

PHYSICAL EDUCATION POLICY

MARY DEAN'S C OF E PRIMARY SCHOOL

RATIONALE

Mary Dean's C of E Primary School believes that P.E. is essential to the development of the whole child-academic, social, emotional, spiritual and physical. It provides the foundation for a healthy lifestyle and promotes character building, co-operation and self-esteem

"A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect."
(The National Curriculum DFE-00176-2013)

THE AIMS OF PHYSICAL EDUCATION

Physical Education in the National Curriculum provides a basis for us to deliver a broad, balanced and differentiated physical education programme which helps us to fulfil our main aims.

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Alongside these aims the child will be offered the opportunity to:

1. Learn how to select and apply skills, tactics and compositional ideas to suit activities;
2. Set targets, compete against others, both individually and as a team member;
3. Understand what it takes to persevere, succeed and acknowledge the success of others;
4. Respond to a variety of challenges;
5. Develop a positive attitude to participation in physical activity.
6. Develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.
7. Develop the ability to work as a team player, taking the lead and learning to work collaboratively with others.
8. Promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.

We aim to deliver a balanced programme which provides children with opportunities to promote physical development and competence and to develop artistic, aesthetic and linguistic understanding through movement.

We aim to give all children the opportunity to extend their range of physical skills and develop their proficiency as well as appreciating the benefits of participation. Through physical education we aim to develop interpersonal and problem-solving skills, develop personal qualities through the Olympic/Paralympic values, such as self-esteem, confidence, tolerance and empathy, and help forge links between the school and its community.

THE SCHOOL

(a) THE ROLE OF THE PE CO-ORDINATOR:

1. Developing a PE Policy.
2. Developing, maintaining and renewing PE lesson resources to support the schemes of work.
3. Supporting colleagues to ensure the inclusion of all children in high quality PE and school sport.

4. Organising staff training opportunities, to meet identified development needs.
5. Monitoring and evaluating the quality of PE and school sport.
6. Organising and supporting intra-school and inter-school sports competitions in a wide variety of sports.
7. Ordering sports kit for pupils to wear at inter-school sports competitions.
8. Setting up and maintaining links with sports clubs and other community sports provision.
9. Setting up a variety of after school sports clubs.
10. Organising regular meetings with Sports Leaders and Sports Captains to ensure pupils voices are heard and responded to.
11. Supporting Sports Leaders with leading Change4Life lunch time clubs.
12. Organising Sports Week (Healthy Schools Week).

(b) PHYSICAL RESOURCES AVAILABLE FOR P.E.

1. The areas available for P.E. are the hall, 2 x playgrounds and 2 x fields.
2. We have a wide range of gymnastic equipment available which includes fixed apparatus, moveable apparatus, benches, mats etc.
3. We have iPads, percussion instruments, ribbons, pom poms, hoops, balls, a C.D. player, and CD's for dance.
4. We have a wide variety of small games equipment which includes : different sized bats, balls, quoits, hoops, skipping ropes, beanbags, skittles, domes, hurdles, rounders bats and balls, cricket bats and balls, wickets, tennis racquets, table tennis racquets and nets, hockey equipment, cones, football goals and net uprights.
5. Year 5 travel to the Life Centre for swimming sessions.
6. We have a range of wooden adventure equipment. We have ordered to have a marked netball court and basketball court in the KS2 playground as well as a range of playground markings including a long jump and a fitness trail. The playground markings in the KS1 playground will soon include: What's the time Mr Wolf, Duck Duck Goose, Snakes and ladders, jump over the fire and a fitness trail.
7. We have 4 permanent basketball hoops in the KS2 playground as well as an extensive traversing wall.

(c) ALLOCATION OF TIME FOR P.E. PER WEEK

- KS1 classes have time allocation of :
2 hours per week which includes two activity areas of physical education.
- KS2 classes have time allocation of :
2 hours per week which includes two activity areas of physical education.
- The time allocation for swimming lessons for Year 5 14x30 min sessions
Please see long term planning grid.

