

King's Road Primary

School

Physical Education

Policy



The ethos of P.E. in the school

King's Road primary school recognises that P.E. is an important part of the school curriculum. We believe in giving all pupils, irrespective of their academic or physical ability, the opportunity to discover and develop their physical potential through a balanced and developmental programme of activities. We do so in the belief that physical education in a safe, supportive and challenging environment is a vital component in the development of children's physical and emotional health and well being. This, we believe, includes qualities such as enjoyment, tolerance, co-operation and the development of expertise.

In this context we are committed to achieving maximum participation for all children whilst recognising the need for equal opportunities on the grounds of gender and children's specific individual needs. Within a caring and supportive environment, we believe in encouraging positive relationships between groups and individuals while providing challenge and stimulation through physical activity.

We believe in allowing children to apply skills, knowledge and concepts, to experiment, to be creative and imaginative and to recognise and celebrate progression and achievement within the physical medium. This is achieved through two hours of quality P.E during curriculum time.

We are further committed to recognising the importance of physical activity to children outside the curriculum. In order to support pupils achieve the recommended three hours of out of school provision, we actively link with sporting bodies and clubs. The provision of extracurricular activities organised by the school is a positive experience and the recognition and celebration of children's achievement outside school promote awareness of the value of physical activity for all pupils.

In our commitment to our policy statement we have identified the following aims to be met through teaching and curriculum organisation:

Our Aims:

- That all pupils will be given access to the full PE curriculum regardless of gender, race, or cultural background.
- Develop the knowledge and confidence of our staff through the sharing of expertise and use of school resources and the advice and support of the LEA, through liaison with the School Sports Co-ordinator.
- To make best use of outside specialist expertise in coaching and instruction in a range of activities, primarily through the sports development Office of the LEA.
- To develop an awareness amongst staff of the demands of the national curriculum and to share as a school the responsibility of developing the means to produce long term planning of a P.E. curriculum which

encompasses clear learning objectives that meet the challenge of providing progression throughout the key stages.

- To develop a simple but effective method of recording and reporting children's progress encompassing clear assessment targets throughout the Key stage and it's Programme of Study.
- To provide the means for children to realise their full potential and to develop movements, co-ordination, confidence and body awareness in a range of contexts.
- To provide for the development of physical and creative skills and the ability to adapt and apply knowledge and skills in the performance of movement related activities.
- To promote responsible attitude towards the safety of self and others and to develop an appreciation of safe practice in all movement activities.
- To promote an understanding of the relationship between physical activity and good health, thereby increasing active participation. This may be achieved through cross-curricular work throughout the key stage.
- To develop personal and social competence and the necessary skills to manage success in competitive and co-operative situations, to cope with losing, and to retain a proper sense of perspective in competition.
- To provide the opportunity for work involving the development of interpersonal skills and good communication. This should be done through a range of teaching styles, which encourage good experimentation, self-expression and awareness, and foster tolerance and co-operation.
- To develop links between the school and the community
- To provide further opportunities for P.E in the school through links with other subjects especially Literacy, Science and Numeracy using Dance and Drama as the medium to achieve this.

- To do all we can to continually improve and strive to reach the National PESSYP strategy.

We aim for our PE lessons to include challenges for all pupils, which involve developing:

- A sense of accomplishments/achievement.
- Learning something new and fostering the desire to learn more.
- Physical well being.
- A feeling of independence.
- Encouraging the aspiration to perform well and with imagination and flair.

We see the above as important to developing and maintaining high standards of P.E in our school, and through the P.E lessons, challenges for all pupils will want to achieve.

PSHCE links

Within all our PE lessons we will strive to cover some of the following aspects:

- Teamwork
- Fairplay
- Communication
- Sportsmanship
- Relationship building
- Pride

Entitlement

All children are entitled to a progressive and comprehensive Physical Education programme which embraces the Statutory Orders of the National Curriculum and takes into account individual interests and needs.

Children should have access to all components of the N.C programmes of study, (athletics, dance, games, gymnastics, outdoor education and swimming) so that a realistic attempt is made to achieve the expected levels of performance as set out in N.C descriptors.

Planning for Differentiation across the Key Stage

Planning for differentiation should incorporate:

- Pupil groupings, ability or mixed ability groups; or group, paired or individual activities.
- Resources, e.g. different equipment for different levels of ability across the Key stages.
- Pupil activity, e.g. different task, different roles and responsibilities, different allocations of time variations of pace within the lesson to meet needs of different levels of ability.
- Other opportunities, e.g. extracurricular activities, club links and interest groups, for the development of excellence.

Differentiation by task may be achieved when the children who are pursuing the same part of the Programme of Study are given a range of different but related tasks according to their levels of ability.

Differentiation by outcome may be achieved by setting tasks, which are suitable, and appropriate for all the children's starting level and which allow the more able children to be challenged.

