



Physical Education Policy

In our school, the wellbeing and education of all our children comes first

Reviewed	Autumn 2018
Review	Autumn 2020

Policy Statement

The school believes that Physical Education should give every child, whatever their ability, an equal opportunity to develop their physical competence to their full potential so that they are able to move effectively, efficiently, safely and with enjoyment.

A broad and balanced curriculum is intended to provide for pupil's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations.

Through the selection of suitably differentiated and logically developed tasks, it is intended that pupils will enjoy success, be inspired and will be motivated to further develop their individual potential.

A balance of individual, paired and group activities is planned for; co-operative, collaborative and competitive situations aims to cater for the preferences, strengths and needs of every pupil.

Whilst retaining its unique contribution to a pupil's education, Physical Education also has considerable potential to contribute to wider areas of learning through cross-curricular links.

Every child has the right to be physically literate.

Aims

- To promote physical activity and healthy lifestyles.
- To develop motor-skills and agility.
- To share the learning objectives with pupils and encourage them to reflect on their actions in order to improve the quality of performance.
- To develop skills to ensure safe practice in all activities.
- To improve co-ordination, flexibility, strength, balance and expression.
- To cultivate positive attitudes towards physical activity – the conventions of fair play, honest competition and acceptable sporting behaviour.
- To provide opportunities for a wide experience in many types of movements and activities, both with and without apparatus.

Entitlement

All children are entitled to a progressive Physical Education programme which takes account of individual needs. The school provides all pupils with at least two hours high quality Physical Education a week. Units of work are blocked so that for a set period of time all the lessons are on the same area of activity e.g., seven weeks on Gymnastics.

Foundation Stage

Here the lessons are structured so that children receive 1 large session per week with outdoor and indoor activities provided on a daily basis to foster physical development. These are aimed at the EYFS curriculum.

Each class is timetabled so that they can access the hall for the duration of the unit they are studying. Other year groups may be timetabled to use the outside space, weather permitting, to also facilitate this provision.

Curriculum Planning

The school currently follows the progressive scheme of work provided by the PE Primary Website. It is a new, more up-to-date scheme of work which also offers additional resources such as video clips so the children can see and be taught the correct technical moves/skills needed in a particular unit of work. This scheme of work was introduced at the beginning of the Autumn term 2014 in line with new curriculum guidance and expectations.

Relevant units are available to all staff who teach them, including our Sports Specialist Teacher who currently teaches PE to all KS2 year groups which is funded by the school through the PE and Sports funding, as well as the class teachers, and they will be expected to evaluate them, feeding back to the Subject Leader. This allows for curriculum review in relation to content, progression, continuity, teaching and learning in addition to further planned opportunities for CPD as appropriate.

Currently we are reviewing and investigating other schemes to ensure that our PE provision is as up to date as possible.

The Scheme of Work is centrally held by the P.E. Co-ordinator who supports other staff with their planning.

Individual lessons will be adapted accordingly and provide cross curricular links to fit in with topic titles where possible. The assessment should be ongoing to inform planning and ensure differentiation takes place.

These units deliver the National Curriculum for Physical Education.

At Key Stage Two, Swimming is taught by the Swimming Instructor with support from the staff. Information on progress and 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 and the ability to perform reflectively.

Children will be presented with opportunities to be creative, competitive and co-operative. They will also focus on questioning and use AfL strategies to demonstrate, assess and improve their own learning and the learning of others. This scheme of work specifies progression of skills, knowledge and understanding.

Any children who do not participate in a PE session for whatever reason will be given a specific role so they are fully included in the lesson. This role may be as a referee, to evaluate good practice, to peer assess or to record the aims/skills/activities being taught.

Assessment, Recording and Reporting

Pupils will be assessed throughout and at the end of each unit of work using our Target Tracker system which informs future planning.

Pupils will be monitored by the class teacher who will set realistic targets for the individual pupil based on their strengths and weaknesses.

The use of ICT will support learning and provide evidence of PE sessions, some of which will be uploaded onto our website. In accordance with the school's policy, parents will receive a written report on all aspects of a 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.

Lessons are not the only place that pupils demonstrate their skills, knowledge and understanding, wherever practicable staff will consider pupil's outside interest eg, lunch-time or after school clubs, local teams, testimony of parents, evidence of clubs outside school, residential, etc.

Equipment and Resources

Equipment is stored in the PE area in the Infant Hall. Children are encouraged to look after resources, use a range of resources to promote learning and follow correct safety procedures with the equipment.

The P.E. Co-ordinator should be informed of any equipment which is broken or needs replacing. Resources are replaced as and when required.

Only adults should collect and return equipment from the PE store. It should be kept neat and tidy in order for equipment to be easily accessible.

Safe Practice

All teachers are responsible for safety in their own lessons and are, therefore, be familiar with health and safety procedures. It is the teacher's role to decide whether a risk is significant and, if so, to determine and implement the precautions necessary to eliminate or minimise the risk presented (BAALPE).

