

Physical Education Policy

Philosophy:

The school believes that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. The physical education curriculum aims to provide for pupils' increasing self-confidence through an ability to manage themselves successfully in a variety of situations. A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil's needs and abilities. Progressive learning objectives, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations 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.

Aims:

- 1) Pupils are committed to PE and sport and make them a central part of their lives - both in and out of school.** They seldom miss PE lessons, remember their kit and get changed on time. They make sure they are available for sport events and take responsibility for not letting down others. They encourage other pupils to get involved and help adults to organise lessons and activities.
- 2) Pupils know and understand what they are trying to achieve and how to go about doing it.** They know how to think for each area of activity and when and how to use composition, choreography, games strategy, athletic tactics and problem solving. They also know how they are judged in each area of activity. Pupils generate success criteria for lessons.
- 3) Pupils understand that PE and sport are an important part of a healthy, active lifestyle.** They know how PE and sport contribute to a balanced healthy, active lifestyle and how different activities affect their fitness, health and feelings about themselves. They can explain how the school helps them to maintain a healthy, active lifestyle.

- 4) **Pupils have the confidence to get involved in PE and sport.** They are willing to demonstrate what they can do, volunteer questions and answers, ask for help when they need it and talk positively about their achievements. They help others and are happy to take part in any capacity. They try new activities without worrying about failing.

- 5) **Pupils have the skills and control that they need to take part in PE and sport.** They show good body control, have poise and balance, and show fluency and accuracy in their movements. They can apply and adapt a wide range of skills and techniques effectively.

- 6) **Pupils willingly take part in a range of competitive, creative and challenge-type activities, both as individuals and as part of a team or group.** They get involved in any activities in PE lessons and take part in different school sport activities. They are happy to work and perform on their own, as well as in groups and teams.

- 7) **Pupils think about what they are doing and make appropriate decisions for themselves.** They work without constant prompting and ask questions so that they can organise themselves and make progress. They come up with ideas and strategies to help them improve. They react to situations intelligently when performing, taking into account others' strengths and weaknesses.

- 8) **Pupils show a desire to improve and achieve in relation to their own abilities.** They are determined to achieve the best possible results and spend extra time practising. They often compare their performance to their own in the past and to other people and feel that they could do better still. They ask for advice on how to improve.

- 9) **Pupils have the stamina, suppleness and strength to keep going.** They concentrate well and maintain their energy and activity levels. They seldom miss PE because of illness or injury and are physically strong and flexible enough to take part in activities.

10) **Pupils enjoy PE, school and community sport.** They are keen to take part and talk about what they are doing with enthusiasm. They show an interest in the PE/sport notice-boards and often watch or read about PE and sport. They are eager to get to PE lessons and smile a lot!

Entitlement:

All children are offered a minimum of 2 hours of sport every week, comprising:

- At least 2 hours high quality PE in the curriculum (5-16 year olds)
- The opportunity for at least a further 3 hours sport beyond the school day delivered by a range of school, community and club providers (5-19 yr olds)

The school provides children in the Early Years, Key Stage 1 and Key Stage 2 with the full entitlement of two hours high quality Physical Education a week. This is delivered through two lessons of 1 hour duration. Units of work are blocked so that for a set period of time all the lessons are on the same activity e.g. six weeks of gymnastics. Each class is timetabled so that they can access the hall for the duration of the unit that they are studying. They also have access to outside on the field and playground. The school also offers children in Key Stage 1 and Key Stage 2 a further one hour beyond the school day delivered by a range of school, community and club providers.

Curriculum Planning:

Where appropriate, PE is organised in topics to promote greater cross-curricular planning, teaching and learning.

Key Stage 1 and 2 follow progressive planning for a range of sports, planned by the PE coordinator. For gymnastics and dance, Early Years, Key Stage 1 and Key Stage 2 follow the progressive scheme of work LCP. These units support the QCA scheme of work and deliver the National Curriculum for Physical Education. The school also uses the Luton Schemes of work to enhance learning and provide variety and extension lessons. All units are available to all staff and they will be expected to evaluate each unit, feeding back to the subject leader. This allows for curriculum review in relation to content, progression, continuity, teaching and learning. Individual lessons should be evaluated to inform planning and ensure differentiation.