Differentiation by support may be achieved when children of low ability are given constant reassurance and help to improve their confidence.

Pupils identified as talented can be further developed through extension activities to increase their skills and by use a buddying system to aide less able pupils.

Health and Safety

Safety should be paramount when planning PE activities.

The following guidelines should be referred to all teachers when planning their PE curriculum.

Safe Practice in Swimming (LEA)

Safe Practice in Physical Education (2007 BAALPE)

Safety in Outdoor Education (LEA)

(These documents are located in the PE coordinators file)

Risk assessments should be included in lesson plans and safety aspects should be considered with the children prior to the task. Children should develop their own abilities to assess risks.

First aid equipment should be available (Medical Room) and staff should know what to do and who to call for assistance in the event of an accident (designated first aider). Inhalers for children suffering from asthma must be readily accessible and staff must be aware of which children are prescribed this medication.

Annual checks should be made on all equipment (Wigan Gymnasium Repair Company/Annual inspection). The coordinator should make frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the coordinator when any items need replacing or repairing. Any items which constitute a danger should be taken out of use immediately.

- All large items of PE equipment are inspected annually by an independent safety officer under a contractual agreement.
- Children should be taught how to move and use apparatus safely under supervision of a teacher or responsible adult.
- Children should be made aware of safe practice when undertaking any PE activity (e.g. running or jumping in front of others and stopping when asked)

- Children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery.
- Good class control is fundamental to safety.

P.E Kit

Pupils will change into a kit which is different from the uniform.

Teachers should also change for P.E. into suitable clothing (optional) and footwear as a model, to show that appropriate clothing is needed for these activities. It is important that teachers' footwear enables them to move quickly without risk of slipping.

For pupils the dress code is as follows:

- T-shirt (white)
- Shorts (navy/black)
- Pumps or bare feet (indoors)
- Sweatshirts, dark unmarked tracksuit or jumper in cold weather, trainers for outside/ outdoor adventure.

For safety reasons it is imperative that the indoor dress code is followed for gymnastics lessons. Under no circumstances should children wear tracksuit trousers, tights or socked feet on apparatus as this can be dangerous. Goggles for swimming should be discouraged unless on medical advice.

Children should only miss PE lessons on health grounds if this is requested by their parents either by direct contact with the school or in a note to the teacher.

Long hair and head scarves must be tied back at all times. All jewellery should be removed before the lesson.

Equal Opportunities

All children should be provided with equal opportunities to participate in a curriculum in which there are no barriers to access on race, sex, culture or

ability. PE lessons should aim to provide quality experiences that challenge children.

Special Educational Needs

Wherever practicable, provision will be made for children with special educational needs where it affects their performance in P.E. They may have sensory difficulties, physical difficulties, cognitive limitations, and/ or emotional behavioural disorder.

It is important to concentrate on children's abilities and needs, not on their disabilities and handicaps. This emphasis aims to improve their movement skills and help to change feelings of disaffection, under-achievement and low self-esteem.

Everything should be done to avoid highlighting the disabilities of any particular child.

In some cases it may not be practicable to provide sufficient physical activities within the school for a child with severe disabilities and the SEN Co-ordinator or P.E co-ordinator should be consulted for advice where a teacher is unsure how to proceed. The co-ordinator should contact appropriate agencies to make additional arrangement for these pupils.

Extra-curricular Activities

There is a tradition in our school for after- school activities supervised by teachers and sports coaches in their own time. These include:

- Hockey
- Football
- Netball
- Lacrosse
- Cricket
- Skateboarding
- Gymnastics
- Fencing
- Judo

- Multiskills
- Dance

The activities provide opportunities for more advanced coaching and competition with children from other schools and larger scale team games.

We have links with sporting bodies and clubs e.g. Lancashire Cricket club, Sale Harries, Brookland's Lacrosse Club, Sale Sharks, Manchester United, Trafford Basketball Club, Metro Vicks RUFC, Skateboarding TC, where children's enthusiasm is channelled into positive experiences outside school.

This is a valuable part of the life of our school and a useful supplement to the National Curriculum. Pupils with sporting ability are encouraged to take part in such extra-curricular activities, although these are voluntary and no child would be forced into participating.

Assessment, Recording and Reporting

Assessment is anchored in the level descriptors. These define what a pupil should be able to understand, know and do at any particular point of time. The present Government does not intend to proceed with the new primary curriculum. However, it advises that the existing primary curriculum remain in force for the foreseeable future. With this in mind, teachers should continue to use QCA Learning Outcomes to help make decisions about the attainment. QCA schemes set out clear expectations for each unit and these are based on particular levels.

Simple records should be kept in class PE files and these should be used to inform short term planning.

Monitoring teaching and learning is carried out by the P.E Co-ordinator, for all members of staff at least once per academic year.

Support will be forthcoming to members of staff who require additional guidance.

Strategies for Implementation

Teaching and Learning

Good lessons should contain the following elements.

- **Purpose:** Lessons should have clear objectives and defined learning outcomes which should be explained to the pupils at the beginning of the lesson.
- **Progression:** Pupils capabilities should be developed with increasing demand made on physical and mental processes. Building on previous learning is essential and so too is working to achieve successful outcomes through repetition, application and refinement of skills.
- **Pace:** High levels of activity, avoiding dead spots (pupils sitting down doing nothing) with clear expectations for high work rates to be maintained are important. The physiological benefits of exercise should be explained and understood and the association with health emphasised.
- **Coherence:** All teachers should reinforce previous understanding and establish links between curricular experiences.
- **Challenge:** High expectations will be set for individual and group achievements. Pupils extend both physically and intellectually through interesting tasks.
- **Differentiation:** Will be achieved through using tasks and equipment that enable pupils to be challenged appropriately and which ensures good progress for all ability groups.

Pupil's responsibility: In lessons pupils will be encouraged to make decisions. They will be given responsibility for equipment, group organisation and at times their own learning as they practice and repeat movements in order to improve efficiency and quality of their performances.

Planning

The PE curriculum is based on QCA schemes of work and will remain the starting point for planning until further advice is received from the government on the direction to take.

The PE curriculum should be planned to provide to provide a balance within the programmes of study. The scheme of work is based on the QCA schemes of work, Durham schemes of work and Val Sabin, which can be found in the year group PE files. Teachers will need to plan units of work in detail to include outline of

tasks, risk assessments and assessments opportunities. Sessions should include warming exercises and stretches before the main tasks and cooling down and further stretching activities at the end.

Opportunities should be taken where appropriate to make links between aspects of PE and other subjects the curriculum.

The governors have agreed that swimming lessons at Stretford Leisure Centre should take place once a week during autumn, spring and summer terms for the children in years 3 and 4. Full use of the field and playground should be made when conditions allow.

Time Allocation

There should be a minimum 1hr 30min in Key Stage 1 and 1hr 30min in Key Stage 2 of PE each week. This is not statutory and the desired target is 2 hours of PE during curriculum time. This may vary according to the time or year.

The hall is timetabled for 1 or 2 sessions per class per week. When a year group ceases swimming it is expected that some of that time is allocated to PE/Games to fulfil the requirements.

Staff Development

Opportunities should be taken for the coordinator of PE to attend courses in order to keep up to date with the PE curriculum. They should then give summaries of information to the rest of the staff and draw their attention to any new safety guidelines published by the LEA or national agencies.

Appendix 1

Below are the revised level descriptors for PE as released in Autumn 2009. As the new curriculum has not been implemented they are for guidance only and are not statutory legislation.

PE revised level descriptors.

Level 1.

Pupils copy, repeat and explore simple skills and actions with basic control; and coordination. They start to link these in ways that suit the activities. They describe and comment on their own and others' actions. They talk about how to take part in physical activity safely, and how their bodies feel during an activity. They work with others in practices and suggest some simple ideas on how to make changes.

Level 2.

Pupils explore simple skills. They copy, remember, repeat and explore simple actions with control and coordination. They vary skills, actions and ideas, and their deployment, and link them in ways that suit the activities. They begin to show some understanding of simple tactics and basic compositional ideas. They talk about differences between their own and others' performance and suggest improvements. They understand how to take part in physical activity safely and describe how their bodies feel during different activities. They work with others, devising simple ideas for practise and rules.

Level 3.

Pupils select and use skills, actions and ideas appropriately, applying them with control and coordination. They show that they understand tactics and composition by starting to vary how they respond. They can see how their work is similar to and different from others' work and use this understanding to improve their own performance. They give reasons why warming up before an activity is important and why physical activity is important and why physical activity is good for their health. They are able to take the lead in pairs and small groups when carrying out practices or deciding upon their own games, challenges, tactics and sequences.

Level 4.

Pupils link skills, techniques and ideas and apply them accurately and appropriately. When performing they show precision, control and fluency. They show that they understand tactics and composition. They compare and comment on skills, techniques and ideas used in their own and others' work and use this understanding to improve their performance. They explain and apply basic safety principles when preparing for exercise. They describe how exercise affects the bodies, and why regular, safe activity is good for their health and wellbeing. They work with others to plan and lead simple practices and activities for themselves and others.

Level 5.

Pupils select and combine skills, techniques and ideas and apply them accurately and appropriately in different physical activities. When performing in different physical activities, they consistently show precision control and fluency. They show that they can draw on what they know about strategy, tactics and composition to produce effective outcomes. They modify and refine skills and techniques to improve their performance and adapt their actions in response to changing circumstances. They analyse and comment on skills, techniques and ideas and how these applied in their own and others' work. They explain how the body reacts during different types of activity and why activity is an essential component of a healthy lifestyle. They plan, organise and lead practices and activities safely, helping others to improve.