

**Burton on the Wolds
Physical Education (PE) Policy**



This is not a statutory policy, but is one that has been written to cover issues pertaining to PE that are not specifically covered by other statutory policies already held in school. Where applicable, cross referencing has been done to relevant school policies.

1. Aims and objectives

1.1 Physical Education 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. Physical Education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

1.2 The aims of PE are:

- 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.

2. Teaching and learning style

2.1 We use a variety of teaching and learning styles in PE lessons - 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 In all classes there are 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, such as an 80m sprint;

- setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the hurdles;
- 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 There is a sound curriculum map in place for each year group. The maps show clearly how much time has been allocated to each area of activity, how long units of work last for and where in the school the non-statutory activities are placed. This map has been developed through looking at best use of facilities, the needs of the children in each key stage as well as other curricular demands.
- 3.2 The PE curriculum is planned to provide a balance of activities within the programmes of study. The school uses the Leicestershire and Rutland Schemes of Work, which are medium terms plans, supplemented by TOPS cards. These are then developed into short term planning through annotation to suit their class.
- 3.3 Most activities will take place in school although the following have alternative venues:

Swimming: East Leake Leisure Centre

Tennis: Burton on the Wolds Tennis Courts

4. The Foundation Stage

- 4.1 We encourage the physical development of our children in class 1 as an integral part of their work. As the Yr R 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 and control of the way they move, and the way they handle 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.

5.2 Information and communication technology (ICT)

We use ICT to support PE teaching when appropriate. In dance and gymnastics children could make video recordings of their performance, and use them to develop their movements and actions. Children use a concept keyboard to record the order of movements in their sequences of work. 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. 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.

6. Role of the P.E Co-ordinator

To ensure aspects of Health and Safety, relating to P. E, come to the attention of all teachers.

To ensure that there is a balanced programme of physical education throughout the whole school.

To monitor children's achievement and standards of work, relating to P. E, throughout the school.

To monitor the quality of teaching in PE, advise staff of courses and training available and to provide in house CPD where appropriate.

To ensure effective use of the Sports Premium Funding and to provide the head with an impact statement for reporting to governors.

7. Teaching PE to children with special educational needs

See also SEN Policy

7.1 Where ever possible provision will be made for children with special educational needs where it affects their performance in P. E. They may have sensory difficulties, physical difficulties, learning difficulties, speech and language difficulties and/or emotional and behavioural problems.

7.2 It is important to concentrate on children's abilities and needs. This emphasis aims to improve their movement skills and helps promote achievement and self-esteem. At times it may be necessary to have the support of a classroom assistant to help with the management of a particular child during the P. E lesson. If this is the case, it is preferable to have the assistant working with a group of children which includes the child who needs support. Everything practicable should be done to encourage positive experiences of all children. In some cases it may not be practicable to provide sufficient physical activities within school for a child with severe disabilities and therefore the SEN co-ordinator should contact appropriate agencies to make additional arrangements for these children.

8. More/Highly Able Children

See Able, Gifted and Talented Policy

9. Equal Opportunities

- 9.1 All children at Burton will take part in all PE lessons irrespective of gender or race traditions, physical disabilities or learning disorders. Children will be praised on successes not failures so as to promote greater confidence in undertaking PE activities.
- 9.2 Children will only be expected to undertake what they can reasonably manage. However, children should be encouraged to try and attempt a skill before giving up. The focus should be on enjoyment and participation rather than on winning or losing. All games activities will be taught in a 'non-contact' environment to give all children equal access and confidence to undertake full participation.
We will promote all sports as open to all children.

10. Assessment and recording

- 10.1 Assessment is done through Core Tasks which have been embedded into the Leicestershire and Rutland Scheme of Work. Teachers use their ongoing lesson evaluations to adapt the unit as it progresses and then use the core task at the end of the unit as an assessment tool. Only the names of children above or below expectation are recorded.
- 10.2 The 'I can' self-assessment sheets
These have been written in child friendly language and are designed to use at the start and end of an assessed unit. The children indicate how they feel they are achieving at each statement. These are then revisited at least once more at the end of the unit and if possible once during the unit.
- 10.3 The 'I can' ladders
These posters are designed to make it clear what the average age related expectations are for a Yr 1 - Yr 6 child. There is a ladder for dance, gymnastics, games and athletics. It is expected that at least twice during a unit a teacher will ask the children to look at the ladders and see which age related statements they feel they have achieved.
- 10.4 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.
- 10.5 The PE co-ordinator 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 activity in PE in each year of the school.

11. Resources

- 11.1 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 indoor PE store, with larger equipment kept in the outside store. This is accessible to children only under adult supervision. All equipment is stored in labelled bags or boxes and it is expected that Teachers/ASLs will ensure all equipment is returned correctly.

- 11.2 The hall contains a range of large apparatus (inspected yearly), 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. (See Safe Practice policy) The hall also contains a computer with projector to support the teaching of dance with music and lessons generally with access to the internet for movement clips etc.
- 11.3 The children use the playground (with extensive markings) or the field for games and athletics activities and the local swimming pool for swimming lessons. The school grounds are used in OAA activities including an adventure trail with traversing wall, forest area and outdoor stage.
- 11.4 An annual audit of all physical education equipment is conducted by the PE coordinator in order to prioritise any necessary expenditure for the year.
- 11.5 The hall timetable has been planned to allow as much use of hall time as possible. Where possible, classes have an indoor and outdoor space available to them on their PE slot. This enables classes to still have a lesson in case of inclement weather. The allocation of units on the curriculum map has taken into account whether an activity needs just indoor space.

12. Health and Safety

13. Clothing

- * White plain t-shirt, blue or black plain shorts, plimsolls or bare feet for indoor wear
- * t-shirt, shorts, socks, trainers for outdoor wear
- * track-suit or sweat-shirt for outdoor during cold weather
- * long hair to be secured during PE lessons
- * **kits provided when representing the school.**

See PE Safe Practice Policy

Also see whole school Health and Safety Policy

14. Out of School Hours Learning (OSHL)

- 15.1 The OSHL opportunities offered to all our children aim to complement and develop skills acquired in their curricular lessons. They also aim to offer children opportunities that they might not otherwise be able to access. The opportunities offered cover a wide range of activities.
- 15.2 Registers of clubs are kept, in accordance with Safe Practice guidance, but also to enable us to identify those children who do not take part in extra regular activity.
- 15.3 Pupils take part in a range of intra and inter school competitions organised through the SSP. These include netball, football, multi skills, gymnastics and athletics.
- 15.4 Where outside providers of OSHL clubs on school site are used, all safe practice guidance is adhered to in accordance with AfPE (see Safe Practice policy).

15.5 Where teachers feel they have an expertise in a specific area they may offer an OSHL activity.

15.6 Details of the current club activities are sent to parents at the beginning of each term and the weekly newsletter contains further information.

Signed:

Date: 15.4.2015