Children should be taught how to handle and use apparatus safely under the supervision of an adult.

They should be made aware of safe practice fundamental to safety.

Teaching Areas

The class teacher must ensure that the desired area for teaching a lesson is in a safe, hazard free condition. Clear, defined boundaries are set for the children to work in.

The school field is separated from the school grounds by two gates, each secured with a padlock. The class teacher using the field is responsible for acquiring the keys and ensuring both gates are locked after the lesson, returning the keys.

Competitions

The school participates in inter-schools events which are organised by the PE Co-ordinator.

Having reviewing ways to improve our sports competition participation further with the extra funding provided by the Government for this current and next academic year, we buy into the Ellesmere Port Helsby, Frodsham & Neston School Sport Partnership.

Intra – competitions are now a more regular feature in school where children participate in sporting events in their house teams. This may be within a PE session or an organised event such as during National Sports Week.

Sports Day is held annually where the children compete against each other in races, gaining points for their house team. The winning team is presented with a trophy.

Lunchtimes/Playtimes

The mid-day supervisors offer various activities to children at lunchtime. They encourage children to take part in physical activities and help older children to befriend new starters or lonely children.

They use a rota to ensure a repertoire of activities are offered including skipping, football, hockey and tag.

We have large apparatus installed in the playground for the children to use. This is allocated to each year group on a rota basis for playtime and lunchtime enabling all children to have access to this facility at some point.

Extra-Curricular Clubs

A range of after school clubs are offered to the children at a small cost by teaching staff and specialist coaches, many of which are of a sporting nature. They include activities such as: cricket, cheerleading, football and circuit training.

We also host an annual cross country race at our school on the field where local schools from the area are invited to attend. This is for Key Stage 2 children.

Residential

Upper Key Stage 2 children are offered a 5 day residential visit to The Manor. The Manor is an activity/adventure based setting that promotes fun, challenging and demanding physical activity. The children who attend have the opportunity to take part in canoeing, rock climbing and mountain biking amongst other activities.

Our Year 2 children are offered a 2 day residential visit to Foxhowl in Delamere Forest where they undertake activities such as den building, a walk through the forest with a ranger, an assault course and woodland games.

Community

We support parent partnership in promoting physical activity and recognise that parental role-models are essential for children to make a life-long commitment to physical activity and exercise.

Our school promotes and advertises sporting activities and events which take place in the local community on our website and through weekly newsletters. We love to share and celebrate sporting achievements from our talented children in assemblies and on the weekly newsletter.

We also encourage the school grounds to be used by the wider community for football training.

P.E. Kit

Children are expected to wear white or black sports shorts with an elasticated waist or black jogging bottoms and a plain white t-shirt or polo shirt. Girls may wear black cycling shorts or yoga pants. Elasticated or Velcro black pumps should be worn by children in Key Stage 1. Appropriate plain pumps or trainers should be worn by children in Key Stage 2 and a jumper or sweatshirt can be worn during outdoor lessons if desired.

P.E. kits should remain in school throughout the half term so all children have access to a P.E. kit for each of their sessions. The P.E. kit will be sent home to be washed at the end of each half term.

Long hair should be tied back for each session and earrings should be removed.

We have bibs in the team colours for the children to wear in PE lessons and for events such as Sports Day and Intra-events planned for throughout the year.

We are investigating PTA funding for spare PE kits for each class so any child who does not have the correct PE kit or forgets their PE kit will now still be able to participate in the lesson.

Children use their own classroom as a changing facility under the supervision of the class teacher. Alternative arrangements can be made in the event of personal or sensitive situation, in conjunction with the class teacher or parents.

Differentiation

All children have differing needs, abilities and interests. Therefore it is necessary to develop differentiated tasks so that all children are appropriately challenged to achieve successful outcomes. Children's self-confidence in their abilities within PE is crucial, and teachers must be sensitive to the range of demands which may be made.

Equal Opportunities and Inclusion

Every pupil has equal access to National Curriculum Physical Education. Learning experiences are differentiated in such a way to meet the needs of all pupils. As we promote an inclusive school policy, all pupils have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

Staff Development (CPD)

Opportunities are taken for the co-ordinator to attend courses in order to keep up-to-date with the PE curriculum. 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 indicate where they feel they need support so that appropriate support can be given by the PE coordinator through INSET.

Teachers have the opportunity to work alongside specialist Sports Coaches to "upskill" by sharing good practice.

Foul Weather

In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements will be made. These may include class based activities around the activity or rescheduling the activity for another time. If indoor space is available, the activity could be taught inside with modification or adaptation still allowing for the learning objectives to be achieved.

Loss of Teaching Time/Space

Whenever it is impossible to teach the planned PE lesson, this should be recorded and teachers should endeavour to revisit the learning as soon as it is practical.