

THE GLEBE PRIMARY **SCHOOL**

Physical Education (PE) Policy





Physical Education (P.E.) Policy

The Glebe Primary School is a Rights Respecting School.

Rationale: We believe that children learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

This policy was updated in January 2019 by Mr Davis the P.E. subject leader in conjunction with teaching staff and school governors.

1. Aims and Objectives:

1.1 Physical Education develops 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, gymnastics, games, 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 it promotes positive attitudes towards healthy lifestyle. Thus we enable the children to make informed choices about physical activity throughout their lives.

1.2 The objectives of teaching P.E. in The Glebe Primary School 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 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.

2 Teaching and Learning Style

2.1 The Glebe Primary School we use a variety of teaching and learning styles in P.E. 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 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 abilities. 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 80m 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).

Throughout the teaching and learning of P.E. in KS1 and KS2 teachers should bear in mind the general requirements for Physical Education as given in the National Curriculum with particular reference to pupil's involvement in the continuous process of planning, performing and evaluating.

2.3 When using the lesson plans, do:

- Insist that children change clothes and especially shoes for P.E. (Supply spare PE Kit where appropriate)
- Set an example by wearing PE clothes. Wearing supplied PE Hoodies and change your own footwear.
- Insist that children remove jewellery, including watches and rings.
- Insist on a note from a parent or doctor for children wishing to be excused from P.E.
- Familiarise yourself with the lesson content and organisation.
- Aim for continuity - lessons taken at random will not have progression.
- Note that the time allocated is teaching time i.e. not changing time etc.
- Follow lesson format warming up, skills, cool down.
- Insist that the children play a major role in the organisation of equipment for the lesson.
- Check the safety of the environment.
- Give the children opportunities to participate in the process of planning, performing and evaluating.
- Repeat tasks to facilitate skill acquisition.

DO NOT

- Use exclusion from P.E. as a form of punishment.

2.4 Assessment and record keeping

In Physical Education a child's knowledge, skills and understanding are revealed in the quality of his /her:

- Practical skilled performances in various activities;
- Compositions, sequences and dances devised;
- Evaluations of personal performances as well as those of others.

2.5 The key assessment tool in P.E. is observation. Where possible photos or videos should be taken to record the children's work/performances. Children should evaluate their work, and photos/videos could be used to help them reflect on their progress.

The lesson plan is also fundamentally important to this process in order for the teacher to identify achievement in terms of the lesson objectives. At the end of each school term the children will be graded depending on whether they are Emerging, Expected or Exceeding their age expected level for a particular area that has been taught within that term. They will then get an overall grading based on all the topics covered within that term. This will in turn lead to an overall grading for the entire year.

3 P.E curriculum planning at The Glebe Primary School

3.1 The Foundation Stage

Children work towards the objectives set out in the Early Years and Foundation Stage Development Matters document, which underpin the curriculum planning for children aged three to five years of age. During the Foundation stage, children improve their skills of co-ordination, control, manipulation and movement. They learn through being active and interactive and they use their senses.

In this stage children are given appropriate physical challenges both indoor and outdoor to develop their fine and large motor skills and spatial awareness. They are introduced to the language of movement.

3.2 Key Stage 1 & 2

In each year of Key Stage 1, pupils are taught six areas of activity:

1. Attack Defend & Shoot
2. Gymnastics
3. Dance
4. Hit, Run & Catch
5. Send & Return
6. Run, Jump and Throw

During Key Stage 2, pupils enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.

Pupils are taught in the same six areas (with the addition of a further area) as the previous key stage, with a further emphasis on specific sports/games:

<ol style="list-style-type: none"> 1. Attack Defend & Shoot 2. Gymnastics 3. Dance 4. Hit, Run & Catch 5. Send & Return 6. Run, Jump and Throw 7. OAA 	<p>Sports Covered:</p> <p>Netball</p> <p>Tag Rugby</p> <p>Cricket</p> <p>Athletics</p> <p>Rounders</p> <p>Handball</p> <p>Tennis</p> <p>Badminton</p> <p>Basketball</p> <p>Hockey</p> <p>Football</p> <p>Outdoor and adventure activities are taught through a range of activities throughout the year including Katie Morag Adventure Trail for Year 2 children and Robin Wood Outward bounds visit for Upper Key Stage 2.</p>
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3.3 P.E. is a foundation subject in the National Curriculum. The curriculum planning in P.E. is carried out in two phases (long term and medium term). The long term plan maps out the P.E. activities covered in each term during the key stage. The P.E. subject leader devises this plan in conjunction with teaching colleagues in each year group.

