



Calder Vale St John's CE Primary School Scorton C E Primary School



Physical Education Policy

Policy Agreed by Staff: June 2015

Policy Agreed by Governors: June 2015

Review Date: June 2018

PE Coordinator: Mrs Liz O'Brien

Governor:

Philosophy

Physical Education is a practical subject where pupils learn through first-hand experience. In view of this, pupils should be physically active for the majority of all their P.E. lessons.

Pupils are encouraged for all their achievements, with positive and constructive comments given as feedback. This is to ensure that children, who are struggling to achieve, are supported and will have the confidence to attempt and develop their skills.

Within the P.E. curriculum there is a balance between:

- Grouped, paired and individual working;
- Competitive and non- competitive activities;
- The development of skills and tactical understanding

Aims

To ensure that each child has the opportunity to experience different types of physical activity and understands the principles of movement, control and co-operation. We aim to:

- Develop physical co-ordination and competence in a broad range of physical activities;
- Foster an enjoyment and positive attitude to Physical Education;
- Promote the benefits of participation in physical activities whilst at school and throughout life;
- Help children develop a sense of fair play and sportsmanship, through competitions between individuals and groups;
- Promote positive attitudes and understanding towards health, fitness and wellbeing;
- Foster an appreciation of safe practice;
- Provide an equal opportunity for all students to reach their full potential, regardless of race, gender, cultural background, SEN or physical ability.

Organisation:

The Lancashire Small Schools Physical Education Scheme of Work for Early Years, Key Stage 1 and Key Stage 2, contains full details of the learning stages of P.E. and makes links with the National Curriculum. Each class is timetabled for two sessions of P.E. and one swimming session each week.

The National Curriculum stipulates that pupils should be taught to:

- Key Stage 1 – master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movements

Key Stage 2

- Pupils should use running, jumping, throwing and catching in isolation and in combination
- Play competitive games and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

We develop the pupil's skills in these areas through a range of activities and PE units including dance, gymnastics, invasion games, bat and ball games (striking and fielding/ net wall games KS2), athletics, outdoor and adventurous (eg. orienteering).

It is a requirement in the National Curriculum that all schools must provide swimming instruction in either KS1 or KS2.

At Calder Vale and Scorton all pupils go swimming in both KS1 and KS2. Pupils are taught to swim confidently and proficiently, with the aim to swim over a distance of at least 25m by the end of Year 6.

Planning for differentiation should incorporate:

1. Pupil groupings, e.g. ability of mixed ability groups; single age or mixed age groups; group, paired or individual activities
2. Resources, e.g. for different group tasks for different levels of ability
3. Pupil activity, e.g. different group tasks, different pupil roles and responsibilities, different allocations of time and variation of pace within the lesson, to meet the needs of different levels of ability.
4. Other opportunities, e.g. extra-curricular activities, club links and interest groups. All children are encouraged to participate in these activities.

Other qualified sports coaches are used to enhance teaching in more specialised sports during curriculum time and for After School Clubs, for example Martial Arts, tennis, tag rugby, football, tri golf etc.

Assessment

Children are encouraged and are given the opportunity to "self assess" and "peer assess" either at the end of a session or at the end of the unit. They do this by using iPads, Edmodo quizzes, timing sheets, watching performances and commenting on two things that a group or individual have done well (against a specific success criteria) and one thing they can improve or develop.

Success criteria should always be known and understood by the children so they may be used as personal targets to improve and evaluate their own work.

Assessment is also carried out by the teacher at the end of a unit of work and takes into account aspects of knowledge, skills and understanding.

Reporting:

A formal written report is given to parents at the end of the summer term, giving a full review of achievements and progress made.

Informal airing of concerns or celebrations of achievements can take place between staff and parents as the need or the opportunity arises.

Sporting achievements are always celebrated in our Celebration Assemblies.

Extra-Curricular Activities:

Membership of the Garstang Small School Partnership has enabled the children have opportunities to participate in a range of sporting activities, festivals, coaching and competitions arranged by GSSP. These have included basketball, tennis, table tennis, football, rounders, athletics and netball.

These activities provide opportunities for more advanced coaching.

The children in upper KS2 are encouraged to participate in inter school competitions, such as Hi Five Netball tournaments, football, tag rugby and athletics.

PE Sports funding has enables professional coaches to teach during curriculum time and provide a greater variety of after school clubs eg. Martial arts, hockey, football etc.

All children are given the opportunity to participate in extra curriculum activities, but they are voluntary and no child is forced to take part.

Resources and Accommodation:

Scorton: As there is no school hall, P.E takes place in the village hall, the newly developed P.E. court, the school playground and the village playing field when the weather is suitable.

Large apparatus is stored in the village hall for gymnastic activities. Other P.E equipment is stored at school.

Calder Vale: P.E takes place on the tarmacked school playground, the school playing field and the school hall. Large apparatus is located in the school hall, all other equipment in the outdoor P.E shed.

Special Education Needs and Disability:

Wherever practicable, provision will be made for pupils with special educational needs and disability, where it affects their performance in P.E. It is important to concentrate on pupils' abilities and needs, not on their disabilities. A range of P.E. equipment is available at both schools to cater for different abilities and needs of the pupil.

Any sites where P.E. was to take place, would be assessed and a decision would be made prior to the activity as to whether it was suitable, accessible and safe for the pupil with SEND. If not, modifications would be made to enable inclusion for the pupil.

Health and Safety:

The school adheres to the recommendations in the "Safe Practice in Physical Education" published by BAALPE as approved by LEA advisors.

All teachers are responsible for safety in their own lessons and should, therefore, be familiar with the procedures associated with the teaching of particular activities. Good discipline should be maintained throughout the P.E. lesson. Pupils should always be aware of what is expected of them and the noise levels must be such that pupils can hear the teacher's instructions/signals. Teachers should position themselves so that they are able to observe the whole class.

If an accident occurs during a P.E lesson, the teacher should ask all pupils to stop what they are doing so that full attention can be given to the injured child.

Some asthmatic pupils may need to keep their inhaler at hand during a P.E. lesson and should be taught to take responsibility for it themselves.

If any damage occurs to apparatus this should be reported to the P.E. co-ordinator, who is responsible for carrying out regular checks of the equipment. There is a contract for the annual inspection and maintenance of large apparatus.

Pupils in Year 1 and above should be taught to carry safely, set out and put away the equipment.

Dress:

Teachers and any other support staff should change into suitable clothing for P.E.

Pupils should be encouraged to change for P.E. quickly and quietly. When appropriate, girls may change in a separate area to allow some degree of privacy.

Dress code for pupils:

- White T-shirt
- Navy shorts
- Black plimsolls (KS1)
- white socks
- sweatshirt, tracksuit top and bottoms for cold weather outside
- Trainers KS2 (for games activities)
- A named drawstring bag for storage kit at school
- Long hair must be tied back at all times
- No jewellery. Earrings must be removed.

When pupils forget or lose their P.E. kit they will be provided with "spare" kit. If a pupil persistently forgets their kit, their parents will be contacted and the problem discussed.

Equal Opportunities:

Calder Vale and Scorton Schools have equal opportunities policies, which entitles all pupils to full access of the whole P.E. curriculum.

This policy will be reviewed in three years.