NON-PARTICIPANTS

P.E. is a very important part of children's development and everyone takes part in the lesson unless excused with a note or a medical problem. If children are excused, they watch and interact with the lesson to keep up with the progress of the class. If it is appropriate, the child is also set work to do, for example making notes about the said lesson.

Section 2

HEALTH AND SAFETY FACTORS IN PHYSICAL EDUCATION

1. Children must wear suitable clothing for P.E. (e.g. well-fitting shorts and a blue or house coloured T-shirt). Staff should wear suitable footwear and clothes which allow freedom of movement and are suitable for the environment.
2. All jewellery must be removed for P.E. and games lessons or taped with approved tape.
3. Long hair should be tied back.
4. Children must work in a safe and suitable environment. This means:-
(a) The removal of unnecessary furniture from the working space (tables and chairs are safely stored behind the curtain in the hall)

- (b) A clean, splinter-free floor so that bare-foot work can safely take place.
- (c) A safe, outdoor surface for playing of games (no loose stones and gravel, no badly uneven surfaces, no holes in tarmac or grass surfaces).
- (d) Floor markings for games are sufficiently far away from fences and walls to prevent accidents.

5. Suitable and safe organisation of apparatus will mean:-

- (a) Easily accessible gymnastic apparatus (spread around the hall to allow for its safe and efficient handling) and not blocking the fire exit doors.
- (b) Following the Whole-School Policy for lifting and carrying apparatus (See separate policy).
- (c) Games apparatus/equipment is stored safely in the PE cupboard which only adults can access. Children are only allowed to enter the PE cupboard under adult supervision.

6. Risk Assessment

- (a) Regular checks and risk assessments are made by all teachers as well as ongoing risk assessment made every day.
- (b) Annual safety checks and repairs are carried out on gymnastic equipment and staff check apparatus as it is being taken out for every lesson.
- (c) If a potential hazard is identified it is immediately taken out of use.

7. Water safety and emergency procedures are in place at The Life Centre (Year 5) and followed by all their trained staff.

8. Procedure for dealing with accident.

- (a) If it is a minor accident it is dealt with on site by the class teacher or T.A. where applicable.
- (b) If the accident is more serious he/she is taken into the office for the office staff or a Teaching Assistant to deal with, all of whom have first-aid qualifications.

There is a first aid box in the office and a first aid box inside the KS1 and KS2 practical areas.

All MTAs and TAs have a first aid qualification.

Accidents are recorded.

VERRUCAS

Children who have verrucas: (a) must wear a swimming sock in the pool

(b) must wear plimsolls and socks in the hall

Teachers are seen as role models and should dress appropriately for P.E. lessons.

SECTION 3

PLANNING THE PHYSICAL EDUCATION PROGRAMME

The schemes of work for each area of activity in P.E. have been developed in order to ensure continuity, development and progression.

- (a) The teaching/learning objectives have been discussed and approved by all staff.
- (b) Using a long term planning grid suitable physical education work for the age and development of each class has been identified. This has been planned to show progression and development from the previous year and throughout the present year.
- (c) All the class/year sheets assembled together indicate the progression, development and continuity of each area of activity over the entire key stage.
- (d) In the same way progression is ensured from one key stage to the next.
(See long term planning grids identifying themes and foci of the progressive units of work in each area of activity)

DIFFERENTIATION AND SPECIAL NEEDS

The short-term planning of physical education units of work addresses the ever present need for differentiation. Within each of the areas of activity, broad task setting allows for differentiation by outcome. Differentiation by task can also be used - here the more able child can be challenged by extending the specific task and the less physically able can be encouraged to achieve success by breaking the task down into simple progressive stages, to be addressed as appropriate or be given a

different task.

In games, differentiation can also be achieved through choice and use of appropriate apparatus and group sizes/personnel.