3.4 To enable the activities to be taught, medium and short term planning is taken from The PE Hub planning format. PE Coaches that have worked with teaching staff have access to the planning for the units they have covered for them to re-use; 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 leader keeps and reviews these plans.

3.5 The class teachers follow and adapt the planning for each P.E. lesson listing the specific learning objectives and expected outcomes, also details of how each lesson will be taught. The class teacher and subject leader discuss them on an informal basis. The subject leader is responsible for keeping and reviewing these plans.

3.6 We plan the P.E. 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 progressions planned into scheme of work, so that the children are increasingly challenged as they move up the school.

4 Contribution of P.E. to teaching in other curriculum areas at The Glebe Primary School

4.1 English

P.E. contributes to the teaching of English in our school by encouraging children to reflect what they have done, and to discuss how they might improve their performance.

4.2 Personal, social and health education (PSHE) and citizenship

P.E. 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.

4.3 Spiritual, moral, social and cultural development

The teaching of P.E 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. Children feedback to other groups, saying what they did well and ideas for how they could improve. 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.

4.4 PE and ICT

Information and communication technology enhances the teaching of PE, where appropriate, in all key stages. In dance and gymnastics children can take digital photographs and make video recordings of their performance, and use them to develop their movements and actions. Examples from Espresso and other agreed websites can be used to show children examples of movement good practice which is linked to their units of work. Music composed on the computer is sometimes used for creative dance. Children compare each other's performances from recordings, and use these to improve the quality of their own work. A digital camera is often used in many areas to keep a record of experiences during indoor and outdoor activities.

4.5 PE and inclusion

We teach PE to all children, whatever their ability or individual needs. P.E. forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our P.E. 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 Non-Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL).

4.6 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - equipment, teaching style, differentiation - so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps ensure that our teaching is matched to the child's needs.

4.7 Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE.

4.8 We enable all pupils to have access to the full range of activities involved in learning P.E. 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.

5 Entitlement

5.1 Each class is timetabled weekly for physical education to meet with the legal requirements of the National Curriculum that every child is entitled to at least two hours of high quality physical education every week. Classes have two PE lessons per week in school. Swimming is currently being taught in a block. Children receive 1 swimming lesson every day for two weeks. In the foundation stage children have 1 P.E. lesson and at least 2 hours of outdoor structured play per week.

6 Assessment for learning

6.1 At The Glebe Primary School teachers assess children's work in P.E. by making assessments as they observe them working during lessons. Children are also encouraged to evaluate their own work and to suggest ways to improve. Teachers record the progress made by children against the learning

objectives for their lessons. At the end of a unit of work, teachers make a judgement against those objectives. Teachers record this information on a class record sheet and use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the school's annual report to parents. The teacher passes this information on to the next teacher at the end of each year in the pupil's records of achievement.

- 6.2 The PE subject leader keeps evidence of children's work (in a portfolio). This demonstrates what the expected level of achievement is in each area of P.E. activity in each year of the school. Teachers meet regularly to review individual evidence of children's work.

7 Resources

- 7.1 At The Glebe Primary School there is a wide range of resources to support the teaching of P.E. across the school. We keep most of our equipment in the P.E. stores, and this is accessible only to the PE monitors. The hall contains a range of large apparatus, 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. The children use the school field for games and athletics activities, and the local swimming pool for swimming lessons.

- 7.2 The school collects 'Sainsburys' sports vouchers which are then counted and exchanged for new P.E. equipment. The P.E. co-ordinator consults members of staff as to any resources and equipment they require before orders are placed.