At Key Stage 2, swimming is taught by a swimming instructor with support from the staff. Information on progress, assessment of attainment is provided by the instructor in consultation with the class teacher.

Teaching and Learning:

The organisation of PE 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, co-operative and to face challenges as individuals and in small groups or teams. They will learn how to think in different ways to suit the different challenges. They will be given the opportunity of demonstrating their learning, using a range of communication styles, allowing for effective assessment. This assessment will be used to inform planning and promote greater learning.

The structure of the scheme of work will promote teaching and learning as it provides both continuity and progression. The scheme of work specifies progression of skills, knowledge and understanding.

Assessment, Recording and Reporting:

Each child leaving a key stage is given an over-all NC level in this subject. The guidelines are specified in the NC guide for teachers. The school will follow these guidelines to give a child a 'best fit' NC level at the end of each school year. A formal record of this will be kept only in years 2 and 6. The end of year report will also form the formative report of a child's progress, strengths and weaknesses in this subject. The subject will be monitored and evaluated by the subject leader as outlined in school's development plan for monitoring and assessment.

Additionally, children will partake in yearly fitness tests to monitor how their strength, speed and stamina have improved over the course of the year. These results will be monitored by the subject leader.

Training:

Training is always available to the staff to ensure that standards of delivery are high. The subject leader regularly attends courses and subject leader network meetings. The subject leader always aims to keep abreast of new movements and initiatives. Local coaches may even be invited in to work alongside teachers to raise the standard of teaching and learning in these sporting areas.

Monitoring:

The Subject Leader and/or the Headteacher monitor PE through the school by:

- Planning scrutiny
- Observing PE lessons
- Talking to the children and teachers about PE in school which includes notes from House Meetings.
- Analysing assessments to identify strengths and weaknesses across the curriculum.
- Completing a SEF in conjunction with the schools SSCO to identify strengths and provide areas for development.

Differentiation:

Physical education in the school will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges.
- Respond to pupils' diverse learning needs.
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils.

The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN code of practice. Some pupils may need specialist equipment and approaches or alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external agencies, or in some circumstances, with a statement of special educational needs.

Any classroom support provided must extend into physical education lessons as appropriate. Teachers and Adults Other Than Teachers (AOTTs) working with the children will be made aware of any pupils who have special educational needs or medical conditions. The SENCO will liaise with all staff to ensure all pupils' needs are met in relation to teaching and learning in PE.

Equal Opportunities and Inclusion:

Every pupil has equal access to national curriculum physical education. Learning experiences are differentiated in such a way as to meet the needs of all pupils. All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

Safe Practice:

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. The school follows the "Safe Practice in Physical Education" guidance provided by Baalpe. A copy of the Baalpe manual can be obtained from the subject leader. All pupils must be taught how to handle and carry apparatus and resources appropriately. They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.

All jewellery must be removed by the child and locked away by the teacher. Earrings must be removed. Earrings should not be taped (See Baalpe manual for extra guidance) If special clothing or jewellery cannot be removed for any reason including religious an indemnity form must be signed by the Parents. All staff and children must be dressed in appropriate clothing. (See Baalpe manual for extra guidance) If a child has no PE kit a reminder letter is sent home to the parents and the child should complete a lesson evaluation form.

Equipment and Resources:

All resources are recorded on the Resource List for PE which each member of staff keeps with their overview folder. A list is also on the inside of the PE cupboard. These are regularly reviewed in order to ensure they are appropriate to the range of ages, abilities and needs of the children in order to enhance learning. Resources are kept in the outside PE cupboard or in the Main Hall. Resources cards, books, videos and music CD's are kept by the PE Subject Leader. Resources should be counted out and counted in, returned in good condition and working order. The pupils should be encouraged to:

- Look after resources
- Use a range of resources to promote learning
- Return all resources tidily and to the correct place (staff should oversee)
- Be told of any safety procedures relating to the carrying or handling of resources.

Any damage, breakage or loss of resources should be reported to the Subject Leader as soon as possible. Any damage to a piece of apparatus which could cause subsequent injury must be isolated from use and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.

Bad Weather:

In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made. These may include class based activities around the activity, or rescheduling the activity for another day. If the indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning objectives to be achieved. However, for all competitive sports, with the exception of tennis, lessons should take place outside. The hall is only booked as a provision in case of bad weather.

Read and Reviewed by Mr G. Iszchak March 2015