

Vauxhall Primary School



Physical Education Policy

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Date Created: 18/01/2016

Updated on:	Changes made / notes:

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

(UN Convention on the Rights of the Child)

Physical Education (PE) Policy

1 Aims and objectives

- 1.1 All pupils, irrespective of their academic or physical ability, are given the opportunity to discover and develop their physical potential through a balanced and developmental programme of activities. This is done in a safe, supportive and challenging environment and is a vital component in the development of children's physical and emotional health and well being. This includes qualities such as enjoyment, tolerance, co-operation and development of expertise.
- 1.2 Our objectives in the teaching of PE are:
- to enable children to develop and explore physical skills with increasing control and coordination;
 - to encourage children to work and play with others in a range of group situations;
 - to develop the way in which children perform skills, and apply rules and conventions, for different activities;
 - to show children how 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, and others' success;
 - to inspire children to lead healthy lifestyles and promote lifelong participation in sport.
- 1.3 As part of being a Rights Respecting school:
- Article 28: (Right to education): All children have the right to a primary education, which should be free.
 - Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own
 - Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

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, understanding and creativity. We do this through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual/ group 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 In all classes, children have a wide range of 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, such as an 80m sprint);
 - setting tasks of increasing difficulty, where not all children complete all tasks (e.g. the high jump);
 - 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).
 - providing small group coaching that is tailored to the group's needs - particularly AGT

3 PE curriculum planning

- 3.1 PE is a foundation subject in the National Curriculum. Our school uses the new curriculum 2014 as the basis of its curriculum planning in PE. We have created a curriculum that caters to the local circumstances of the school. As required, we teach dance, games, gymnastics and multiskills at Key Stage 1. In Key Stage 2, we teach compulsory dance, gymnastics, athletics as well as games covering netball, basketball, hockey, football, rugby, tennis, cricket and tri golf. Outdoor and adventure activities

are covered during residential trips in Year 4 and Year 6, as well as enrichment activities throughout the year.

- 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 during the key stage. The PE subject leader devises this plan in conjunction with teaching colleagues in each year group as well as outsourced PE providers.
- 3.3 We use the new curriculum 2014 and Moving Matters plans as the basis for our medium-term plans. This gives details of each unit of work for each term with Learning Objectives. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans.
- 3.4 Class teachers and external providers complete a daily plan for each PE lesson. This lists the specific learning objectives and expected outcomes, and gives details of how the lesson is to be taught. The class teacher keeps these individual plans, and 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 progression planned into the scheme of work, 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 and nursery class as an integral part of their work. As the reception and nursery 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 confidence, control of the way they move, and care in the handling of tools and equipment. We 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.

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 their performance. Opportunities are given for children to report their performance in competitions.
- 5.2 **Personal, social and health education (PSHCE)** - 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.
- 5.3 **Spiritual, moral, social and cultural development** - The teaching of PE offers opportunities to support the social development of our children through the way in which 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 cooperate 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 PE and ICT

- 6.1 Information and communication technology enhances the teaching of PE, where appropriate, in all key stages. In dance and gymnastics, children make video recordings of their performance, and use them to develop their movements and actions. Older children compare each other's performances from recordings, and use these to improve the quality of their own work. Digital cameras are used to record performance across all aspects of the subject. Pupils use the Interactive white board to view how to perform certain skills and to help them understand the features of certain types of dance or games.

7 PE and inclusion

- 7.1 We teach PE to all children, whatever their ability or individual needs. 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 good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; English as an Additional Language.
- 7.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – equipment, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively.

Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps to ensure that our teaching is matched to the child's needs.

- 7.3 Intervention through school interventions and external recommendations will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs and the Provision Map if necessary for AG&T. The IEP or Provision Map may include, as appropriate, specific targets relating to PE.
- 7.4 We enable all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school (a sports event at another school, for example), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.
- 7.5 Children who are identified by the class teacher and/or the sports coaches, parents, TAs or outside agencies as Able, Gifted and Talented are given enrichments sessions by sports coaches during lesson time and or at an alternative time. The separate lessons include team building, sport specific skill development, leadership and training for tournaments. They are listed on a 'team list' and selected to represent the school in various competitions that suit their talents. Identified children are invited to take part in afterschool clubs to further develop their talents.

8 Assessment for learning

- 8.1 Teachers assess children's work in PE by making assessments as they observe them working during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways in which to improve. Teachers 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 learning objectives and update the PE learning wheel in 4 areas (social, personal, fundamental movement skills and health and fitness) Teachers 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, which is communicated to the parents with the end of year reports.
- 8.2 The PE subject leader keeps photographic and video evidence of children's work (in a portfolio). This demonstrates what the expected level of achievement is in each area of PE activity in each year of the school.
- 8.3 Full termly assessments based on pupils observations and unit objectives (as formulated by subject leader) are completed by class teachers and sports coaches. Children who exceed levels are referred to subject leader to review decisions.

9 Resources

- 9.1 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 shed, 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 to 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 playground and hall for games and athletics activities, and the local swimming pool for swimming lessons. Children also have access to the Oval cricket Ground and Black Prince Community Hub through our links with various sporting bodies.

10 Health and safety

- 10.1 Safety aspects are considered with the children prior to the task. Children should develop their own ability to assess risks.
- 10.2 First aid equipment is available (in the office) and staff should know what to do and who to call for assistance in the event of an accident (designated first aider) Inhalers for children suffering from asthma must be readily available. Support staff must be present in PE lessons to deal with first aid incidents.
- 10.3 Regular checks are made on all equipment. The PE Manager will make frequent visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the co-ordinator when any items need replacing or repairing. Any items constituted a danger will be taken out of use immediately.
- 10.4 Children are taught to move and use apparatus safely under supervision and made aware of safe practice when undertaking any PE activity (e.g. not running or jumping in front of others and stopping when asked)
- 10.5 Children should wear their full PE kit. Children who persistently forget their PE kit should be reminded of the importance of PE and if necessary a letter sent to parents asking for their co-operation.
- 10.6 Children should only miss PE lessons on health grounds if this is requested by their parents either by direct contact with the school or in a note to their teacher.
- 10.7 Long hair must be tied back and dangerous jewellery removed.

11 Extra-curricular activities

- 11.1 The school provides a range of PE-related activities for children 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 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 cooperation amongst our children.

12 Monitoring and review

- 12.1 The coordination and planning of the PE curriculum are the responsibility of the subject leader, who also:
- supports colleagues in their teaching, by keeping informed about current developments in PE and provides a strategic lead and direction for this subject;
 - gives the Head of School a termly summary report in which she evaluates the strengths and weaknesses in PE and indicates areas for further improvement;
 - uses specially allocated regular management time to review evidence of the children's work, and to observe PE lessons across the school.
- 12.2 This policy will be reviewed at least every two years.