

Owston Park Primary Schools Policy on Physical Education.

1 Aims and objectives

1.1 PE develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. PE promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives.

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 success;
- Providing specialist support where individual children have particular gifts or talents.

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 or group activities. Teachers and coaches 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 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 80 m 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).

3 PE curriculum planning

3.1 PE is a foundation subject in the National Curriculum. Our school uses the Real PE scheme of work as the basis for its curriculum planning in PE. We have adapted the scheme to the circumstances of the school. As required, we teach dance, games and gymnastics at Key Stage 1. In Key Stage 2, we teach compulsory dance, games and gymnastics, swimming and water safety, outdoor adventurous activities and athletics. Swimming and water safety takes place in years 5 all 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 leaders devise this plan in conjunction with teaching colleagues in each year group.

3.3 We use the Real PE scheme of work as the basis for our short and medium-term plans. This gives details of each unit of work for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The subject leaders keep and review these plans.

3.4 The PE specialist completes 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 PE specialist keeps these individual plans, and subject leader and class teachers try to 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.

3.6 Parents and carers will be informed which PE activities are led by approved instructors and not directly by a member of teaching staff.

4 The Foundation Stage

4.1 We encourage the physical development of our children in the nursery and reception classes as an integral part of their work. As the nursery and reception classes are 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; both gross and fine motor.

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.

5.2 Mathematics

PE contributes to the teaching of mathematics by encouraging children to measure and record what they do accurately and compare these measurements.

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. They also learn to work co-operatively and collaboratively, solve problems and take account of each other's needs.

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 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

Policy on PE 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 iPad 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. iPad's can be used to record experiences during outdoor activities as well as indoor P.E lessons. The school now has a Clevertouch screen in the sports hall which allows

a greater use of ITC in P.E lessons and extracurricular activities. This has allowed the P.E specialist and teachers to use more visual and audio aids in lessons. The interactive touch screen has become a valuable asset to the school to use with the children in lessons in terms of: lesson planning, evaluating, recording and analysing data (children's progress)

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 (EAL).

7.2 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.

8 Assessment for learning

8.1 Teachers and PE specialist assess children's work in PE by making judgements 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 and PE specialist record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teacher's/PE specialist make a judgement on whether each child is on target, above or below and complete their individual online assessment. PE specialist and teachers record this information and use it to plan the future work of each child. These records also enable the PE specialist/teacher to make an annual assessment of progress for each child, as part of the school's annual report to parents and carers. The teacher passes this information on to the next teacher and the PE coordinators at the end of each year.

Children also have the opportunity on a termly basis to self-assess their work with the support of the P.E Specialist. Here the children record the information in a booklet that has been created to take with them through their P.E Primary years.

8.2 The PE subject leader keeps photographic and video evidence of children's work (in a P.E portfolio). This demonstrates what the expected level of achievement is in each area of PE activity in each year of the school. This is also published on school P.E notice boards in the P.E sports hall and around school.

PE Co-ordinators meet regularly to review individual evidence of children's work against the national exemplification material. This is also evidenced and shown on our school website, Facebook and school twitter.

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 container. There is a range of large apparatus, which 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 field and playgrounds for games and athletics activities, and the local swimming pool for swimming lessons. The school use a trim train for play times for children in KS1 and a MUGGA for KS2. The trim trail is used at play times and used in school as a reward, for example: good work and behaviour. The MUGGA is a multi-use facility that the P.E specialist uses for P.E lessons, after school clubs and Inter/Intra competitions. The all-weather pitch is used at play times for the KS2 children to play sports, activities and games on.

10 Health and safety

10.1 It is the general teaching requirement for health and safety that applies to this subject taken from 'Safe Practice in Physical Education and Sport' we encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no potentially dangerous jewellery is to be worn for any physical activity including earrings. PE Specialist/teachers are expected to check all apparatus and the area P.E. is taking place for any potential health and safety issues and adapt their lessons/ or make the children aware before starting.

10.2 Children without Kit

At the beginning of each year parents will be informed of PE kit requirements and they will have the opportunity to discuss any serious reservations with the Head. A child who has forgotten their kit should first be reminded by the teacher. If this occurs consecutively three times a letter will be sent home from the head teacher. The school has spare kit to provide and support to the children if they are needed.

10.3 Accidents

For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes the teaching assistant should accompany the children to apply first aid. For serious accidents (head injuries, serious cuts or suspected fractures) the teacher should stay with the child and send the teaching assistant or two responsible children to inform the school office. After the incident the teacher must complete an accident report form which is available in the office.

10.4 Medical Conditions

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 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.

10.5 Risk assessment in P.E.: the school has a risk assessment based on the Safe Practice in Physical Education and Sport. Members of staff will be given a copy annually when the document is reviewed. There is a risk assessment produced for our facilities, both indoor and outdoor learning in P.E (A copy of this is in the PE folder)

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 and carers at the beginning of each term. These clubs are run by the P.E specialist, class teacher or coaching professionals that are bought in to lead these sessions. The school also plays regular fixtures against other local schools in a wide variety of sports, activities and games. These are mainly 'The School Games' competitions. The school also competes against other schools from South Yorkshire after regularly qualify for these events. 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 leaders, 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 teacher an annual summary report in which he evaluates the strengths
- and weaknesses in PE and indicates areas for further improvement;

12.2 The quality of teaching and learning in PE is monitored and evaluated by the head teacher as part of the school's agreed cycle of lesson observations.

12.3 This policy will be reviewed at least every two years.

Appendix:

Covid 19 implications on Physical Education:

- **Socially distanced P.E Lessons.**
- **No sharing of equipment with hands.**
- **Cleaning down of all equipment between each bubble/lesson and in particular any equipment that has been touched during the lessons to be cleaned immediately.**
- **More equipment supplied by P.E Specialist in P.E lessons so lessons can be delivered to the highest quality for all bubbles across the school.**
- **Outdoor P.E only until instructed otherwise by the Government.**
- **Children to sanitise hands before and after P.E lessons**

Head teacher: Mrs V. Stinson

P.E Specialist/Co-ordinator

Date: November 2020