

All Saints' Upton C.E. Primary School

Policy for PE

Introduction

- This document is a statement of our aims, strategies and intentions of physical activity.
- It was reviewed in the spring of 2016 and will be reviewed every three years or as necessary.
- It was approved by the Governors on

Aims

- 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;
- To encourage the children to aspire to succeed in physical activities, especially where a particular talent is evident.

Teaching and Learning

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/group activities. Teachers draw

attention to good examples of individual performances 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.

In all classes there are children of different levels 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.
- Setting tasks of increasing difficulty, where not all children complete all tasks.
- Grouping children by ability and setting different tasks for each group.
- Providing a range of challenges through the provision of different resources.
- Allowing children to differentiate their own activities according to their own needs and the needs of their group.

Content

Foundation Stage

We encourage the physical development of our children in the reception class as an integral part of their work. As the reception 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 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.

KS1 and KS2

Following the National Curriculum Knowledge, skills and understanding:

Acquiring and developing skills

Selecting and applying skills, tactics and compositional ideas

Evaluating and improving performance

Knowledge and understanding of fitness and health

KS1

In KS1, children should develop fundamental movement skills, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive and cooperative physical activities, in a range of increasingly challenging situations.

KS2

In KS2, children should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Breadth of study

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.

Computing

- We use ICT to support PE teaching when appropriate. In dance and gymnastics children make video recordings of

their performance, and use them to develop their movements and actions. Older children may compare each other's performance from recordings and use these to improve the quality of their work.

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.

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. 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 co-operate 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.

Science

- Our science teaching supports PE through themes such as Keeping Healthy and Our Bodies.

Creative Curriculum

- Where PE can be integrates into our cross curricular themes, this is done. Particularly aspects of PE, such as dance, lend themselves to this. However tenuous links should not be made.

Planning

From September 2011, alongside the class teacher, some PE lessons will be taught by a qualified sports coach. This will enable children to have access to high quality provision and develop the skills of the teacher.

All planning for coached lessons will be provided.

Additional provision may be provided through outside agencies (e.g. Widnes Vikings, Widnes Tennis Association).

Assessment

Children excelling or needing additional support will continue to be recorded on lesson plans/units of work. The coach will liaise with class teachers, providing verbal feedback.

Where appropriate targets will be included in Theme books with evidence of performance.

Assessments will be used to inform planning and provide support as needed and to write an annual report to parents on a pupil's achievements and progress in PE. The parents of children who have been identified as talented are informed and supported, where possible, in finding clubs and events that will nurture their further development.

Inclusion and Equality

All pupils can access a broad and balanced PE curriculum, which meets the specific needs of individuals and groups of pupils, including those who have diverse special educational needs, disabled youngsters, gifted and talented children and those who have English as an additional language.

Lesson planning, delivery and assessment should ensure that children are provided with appropriate and effective opportunities to actively participate and succeed in the whole range of learning opportunities offered within and outside the curriculum.

The needs of individuals are met by providing dedicated support staff, a range of equipment, appropriate groupings, safe spaces in which to work and differentiated tasks which enable all pupils to make progress.

We will also work closely with the LA Sports Disability Officer to ensure the needs of our pupils with additional difficulties are fully met for PE & sport.

Progression, continuity and differentiation

As our school curriculum plans are implemented we will be able to plan allowing for progression and continuity of skills. Differentiation through outcome is catered for as each child will be working at their own level. Although in some instances differentiation by task is essential to promote a child's confidence and potential, i.e. matching children with similar abilities to practise a skill.

Staff Development

All Saints Upton is committed to CPD for all staff. CPD is provided as needed for staff. This may be identified through observation and monitoring or on individual request.

Clothing

All children and staff must wear appropriate clothing for P.E. for safety reasons. Appropriate footwear is essential. Feet should be bare for gymnastics sessions.

Hair should be tied up if long. No watches or jewellery should be worn (please see ear ring guidance). If children lose any personal property during P.E. the school cannot take responsibility, but will do all they can to help look for their property.

Teachers will dress appropriately for P.E. sessions, with change of footwear as minimum.

Single sex changing rooms are available for changing.

Non-participants

If pupils are not participating in P.E. it should only be for health or medical reasons and a letter should be sent into the school explaining the reason. Teachers should contact

individual parents if a child consistently fails to dress appropriately. Spare kit should be provided if available.

Where possible, children who are not participating in P.E. for reasons of health or an inappropriate kit should be given a role so that they feel included and have an awareness of the learning objective for the session. Such a role could be as a scorer, referee, commentator or a responsibility for equipment.

