

Sherborne Abbey CE VC Primary School

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 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 are also desirous of developing 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 PSHE.

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.

Aims:

The School's aims for Physical Education are:

- ❖ 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

- ❖ judgements on their own and others work, and to use their observations and
- ❖ judgements 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.

Entitlement:

The school aims to provide all pupils with the full entitlement of 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 eg. Six weeks on gymnastics. Children will be taught a wide variety of sports such as football, netball, hockey, basketball, dance, gymnastics, cricket, rounders, tennis, swimming, rugby, badminton and athletics.

Foundation Stage:

Here the lessons are structured so that there are regular sessions aimed at physical development. These are approximately 45 mins in duration and are aimed at the Early Learning Goals. Physical Development skills are planned every day to take place during self-directed time.

P.E in Key Stage 1.

Children continue to build on their early experiences and move into paired and group activities. They begin to play simple games, explore and link actions, improve coordination and response to stimuli. They develop greater awareness of others and begin to develop their own ideas and creativity. Children improve their use of apparatus and equipment and continue to develop gross motor skills and hand-eye coordination. They learn to refine skills in throwing, catching and kicking balls and working cooperatively. They continue to develop coordination, balance and achieve greater control over their movements. They develop their visual and auditory awareness and begin to express themselves through movement and communicate ideas and feelings about their performance.

P.E in Key Stage 2.

Children build on their previous experiences through a broader P.E curriculum. They learn specific skills and refine and improve existing ones. Children learn and demonstrate the importance of teamwork in pairs and small groups, and are taught common skills and principles for playing games with increasing complexity. They are given opportunities to be creative in developing their own rules as well as learning the conventions of traditional games. Children will take part in competitive experiences and develop greater awareness over the importance of their efforts as well as winning. Children begin to sequence movements with greater complexity, and develop poise and control over their actions, including equipment and apparatus. They respond creatively to stimuli and improve compositional work, performance and content. They become confident at evaluating their own performances and others, and reflect on how they can refine and improve their skills. Children develop greater awareness of the importance of physical activity and the effect upon their own body.

Each class is timetabled so that they can access the hall for the duration of the unit that they are studying.

Curriculum Planning:

Relevant units are available to all staff who teach them and they will be expected to evaluate these units, 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.

Teachers must ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas and fitness and health.

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. This scheme of work specifies progression of skills, knowledge and understanding.

Non - Participation

If a child is unable to participate an explanation/letter is needed. If a child has no kit we will endeavour to provide kit. If this happens regularly a letter will be sent home to the parents. Any child unable to participate in the activities need to productively engaged in another activity. Older children can act as officials or evaluators who feedback to the performers.

Assessment and Recording:

Pupils work will be assessed throughout each unit of work using formative assessment methods. Contextual core tasks will allow teachers to compare pupils against the attainment target and expected outcomes.

Pupils progress will be monitored by the individual class teacher who will use these methods to set realistic targets for the individual pupil, based on their strengths and weaknesses.

Pupils may also use ICT to record their achievements and to enhance learning. This could include digital photography/ video and data handling.

Equipment and Resources:

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 are kept in the store cupboard in the hall and outside store.

(Please do not use indoor equipment for outdoors activities and visa versa)

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 different 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 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.)

Teaching books, resources for teachers are located Mr Howells' room.

It is an expectation that staff are appropriately dressed to teach Physical Education.

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 The Association for Physical Education and Dorset LA . A copy of the Safe Practice in Physical Education and Sport book is located in Mr Howells' room.

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.

Staff who lack confidence in teaching areas of activities will be supported by access to INSET training either in school or on courses.

Safeguarding:

Children have the right to feel safe when getting changed. Older children will change separately and be supervised by an appropriate member of staff.

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

Differentiation can be best provided for by using the STEP approach.

S = change the space available

T = change the time allowed

E = change the equipment, e.g. softer or larger balls, different sized bats, etc

P = change the people, e.g. size of the groups

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.

Assessment and Reporting:

Assessment is normally carried out by teachers in the course of the normal class activity. Formative assessment and summative assessment methods will be used. This 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 eg. Lunch-time or after school clubs, local teams etc.)*

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. It will also indicate to the parents whether the individual is working in line with, above or below national expectations.

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 activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader or the PE Adviser 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 lunch-time and after school activities. These are open to any pupil in the relevant year group. Staff will notify pupils of any cancellation or rearrangement of clubs as soon as possible.

School Club Links:

The school seeks to make links with local community clubs whenever possible, e.g. link with the Yeovil and Sherborne Hockey Club and South Coast Tigers Basketball Club. The school will signpost children who show particular talent in a sport to local clubs or associations.

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 adaptation still allowing the learning intentions 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 is practical.

Monitoring and evaluation

The co-ordinator will monitor teaching and learning

The co-ordinator will undertake interviews with children regarding their work, attitudes, and preferences in PE and physical activity.

A survey about OSHL will be completed by children and their parents.

Policy agreed : December 2012

Review of Policy: December 2015