

St John's CE (VC) First School, Bishops Wood

Physical Education Policy

1 Aims and objectives

1.1 Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. Therefore both teachers and children should be aware of its importance. We provide the broad and balanced programme of physical education we believe every child should have; with activities designed to be enjoyable, vigorous, purposeful and regular. Through providing positive experiences, a lifelong interest in physical activity is encouraged. The range of physical activities is wide and includes athletics, dance, games, gymnastics, swimming and outdoor education. We encourage participation in physical activity outside of the two hours offered as part of the curriculum. Varied opportunities for engagement in physical activity are offered at lunchtimes and after school. All children take part in physical activity for 15 minutes every day on top of what is offered through the PE curriculum.

1.2 The aims of PE are:

- To promote and champion a healthy and fulfilling lifestyle by developing self-motivation to take part in physical activity outside school as recreation:
 - By developing a positive attitude and interest in a wide range of physical activities.
 - By raising awareness of issues regarding Health Related Fitness.
- to enable children to develop and explore physical skills with increasing control and co-ordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way children perform skills and apply rules and conventions for different activities;
- to increase children's ability to use what they have learnt to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to develop the children's enjoyment of physical activity through creativity and imagination;
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.
- To ensure every child has the opportunity to take part in after school sports clubs, as well as external competitions and tournaments.
- To help establish the individual child's self-esteem and confidence. To develop social skills (cooperating in groups, playing fairly to rules, mixing with children from other schools).
- to encourage links with community sports and clubs

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2 Teaching and learning style

2.1 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.

2.2 All classes have 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;
- setting tasks of increasing difficulty, where not all children complete all tasks;
- 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.

2.3 KS1 pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns. (2014 National Curriculum)

KS2 pupils Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.

They should enjoy communicating, collaborating and competing with each other.

They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team

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- compare their performances with previous ones and demonstrate improvement to achieve their personal best. (2014 National Curriculum)

3 PE curriculum planning

3.1 PE is a foundation subject in the National Curriculum. Teachers should use the curriculum framework as a starting point when planning their work in Physical Education.

Time Allocation: Government stipulates all children should have a "Five hour offer" of PE and Sport. This is: 2 hours of PE lessons per week in curriculum time, an additional 1 hour through clubs and extra-curricular activities on the school site and a further 2 hours through a mixture of school and community/club organised sport.

P.E lessons in Key Stage One should be focused on the fundamental movements skills and core skills which form the basis of games, dance and gymnastics

P.E lessons in Key stage Two should be based on a sport to teach fundamental movement skills

3.2 The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term and cater for the mixed age classes by planning for Year A and Year B. The PE subject leader works this out in conjunction with teaching colleagues in each year group.

3.3 We use the Devon 'PEDPASS' scheme as our medium-term plans. They detail each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work. They also include 'core tasks' which help to assess children's ability at the beginning and end of each unit, supporting teacher assessment and helping to ensure progression.

3.4 Class teachers plan for each PE lesson, based on the PEDPASS medium term plans. These state the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher and subject leader often discuss them on an informal basis.

3.5 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 medium term plans, so that the children are increasingly challenged as they move up through the school.

4 The Foundation Stage

4.1 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 Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop

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confidence and control of the way they move, and the way they handle tools and equipment. We use 'Leap Into Life' to 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. Children also take part in physical activity through 'squiggle while you wiggle' sessions and ??? They have a one hour discrete PE lesson in addition to this provision

5 Contribution of PE to teaching in other curriculum areas

5.1 English

PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve.

5.2 Information and communication technology (ICT)

We use ICT to support PE teaching when appropriate. In dance and gymnastics children may make video recordings of their performance, and use them to develop their movements and actions. Older children compare each other's performance from recordings and use these to improve the quality of their work.

5.3 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.

5.4 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.

6 Teaching PE to children with special educational needs

6.1 At our school we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

6.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, and differentiation - so

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that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

- 6.3 We enable pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school, for example, a sports event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7 Assessment and recording

- 7.1 Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement against the National Curriculum levels of attainment, using statements from the PEDPASS scheme of work; children are recorded as working at, below, or above the expected standard for their year group. They record this information and use it to plan the future work of each child. 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.

8 Resources

- 8.1 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 store, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, 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. The children use the school field for games and athletics activities.

9 Health and safety

- 9.1 We encourage the children to consider their own safety and the safety of others at all times. Children are involved in the process of carrying out risk assessments during PE lessons and are made aware of any potential risks.
- 9.2 We expect children to change for PE lessons into the agreed clothing. Gymnastics and dance are done in bare feet to give quality of movement and safety on apparatus, even with a verrucca, as the virus is everywhere (guidance from LA). No jewellery is worn for any physical activity. Teachers wear appropriate clothing when teaching PE. For short sessions of physical activity (e.g. 15 minute run, Leap into Life) children are allowed to wear school uniform but may change into trainers if their school shoes are not appropriate.
- 9.3 We believe that taking part in sports, games and activities is an essential part of school life for all pupils. It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or

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epilepsy) so they can participate safely and as fully as possible. It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary. The school ensures that all staff know what to do in an asthma attack and although staff are not required to administer medicines to pupils, an exception is made in the case of asthma inhalers. If a pupil needs to use their inhaler during a lesson they will be encouraged to do so. All inhalers are labelled with the child's name and stored in a box where the child can have access to it. The school is guided by the advice of Asthma UK and works in partnership with all interested parties to ensure the policy is implemented successfully.

10 Safeguarding

10.1 All adults working with children in school are to be checked for appropriate DBS clearance. This includes coaches working for a term at a time as well as staff working on a one off basis or with clubs.

11 Monitoring and review

11.1 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. It 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 completes an audit and action plan according to our subject monitoring cycle in which she evaluates the strengths and areas for further improvement.

12 Extra-curricular activities

12.1 The school provides a range of PE-related activities for children during lunchtimes and at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each half term. The school also plays regular fixtures against other local schools. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

Signed:

Signed:

Clare Myatt
PE Coordinator

Governor

Date:

Date: