

Claypole Church of England Primary School

Physical Education (PE) Policy



Appropriate School Aims

- To provide a broad and balanced curriculum, set within the requirements of the National Curriculum.
- To develop positive attitudes and patterns of behaviour within the context of Christianity and other World Religions.
- To continue to raise standards by providing teaching of high quality, enabling children to achieve their full potential.
- To provide children with a variety of high quality opportunities additional and complementary to the curriculum.
- To enhance professional development opportunities for staff.
- To maintain an active and positive role within the local and wider community.

Aims for the policy

- To enable children to develop and explore physical skills with increasing control, co-ordination and fluency;
- To encourage children to work and play co-operatively with others in a range of group/team situations;
- To develop spacial and body awareness;
- To develop fitness and endurance;
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
 - To increase children's ability to use what they have learnt to improve the quality and control of their performance;
- To continue to develop an understanding of the effects of exercise on the body and an appreciation of the value of safe exercising.
- 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 and others success. To promote an understanding of safe practise and develop a sense of responsibility towards their own and others' safety and well being.

Objectives for the policy

- Plan appropriate lessons [according to the School Curriculum Framework] with 2 P.E lessons per week using Get Set 4 PE.
- To build upon the prior learning of the children, providing the opportunity for all pupils to succeed.
- Provide high quality resources to support learning and teaching.
- Provide a balance of individual, paired and group activities; co-operative, collaborative and competitive situations aims to cater for the preferences, strengths and needs of every pupil.
- Promote a broad base of movement knowledge, skills and understanding. Teachers are keen to develop pupils' ability to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.
- Use a variety of styles to suit the ranging learning styles; visual, kinaesthetic and auditory.
- Provide opportunities to support the social development of the children by allowing children to work together and discuss their ideas and performance; developing a respect for other children's levels of ability, and encouraging cooperation across a range of activities and experiences.
- 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.

- Provide opportunities for children to describe what they have done and to discuss how they might improve the quality of their work and others by using digital cameras and video recordings of their performances.
- Provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem solving.
- Encourage the appreciation and importance of a healthy, fit body and begin to understand those factors that affect health and fitness. This work is closely aligned with the school's policy on Health Education.
- Continue to allocate 2 hours a week for PE/sport (Get Set 4 PE).
- Provide a range of PE-related activities for children in additional to curriculum timetabled activities.
- Provide 'taster-sessions' from specialist coaches as well as inter-school sporting events through the School Sports Partnership Development.
- Following specialist coaching sessions, offer information and opportunities regarding evening/weekend and/or holiday clubs.
- Suffuse possible CPD opportunities for staff and feedback on own professional development courses/meetings attended for the benefit of the school, (staff and the children). **Resources**
- The equipment is stored in the PE store in the school hall and there are additional equipment (football, cricket, athletics, rounders and other seasonal sports equipment) stored in the PE store out the front of the school.
- An equipment audit is written annually and an equipment check is made on all apparatus. The PE audit of resources can be obtained from the PE curriculum folder.
- The children use the school field, hard court and playground for games, athletics and outdoor and adventurous activities and 'Active Fitness Centre' for swimming lessons.
- During breaks, the children have access to play equipment and resources. Playground games are lead by our Y5/6 Playground Leaders and Midday Supervisors. The children also have access to playground markings, a willow arch and during fine weather various large climbing apparatus.

The children are instructed and informed in the practise of managing and using equipment safely and effectively

Assessment and recording

Assessments are made through observations of children working during lessons. During a unit of work, teachers continually make judgements against 'non-negotiables' of attainment and Get Set 4 PE assessment criteria. Teachers record this information and use it to plan future work. Teacher's use opportunities to informally talk with pupils about their knowledge and understanding of health and fitness and evaluative thoughts for improving their work. These records enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents and shared at parent's evening. The PE Leader keeps the 'end of year assessments' and analysis them against the previous year(s) and some evidence of children's performance i.e. 'tracker level' assessments and photographs. The photographs in the P.E. curriculum folder offer annotations of children's successful application of skills in the activity.

Health and safety

All adults are responsible for health and safety and must report any concerns immediately to the curriculum leader (Miss Bowles), or Head teacher (Mr Wells).

The general teaching requirement for health and safety applies in this subject.

- Children are encouraged to consider their own safety and the safety of others at all times.
- Children are expected to change for PE into the agreed clothing for each activity area.
- It is expected that teachers set a good example by wearing appropriate clothing when teaching PE.
- The policy of the governing body is that no jewellery is to be worn for any physical activity and long hair is to be tied back.

- On the occasions that PE kit has been forgotten/lost, spare kit is available from some classrooms. Key Stage 1 and 2 have a non-participation form to complete in the event of no spare kits; allowing teachers further awareness of regular/consistently forgotten/lost kit.

The school keeps a Physical Education Safety Log where teachers record any faults/concerns about equipment so that it can be acted upon by the PE Leader.

During swimming lessons, AOTT (adults other than teachers) are also present, observing the swimming areas for the safety of the children. Teachers, children and AOTT are made aware of the emergency actions used in the swimming pool prior to each swimming module.

A Health and Safety audit is conducted annually regarding large apparatus. The PE co-ordinator is responsible for referring to the allocated budget with regards to the replacement of equipment highlighted during the audit.

Equal Opportunities and Special Educational Needs

Teacher's seek to provide for the particular needs and aspirations of every child and adult regardless of physical ability, special need, gender, religion, race or culture.'

In some classes there are children of differing physical ability (including recognising the talented and the gifted). Whilst recognising this fact, teachers provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. This is achieved through the following strategies:

- setting common tasks that are open-ended and can have a variety of results
- grouping children by ability and setting differentiated tasks for each group e.g. adapted games, challenges and equipment ;

Teachers provide learning opportunities that enable all pupils to make progress by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows teachers to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. The assessment process looks at a range of factors; classroom organisation, teaching materials, teaching style, and differentiation – so that teachers can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention may 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.

Every Child Matters

We endeavour to support every child whatever their background or circumstances to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

Name of Curriculum Leader: Emma Bowles

Areas for further development

- Continue to develop Playground leaders/buddies!
- Amount of physical activity during PE lessons.
- Continue to develop storage of equipment

This policy is reviewed annually and revised as necessary