By:- (a) setting suitable learning challenges

(b) responding to pupils' diverse needs

(c) overcoming potential barriers to learning and assessment (National Curriculum statutory principles for inclusion)

For the small proportion of children who may need more individual and specialised provision, teachers recognise that they need not necessarily attempt to teach rigidly within the programmes of study for each Key Stage. Indeed, in order to enable these individuals to progress and demonstrate a degree of achievement and succeed, teachers should be aware of the Pupils' Statement of Education Needs and IEP and select material and teaching strategies which enable inclusion. Material may also be selected from different Key Stages and present it in a suitable context for the child's age (unless disallowed). Children placed within a designated special provision may also be supported by a classroom assistant or nursery nurse, either to aid achievement or further differentiate tasks on an individual basis. Achievement is possible for all children.

Inclusion:

Refer to the Mary Dean's C of E Primary School Inclusion Policy.

1. Class teachers will ensure that spare PE kit is available for any occasional circumstances where a child does not have their own in school.
2. Lessons will provide good quality experiences that are suitably challenging for all pupils.
3. Children will undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.
4. For children with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of pupils.
5. For the purposes of competitions, all children will be given the opportunity to participate in the experience.

SECTION 4

ASSESSMENT IN PHYSICAL EDUCATION

The main method of assessing achievement in P.E. is made through a continuous process of teacher observation and evidenced in progression of skills sheets and the foundation subject excel tracker. This is informed assessment based on a knowledge of the pupil and the content of the work.

The assessment criteria we use are the progression of skills statements from our scheme of work which develop as the child moves through the school. Assessment is only made when: a) it is purposeful b) it is used to inform teaching. AFL helps teachers apply challenges and support at a student level using the appropriate section on our scheme of work lesson plans.

On assessment sheets and the activity tracker, teachers are asked to leave notes regarding completion of the unit and accessibility of the lessons covered. This helps to build a picture of PE completion on a larger scale.

Curriculum Planning and Organisation:

- (a) Each class is timetabled for 2 one hour P.E. sessions where access to the hall is available.
- (b) The playground and field are used to facilitate activities such as Games and Outdoor Activities.
- (c) Opportunity of engaging in 'Wake and Shake' every morning of Sports Week.
- (d) The school has used the Primary School PE and Sport Funding to become part of the Plymouth School Sports Partnership (PSSP) to employ a specialist in P.E. to work alongside members of staff to deliver and assess the P.E. Curriculum 2014.
- (e) Swimming lessons are provided for Year 5 by, Local Authority employed, qualified swimming teachers.

(f) Coaches from local sport clubs regularly provide additional opportunities for extending the PE curriculum.

(g) The children are all given regular opportunities to participate in after school competitive/non-competitive sporting activities. Members of the school staff run these sessions as well as hiring coaches of which accompany the teams to events.

(h) An Outdoor and Adventure Holiday is organised annually for children in years 4 and 6.

Physical Education at Mary Dean's C of E Primary School is based on the National Curriculum Physical Education 2014 Document. A unit map has been developed which provides a long term plan for each year group. The units are organised to provide progressive steps, which meet the end of key stage expectations and enrich the child's experience. In key stage 1, these include: dance, games, gymnastics, athletics and outdoor and adventure activities. In key stage 2, these include: athletics, dance, gymnastics, invasion games, net/wall games, outdoor and adventure, striking and fielding games, swimming and water safety. For each unit, a summary sheet has been devised which includes details of learning outcomes

Alongside PE lessons a range of inter-house tournaments give an opportunity for children to participate in different sports, for example football/basketball/cricket as well as representing their school houses.

Cross Curricular Links:

As well as making its own distinctive contribution to the school curriculum, PE contributes to the wider aims of primary education in other subjects, including: literacy, mathematics, geography, ICT, and PSHE. References to these subjects are made on each unit of work document.

DEVELOPMENT PLAN

Refer to the whole school development plan where, in each subject, areas for development are detailed.

This Policy Document is intended to be a comprehensive guide to the school Physical Education Programme and periodic revision of topics and units of work will be conducted at regular periods to ensure its continued validity.