Beam County Primary School

Policy for

Physical Education

Updated: 14th October 2015

To be reviewed: 14th October 2016



PHYSICAL EDUCATION POLICY

POLICY STATEMENT AND CURRICULAR AIMS:

The 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, endeavour 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 or 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 help to 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. This work is closely aligned with the school's policy on Health Education.

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 in to the whole school's planning for the development of pupils' communication, numeracy, PSHE and ICT skills.

Aims:

The School's aims for Physical Education are:

To develop skilful use of the body, the ability to remember, repeat and refine actions 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 judgements on their own and others work, and to 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). These aims support and develop the four core strands of learning, safety principles and social.

Entitlement:

The school provides all pupils with the full entitlement of two hours <u>high quality</u> Physical Education a week. This is normally delivered through two lessons of 1 hour duration. Units of work are blocked do that for a set period of time all the lessons are

on the same activity e.g. seven weeks on Gymnastics. The school has adopted this as being the most effective way of promoting learning in PE.

Foundation Stage:

Here the lessons are structured so that there are 2 main sessions per week of approximately 45 minutes aimed at physical development, with extra shorter sessions of outdoor activity. All sessions are aimed at the Desirable Outcomes and Early Learning Goals.

Key Stage 1 x 2 lessons − 1 hour duration each lesson

Key Stage 2 x 2 lessons – 1 hour duration each lesson

Each class is timetabled so that they can access the hall for their weekly PE session.

Staff currently use a range of schemes to deliver the national curriculum for physical education. These units are used as the basis of their planning, ensuring appropriate progression, continuity, teaching and learning. Individual lessons should be evaluated to inform planning and ensure differentiated.

At Key Stage 2, swimming is taught to Year 3 children and reinforced again in Year 6, by a Swimming Instructor with support from a member of staff. Information on progress, assessment of attainment is provided by this person in consultation with the class teacher.

Teaching and Learning:

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

Children will be presented with opportunities to be creative, competitive, cooperative and to face challengers as individuals and in small groups or teams. They will learn how to think of 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 leaning. The structure of the scheme of work will promote teaching and learning as it provides both continuity and progression. This scheme of work specifies progression of skills, knowledge and understanding.

Assessment and Recording:

At present pupils work is assessed throughout each unit of work. Pupils progress is monitored by the individual class teacher who uses these methods to set targets for the individual pupil, based on their strength and weaknesses.

Equipment and Resources:

Resources are kept in the P.E. store. Resources 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 should be returned in good condition and working order. Pupils should always be supervised by an adult while collecting or returning resources to the cupboard. This is to be done of safety grounds and also to ensure that resources can be appropriately and tidily stored, allowing for better use and maintenance for all users. Pupils should always be encouraged to:

- Look after and respect resources
- Use different resources to promote learning
- Be told of any safety procedures relating to the carrying or handling of resources.

Any damage, breakage of loss of resources should be reported to the PE Coordinator as soon as possible. Any damage observed done 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. Specific advice on teaching skills relating to Gymnastics can be found in the PE folder in their classroom.

Safe Practice:

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. This school follows the 'Safe Practice in Physical Education' guidance provided by Baalpe and Barking and Dagenham LEA. A copy of Baalpe manual is in the staff room. Staff have been made aware of this guidance and are aware of the need for an appropriate risk assessment. All pupils must be taught how to handle and carry apparatus, resources appropriately. They

should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.

Clothing for P.E. activity:

For indoor physical activity, pupils should change in to shorts and T-shirts. They should not wear shoes or outside trainers, but plimsolls or bare feet if not.

For outdoor activities they should wear clothing appropriate to the season with trainers or suitable footwear. For safety reasons pupils are not permitted to wear any form of jewellery as outlined in the school's uniform policy.

Gymnastics:

Before each lesson staff should ensure that environment is safe they should check that the floor surface is not slippery and that there is no superfluous equipment or projections. Pupils should be safely attired.

Games Safety:

Before each session staff should check the condition of the ground. Any equipment used should be in a safe condition. Pupils should be safely attired. The school has a procedure for accidents occurring while children are outside. The teacher stays outside and sends a child to the office asking for help.

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 to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists, or in exceptional circumstances, with a statement of special educational needs.

Differentiation (Continued)

Any classroom support provided must extend in to physical education lessons as appropriate. Teachers and Adults Other Than Teachers (AOTT's) 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 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.

Assessment and Reporting:

Assessment is normally carried out by teachers in the course of the normal class activity. Formative assessment and summative assessment methods are used. These will allow a picture to be built up of the pupils progress, any areas of strength or weakness. Individuals will be set challenges appropriate to their attainment and will be involved in making judgements on their own progress – suggesting how they need to improve.

Pupils will be given the opportunities to provide evidence of their knowledge, skills and understanding by contextual tasks, performances and questioning. Knowledge and understanding must underpin the skill demonstrated; this is best achieved through contextual tasks and not in isolation. Lessons are not the only place that pupils demonstrate their knowledge, skills and understanding wherever practicable staff will consider pupil's outside interests e.g. lunch-time or after school clubs, local team etc. In accordance with the school's policy parents will receive a written report on all aspects of pupil's school work at the end of the summer term. This will include PE and should indicate to the parents the range of activities covered and areas of personal strength and weakness.

Staff Continued Professional Development (CPD):

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of the activity that is being taught. Staff should indicate where they feel they need support so that appropriate support can be given through INSET. All staff who attend any CPD course must provide feedback/disseminate the information.

Out of School Hours Learning (OSHL):

The school offers a range of 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.

Selection of Club:

If possible, entry to a club should be open to all. This will, however, depend on the activity and the intention of the person running the club. If that person feels age, ability or aptitude are criteria for entry then inevitably they will select membership, possibly by means of trial or auditions. Otherwise clubs should be open to within manageable proportions.

Club Days and Fixtures:

Clubs would normally take place once a week. Should a particular event arise then additional training or practice is to be arranged as required. Sporting fixtures should, wherever possible, be arranged on club days.

Club Equipment:

It is the responsibility of the club leader to ensure the safe and correct return of any equipment used, from where it was obtained.

Cancellation of Club Sessions:

When a club session has to be cancelled club leaders must give parents of the members as much notice as possible (24 hours would be desirable).

If no notice can be given the club leader takes responsibility for contacting parents to ensure safe dismissal of club members.

The club leader should as make cancellations known to PE Leader and School Office.

Foul 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

adaption still allowing the learning intentions to be achieved.

Gifted and Talented:

The school maintains a gifted and talented register on which pupils with special

talents in PE and sport are included. The school takes an interest and fosters the

development of such talents both within the school and through encouragement to

join outside clubs. The gifted and talented pupils will also have the opportunity to

watch and train with elite athletes.

This policy will be reviewed annually by the school's management team and whole

staff, in the light of regular monitoring of the learning through teaching taking place

in the school.

Dated: 14th October 2013

Updated: October 2014

Review:

Signed.....

Governing Body.....