national vocational qualification held by non-teachers should be known and be acceptable to the school.’

STAFF DEVELOPMENT

The Physical Education and Staff Development Co-ordinators are responsible for the facilitation of in-service training opportunities regarding physical activity for all members of staff, with details of coaching courses displayed in the staffroom.

THE ROLE OF THE PHYSICAL EDUCATION CO-ORDINATOR

The role of the PE co-ordinator is to:

- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in Physical Education throughout the school;
- support colleagues in their development of detailed work plans and implementation of the scheme of work and in assessment and record keeping activities;
- monitor progress in Physical Education and advise the Headteacher on action needed;
- take responsibility for the purchase and organisation of central resources for Physical Education;
- keep up-to-date with developments in Physical Education and disseminate information to colleagues as appropriate.
- to organise and attend out of school competitions and events with the school sports partnership which gives opportunities for as many pupils as possible to take part regardless of ability.

POLICY DISSEMINATION AND REVIEW

All teaching staff have been involved in the amendments to this policy. It will be reviewed annually, with the co-ordinator's role being to monitor implementation of policy into practice and effect the review. It is the Headteacher's role to ensure implementation.

APPARATUS POLICY

1. The learning of skills will progress slowly, ensuring they are acquired and fully understood.
2. Work will be carried out on the floor before applying it to apparatus.
3. Children will progress slowly from the floor to small apparatus, to medium pieces and finally to large apparatus. An appropriate height for children to work at has been considered in the whole school progressive apparatus plans.
4. Apparatus will be stored near to where it is to be used, either within the hall or in an adjacent storage area.
5. Safety in the layout of apparatus is paramount, ensuring there is space around the apparatus and that it is arranged to encourage the children to start from a variety of places.
6. Over-crowding will be avoided.
7. Each group will sit in the same area before the apparatus part of each lesson and bring out and put away a specified apparatus station.
8. Enough time will be allowed to develop the skills of sharing, lifting, carrying and placing small apparatus before progressing further.
9. Every child will be taught how to lift, carry and place apparatus. Teachers will help with difficult pieces and will check all apparatus before use.
10. Children will be given floor plans and photographs of the apparatus stations for which they are responsible.
11. Mats are to be placed to indicate dismount points. Apparatus used for sliding should terminate on a mat in order to protect the lower spine.
12. The children will sit on the floor away from the apparatus at the beginning and end of each task, preventing fidgeting with the apparatus, allowing the teacher to carry out safety checks, and helping children to focus attention on the task.

13. Queuing will be discouraged.

14. Floorwork tasks will be applied to the apparatus in order to challenge the children's understanding of the movement tasks. Words such as 'around', 'over', 'along', 'across', 'under', 'up', 'down' and 'through' will be used, encouraging variety and progression of the previously acquired movement techniques and gradually building up movement vocabulary.