Extra-curricular activities and other initiatives

After school clubs are provided to extend children's participation, development and enjoyment of specific activities. Where these are provided by an external agency, there may be a small charge made with the remainder of the cost coming from school budgets.

School will endeavour to provide a wide range of activities over each year.

Children will be encouraged to take part in a variety of competitions through Widnes Schools Sports Association, of which school is a member.

Children's University

Children's University provides an additional reward for children in Year 1 onwards when they attend extra-curricular clubs both in school and out.

Safe practice

In all aspects of physical activity the aspect of safety is paramount and closely monitored. Individual safe practice is taught.

The school will follow the safety requirements as laid down by the guidelines in the AfPE 'Safe Practice in PE' 2008 edition. A copy of this for reference is kept in the Headteacher's office.

To ensure safe practice pupils are taught to:

- Be concerned with their own and others' safety in all activities undertaken
- Understand the importance of warming up and recovery exercise, thus preventing injury
- Lift, carry and place equipment safely
- Observe the rules of good hygiene
- Understand why particular clothing, footwear and protection are worn for different activities
- Understand the safety risks of wearing inappropriate clothing, footwear and jewellery
- Respond readily to instructions and signals within established routines and follow relevant rules and codes
- All adults must report any defects in any equipment that needs attention.
- All equipment must be tested before the children use it.

Health & Safety

- "Safe Practice in Physical Education & School Sport" is a comprehensive guide to safe practice and managing risk in PE and should be referred to regarding any aspect of Health and Safety.
- Equipment is regularly inspected by a qualified outside agency.
- Formalised risk assessments are completed as appropriate, but all staff should carry out an informal risk assessment before undertaking any activities and amend the plans as necessary.
- Individual risk assessments are carried for children with special needs where appropriate.
- The outdoor areas are inspected by the class teacher before the lesson commences and problems are reported to the site manager.
- Risk assessments are reviewed annually at the beginning of each academic year.

Adults Supporting Learning

Adults other than teachers supporting learning are those people who do not hold a recognised teaching qualification but operate in schools with the permission of the Headteacher.

This group commonly includes:

- ◆ Sports development officers
- ◆ Coaches, instructors, parents and helpers
- ◆ Community sports leaders
- ◆ Students undergoing initial teacher training

ASLs are widely used to support the delivery of physical education and in the extended curriculum to:

- ◆ Support and work alongside teachers in lessons and the development of school clubs on site
- ◆ Deliver off site activities such as swimming and outdoor activities.

The school governing body has a duty of care that operates for any activity in which pupils are involved. They and the Headteacher will ensure that ASLs work alongside teachers and are always supervised.

ASLs are screened by the Headteacher to ensure they are suitably qualified and experienced to work with young people.

Further guidance and support is available by referring to LA policy on the use of Adults supporting learning in schools.

Recognising Achievement

Success and achievement are encouraged and rewarded through praise and positive feedback.

Resources

These are stored centrally in the PE cupboard in the school hall. Shortages in resources (through wear and tear) should be

reported to the PE Co-ordinator or the Headteacher for replacement.

Roles and Responsibilities

The PE coordinator is responsible for practice and provision of physical activity opportunities. This role includes:

- To provide subject leadership for all members of staff
- To develop and review policy
- Renewing, storing and up keeping resources.
- Monitoring and evaluating PE provision throughout the school. This may be done through informal lesson observations, team teaching, pupil interviews.
- Reporting to Headteacher and SMT of above.
- Keeping registers of pupil attendance at extra curricular activities.
- Advising staff of recent developments in physical activity.
- Ensuring that all facilities available are utilised and that safety guidelines are followed.
- Displaying notices and celebrating pupil achievement in physical activity.
- Liaising with parents, governors and LA officers regarding relevant developments in physical activity.

Entitlement

We believe that all of our children have an entitlement to all aspects of P.E. and we endeavour to give each child the opportunity to develop skills and knowledge, to maximise their potential, regardless of ability, gender and culture.

Appendices may include:

- Schemes of work;
- Risk assessments;
- Equipment catalogues.

Equalities Act

This policy has been considered under the Equalities Act 2010, giving due regard to the three principles;

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic, and persons who do not share it.

We are committed to:

Eliminating discrimination and harassment

Promoting equality of opportunity

Promoting good relations and positive attitudes towards all people

Encouraging participation in public life.

Our commitment covers equality on grounds of: age, disability, gender (including Trans-gender), race, religion/belief and sexual orientation.

Next review date: Spring 2019 or as required