- 7.3 Funds from the Sports Premium are also used when necessary to replenish PE equipment to ensure high quality P.E. lessons can take place.

8 Health and Safety

- 8.1 It is the general teaching requirement for health and safety that applies to this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for P.E 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 P.E. The policy of the governing body is that no potentially dangerous jewellery is to be worn for any physical activity. All members of staff are familiar with the book, "Safe Practice in Physical Education," (B.A.A.L.P.E.) and they know that for reference purposes the school's edition is kept in the staff room. Lessons are carried out with safety in mind and all members of staff are familiar with the current risk assessment.

9 Extra-curricular activities

- 9.1 The Glebe Primary School appreciates the importance and value of extra curricular clubs and events and welcomes the participation in them. The school provides an extensive range of P.E. related activities for children at the end of the school day and during lunch times. 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 each term and parents can sign up to these via the school gateway. Parents support is vital, as is good communication in order for successful and well-organised events to take place. These opportunities foster a sense of team spirit and cooperation amongst our children.

- 9.2 A 'Sports Day' is held each year which includes a variety of competitive and team activities. All children participate in the event as part of the schools 4 houses (Ashton, Barford, Kinderton and Fife). Parents and carers are invited along to watch and support the children. Points are allocated accordingly to the children in each race. The points are then totalled and a winning house is then announced.

12 AOTT's

- 12.1 Adults other than teachers are very valued. Specialist coaches come into school to work with the children in extra curricular clubs, their expertise is respected and valued by children and other members of staff. Specialist coaches are also used to lead P.E. lessons. They not only develop children's abilities but also upskill the teachers by allowing the teachers to observe their methods or to 'team

teach'. When this is the case, the planning from these shared sessions is left with that member of staff for them to develop and use again when next teaching that unit of work.

- 12.2 The staff and children in Reception, Key stage 1 and Key Stage 2 benefit from this specialist coaching for a six week block throughout the year.

13 Staffing and staff development

- 13.1 Staff are encouraged to go on courses for their continued professional development. Emails are sent out from the PE Coordinator informing staff of potential PD opportunities.

14 Leadership and management roles

- 14.1 Patrick Davis is responsible for leading Physical Education throughout the school and is responsible for ensuring high quality teaching and learning in PE is taking place. This involves lesson observations of staff, planning scrutiny for coverage and the distribution and investment of the Sports Premium Funding. A school development plan is completed every year to ensure that new targets are being set and achieved to drive the subject forward.
Additional duties include ordering and allocating resources, organisation of the School Sports Day, ensuring a broad range of after school clubs are taking place and organising tournaments and competitions for the children to attend.

15 Celebration of achievement

- 15.1 Assemblies are used to help celebrate the success of the children. Swimming certificates are given out in assembly to celebrate the success of the children who have achieved and to encourage the children who are working towards a certificate to keep trying. Special awards related to P.E are presented during celebration assembly on a half termly basis. They are awarded for things such as effort, performance and sportsmanship. The children find out about the results of extra-curricular matches and their participation and achievement is celebrated.

16 Sports Premium Funding

- 16.1 The Governors have agreed, alongside the Head Teacher and the Subject Leader, that the Sports Premium Funding must be used so that: all children benefit regardless of sporting ability; that children are given the opportunity to compete in advanced tournaments; that staff have access to training opportunities and continued professional development; that children benefit from using appropriate equipment and resources.
- 16.2 We are committed to using the funds for the following to aid progress in these areas:
- Hiring specialist PE teachers and coaches to work alongside teachers to upskill them in a variety of PE disciplines
 - Providing additional opportunities for children to take part in competitive sport through buying into the Stockton School Sport Partnership
 - Providing places for pupils at a range of after school clubs
 - Replacement and upgrading of PE resources, equipment and storage.

17 Monitoring and review

- 17.1 The monitoring of the standards of children's work and of the quality of teaching in P.E. is the responsibility of the P.E. subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for PE in the school. The subject leader gives the head teacher a report in which she evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement.
- 17.2 This policy will be reviewed at least every two years.