

# SHEFFORD LOWER SCHOOL

## Physical Education Policy



### **Rationale**

We believe that physical activity should be an enjoyable and stimulating activity for children of all abilities. Moreover, physical activity should help children to appreciate the benefits of a healthy lifestyle and support them to develop positive dispositions and attitudes for education and later life.

### **Aims**

To develop:

- Knowledge and understanding across the areas of the activity in the Physical Education curriculum.
- A positive attitude towards fitness, health and hygiene.
- Knowledge about the benefits of participation in physical activity while at school, through out of school hours clubs (OSHL), travelling to/from school (See School Travel Plan) and throughout life.
- Self-esteem and self-confidence.
- Physical competence and help to promote physical development.
- An appreciation of skilful and creative performances, artistic and aesthetic
- Problem solving skills
- Interpersonal skills: including commitment, fairness and enthusiasm
- An appreciation of safe practice.

### **Responsibility**

The school's **PE Co-ordinator** is responsible for over-seeing the PE curriculum and monitoring the quality of teaching across the school.

The school's **Sports/ PE Coach** is responsible for teaching PE across the school, organising and running extra-curricular activities and inter-school/ intra-school competition.

### **Primary Sports Funding**

The school has further contributed to its Primary Sports Funding to employ a full time PE/ Sports coach who teaches throughout the school and supports staff to develop their teaching skills in this area. This specialist teaching has raised the quality of PE and also extended extra-curricular provision and opportunities for competitive sport.

### **Teaching and Learning**

Coverage has been ensured by planning schemes of work, based on the National Curriculum programmes of study. A programme of physical education areas to include; games, gymnastics, dance, outdoor and adventure activities and athletics, addressing both Key Stages, has been developed by the whole staff. The 1<sup>st</sup> 4 Sport P.E core activities scheme is used across both Key Stages as a resource for gymnastics, games and dance. The QCA schemes have been adopted and adapted for outdoor & adventure activities and athletics.

- Activities are planned to allow children to develop skills and to progress according to their ability.
- A variety of teaching methods are employed to support, visual, aural and kinaesthetic learners.
- Provision is made for cross curricular links to other subjects.
- The amount of time devoted to PE each week is 2 hours both KS1 & KS2.
- Early years children have weekly PE sessions and physical development is promoted through free flow activities.
- Physical Education should involve children working individually, in small groups and teams.
- Children are given the opportunity to develop speaking and listening skills by discussing and evaluating their work.
- Children are also given opportunities to evaluate and develop their work further through use of ICT (e.g. Ipads) and coaching programmes.

## Intended Outcomes

Pupils will:

- Know and understand what they are trying to achieve and how to go about it.
- Understand that PE and sport are an important part of a healthy, active lifestyle.
- Have the self confidence to get involved in PE and sport.
- Have the skills and control that they need to take part in PE and sport.
- Willingly take part in a range of competitive, creative and challenge-type activities, both as individuals and as part of a team or group.
- Think about what they are doing and make appropriate decisions for themselves.
- Show a desire to improve and achieve in relation to their abilities.
- Understand how ICT can be used to develop performance and improve technique.
- Develop their endurance and resilience.
- Understand the importance of fairness and good sportsmanship.
- Be enthusiastic about and committed to taking part in PE and sporting activities.

## Resources

- The school is well equipped for the teaching of PE. The PE cupboard is situated on the school playground and is stocked with a wide range of equipment for games and SAQ activities.
- The school hall has fixed climbing bars, ropes and ladder, horse, flat tables, benches and soft gym equipment for gymnastic activities. These are used as appropriate by the year groups.
- Games, gymnastics and dances schemes for both Key Stages are situated with the Physical Education Co-ordinator.
- Outdoor and Adventure activities take place around the school grounds. Children in year 4 have the opportunity to take part in these activities on either a Residential Course (The Frontier Centre) or on a one day field trip.
- Both the early years and main school playgrounds have been designed with appropriate levels of challenge to encourage children's physical development.
- We have a large ball court area for school use.
- Sports Day is an annual opportunity for children to show the skills they have developed throughout the year. Children participate in classes and have a whole school team involvement. There are four teams, red, yellow, green and blue. Children are allocated to create mixed ability groups.
- Children in years 1-4 will also be given opportunities to participate in both inter/intra school festivals.

## Individual Needs

Physical Education is taught through a progression of understanding and skills and the children in a class may be at different stages of development. Activities are differentiated to provide appropriate support and opportunities for extension. A variety of activities are employed to support those children experiencing difficulty in this subject. Learning Support Staff are deployed to support children as required. ICT can be used as a tool to facilitate communication for those children experiencing specific difficulties.

## Equal Opportunities

All pupils are entitled to a broad and balanced curriculum, irrespective of their age, gender, race, physical or intellectual ability. Each pupil will have the opportunity to develop their physical skills at a level and rate appropriate to their needs. In the context of the classroom, it is the teacher's responsibility to differentiate the teaching and plan appropriately challenging physical activities to enable all children to make progress. Staff expectations of pupils are soundly based on evidence of the pupil's attainment and do not reflect any bias. Pupil's effort and work is valued equally and positive images of all individuals are promoted. No child should be excluded from physical education as punishment of a previous incident in the classroom, unless there is a danger of harm to him/herself or others.

It is sometimes necessary to select a limited number of children for events e.g. those organised by the Sports partnership. On such occasions, class teachers will select children fairly using the criteria given for the activity ( e.g. ability to swim distances) . Occasionally those children who have shown a particular aptitude for a sport may be selected on those grounds. In the event that there are more eligible children than spaces, priority will be given to those who have not already attended a sports event that year and names will be pulled out of a hat.

## Assessment, Reporting and Recording

Evidence of pupil's achievements and the levels attained is gathered by a variety of methods; recording observations of activities, pupils' presentations, questioning, listening and discussions.

Assessment information is used to evaluate pupil's learning and inform planning.

- Verbal reports are given to parents twice a year, including those identified as able and talented.
- Written records are issued to parents during the spring term for statutory pupils. These inform parents of the Level of Attainment through Teacher Assessments.
- Foundation Stage records describe any relevant observations re pupil's physical development
- Weekly plans are kept to record the learning objectives and activities covered.
- Individual Education Plans identify targets, strategies and progress for children with specific difficulties.
- The school is developing a bank of examples of what ARE look like for different disciplines in PE.

## Health & Safety

All staff teaching physical education are conversant with the County Health and Safety Policy and relevant regulations and plan accordingly. Staff undertaking physical education teaching should be suitably dressed. Children should wear shorts and T-shirt and bare feet for indoor PE and T-shirt, shorts (jogging bottoms in winter) and trainers/plimsolls outside. Long hair should be tied back and no earrings should be worn. Staff should record accidents during PE in the first aid book.

Children who have forgotten their kit will be given spare PE kit so that they can participate in the lesson.

## ICT

ICT provides children with opportunities to extend and develop their understanding of physical education and evaluate and improve their skills. It may also be used as a tool to facilitate physical education communication for those children with individual needs. The school's acceptable use policy will be followed at all times.

## Evaluation

The implementation of this policy will be monitored by the Physical Education Co-ordinator who will liaise with the PE/Sports coach to evaluate developments in this subject and identify actions for the School Development Plan. The policy will be reviewed once every three years by staff and governors.

<b>Date agreed</b>	October 2017
<b>Review date</b>	October 2020
<b>Headteacher</b>	Tracey Callender
<b>PE Co-ordinator</b>	Debbie Metcalfe
<b>Chair of Governors</b>	Val Thompson