

Thurlaston CE (Aided) Primary School



PE Policy

February 2010

Signed

Physical Education (PE) Policy

1. Aims and objectives

1.1 Our school believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. 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, endeavor to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils.

Through the selection of suitably differentiated and logically developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential. A balance of individual, paired and group activities; co-operative, collaborative and competitive situations aims to cater for the preferences, strengths and needs of every pupil. Such activities, experienced within a range of areas of activity, aim to promote a broad base of movement knowledge, skills and understanding. They also develop a pupil's ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender cultural or ethnic background.

The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem-solving. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness.

Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the whole school's planning for the development of pupils' communication, numeracy, PSHE and ICT skills.

1.2 Curricular Aims:

- 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 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 judgments on their own and others work, and to use their observations and judgments to improve performance.
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.
- To develop the ability to work independently, and communicate with and respond positively towards others.
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.

2. Staffing and Staff Development

2.1 All staff take responsibility for teaching their own class PE for at least 1 of 2 lessons per week.

2.2 Swimming is taught by specialist swimming instructors for the more advanced and our own staff for the beginners.

2.3 Where PE is used to provide PPA time the lesson is taken by the HLTA.

2.4 The HLTA will follow on-going lessons from the school scheme of work.

2.5 Where coaches are used (through the School Sport Partnership) all protocols are followed as laid down by AfPE (see Safe Practice policy)

- 2.6** Staff are encouraged to attend courses offered by the local authority and the SSP. Through our work with various partners, links have been created with external agencies to help provide examples of good practice for staff to observe.

3. Teaching and learning styles

- 3.1** 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/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.
- 3.2** In all classes there are children of differing 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. 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.
 - Using the **STEP** principle as embedded in the scheme of work.

4. Entitlement

- 4.1** As required, we teach dance, games and gymnastics at Key Stage 1. In Key Stage 2 we teach compulsory dance, games and gymnastics, plus two other activities: swimming and water safety, and athletics. The governors of the school have decided that we will also teach outdoor and adventure activities although some of this is accomplished through an educational visit.
- 4.2** Presently all year groups receive the 2 hours PE (including changing).
- 4.3** There is a sound curriculum map in place. The maps show clearly how much time has been allocated to each area of activity, how long units of work last for and where in the school the non statutory activities are placed. This map has been developed through looking at best use of facilities, the needs of the children in each key stage as well as other curricular demands.
- 4.5** The hall timetable has been planned to allow as much use of hall time as possible. Where possible, classes have an indoor and outdoor space available to them on their PE slot. This enables classes to still have a lesson in case of inclement weather. The allocation of units on the curriculum map has taken into account whether an activity needs just indoor space.
- 4.6** The PE coordinator working in conjunction with the SSCO (tutor for the national subject leader modules) is responsible for mapping the curriculum and OSHL programme, ensuring that pupils experience a coherent and progressive curriculum throughout their time in school.

5. PE curriculum planning

- 5.1** PE is a foundation subject in the National Curriculum. Our school uses the Leicestershire Scheme of Work as the basis for its curriculum planning in PE.
- 5.2** The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan/curriculum map, maps out the PE activities covered in each term during the key stage.

- 5.3 Our medium-term plans, which are the Leicestershire units (based on the QCA), give 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.
- 5.4 The class teacher adapts these units as required to fit the specific needs of their class by annotating the plans accordingly.
- 5.5 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 planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

6. The Foundation Stage

- 6.1 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 Early Years Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals. We encourage the children to develop confidence and control of the way they move, and the way they handle 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.

7. Out of School Hours Learning (OSHL)

- 7.1 The OSHL opportunities offered to all our children aim to complement and develop skills acquired in their curricular lessons. They also aim to offer children opportunities that they might not otherwise be able to access. We aim to encourage all children to take.
- 7.2 Registers of clubs are kept, in accordance with Safe Practice guidance, but also to enable us to identify those children who do not take part in extra regular activity.
- 7.3 Pupils take part in a range of intra and inter school competitions organised through the SSP and within the local school alliance.
- 7.4 Where possible as many opportunities for signposting children from our OSHL clubs into clubs in the wider community are taken.
- 7.5 Where outside providers of OSHL clubs on school site are used, all safe practice guidance is adhered to in accordance with AfPE (see Safe Practice policy).
- 7.6 We aim to have children as active at break and lunchtimes as possible. Children are encouraged to throw, catch, kick, balance, skip and use bats and balls. A wide range of equipment is provided. The children take responsibility for handing out the equipment, monitoring its use and collecting it in again. Activities are organised at lunchtimes by the Yr 5/6 Super Leaders

8. Contribution of PE to teaching in other curriculum areas

8.1 English

PE contributes to the Speaking and Listening aspect of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance.

8.2 Information and communication technology (ICT)

It is possible to use ICT to support P.E and this is identified in the medium term plans. However, it is not practical to do this for every unit. Once a year, one unit should be identified as an ICT focus. E.g. collecting data on pupil performances for athletics, or using the digital camera to record symmetrical balances as part of a mathematics project.

8.3 Personal, social and health education (PSHE) and citizenship

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.

8.4 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.

9. Teaching PE to children with special needs

9.1 We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of all children.

10. Assessment and recording

10.1 Teachers assess children's work in PE by observing them working during lessons. They may record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers assess the attainment of children using the assessment guidance in the Leicestershire Scheme of Work. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year, as well as to the subject co-ordinator to enable monitoring of levels of achievement against national standards.

10.2 The subject co-ordinator samples work in lessons by observation and by talking to the children and compares the evidence against the expected outcomes for the units of work and against the 10 outcomes of High Quality PE as produced by QCDA.

11. Resources

11.1 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 shed, and this is accessible to children only under adult supervision. All equipment is stored in labelled bags or boxes and it is expected that Teachers/HLTAs will ensure all equipment is returned correctly.

11.2 The hall contains a range of large apparatus (inspected yearly), 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. (See Safe Practice policy) The hall also contains a music centre to support the teaching of dance.

11.3 The children use the playground and field for games and athletics activities and the Hinckley Leisure Centre for swimming lessons.

11.4 The lunchtime equipment is stored separately from the PE equipment.

11.5 An annual audit of all physical education equipment is conducted by the PE coordinator in order to prioritise any necessary expenditure for the year.

12. Health and safety

12.1 The general teaching requirement for health and safety applies in 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.

12.2 For further guidance on school's health and safety procedures in terms of PE please refer to the Safe Practice PE policy and the risk assessment file.

13. Monitoring and review

13.1 The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leader has specially-allocated, regular management time (Primary Link Teacher time) in order to review evidence of the children's work, undertake lesson observations of PE teaching across the school and fulfil requirements set by national PLT subject leader training modules including data collection procedures as part of the national Physical Education School Sport and Club Links Strategy (PESSYP).