



Physical Education Policy

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims and Objectives

Aims: The Order for Physical Education in the National Curriculum provides a basis for us to deliver a broad and balanced physical education programme which helps to fulfil our main aims which are: -

1. To promote physical activity, physical development, and a healthy lifestyle.
2. To develop the skills of children's physical competency through the progression of learning.
3. To develop social co-operation and positive attitudes and to compete with a sense of fair play.
4. To promote and develop safe practice in physical activities.

Objectives: Through PE we aim to develop inter-personal and problem solving skills, develop personal qualities such as self-esteem, confidence, tolerance and empathy and help forge links between the school and its community.

To achieve this, we aim to:

1. Maintain the weekly physical activity levels of pupils to a minimum of two hours high quality PE, both within and outside the curriculum.
2. Focus on skill development, allowing children to positively transfer skills across sports.
3. Contribute to optimum pupil behaviour, physical fitness growth and development assisting pupils to reach their learning potential.
4. Commit to ensure safe and effective exercise procedure.
5. Provide access to relevant in-service training for staff and helpers.
6. Provide safe and stimulating areas in which children can play and be active.
7. Encourage children to adopt a healthy lifestyle by arming them with the knowledge and skills to eat healthily and exercise daily.
8. Take advantage of cross-curricular links to help children make connections within their learning.
9. Promote the capital culture of sport through; positive role models; sport-related books; wider opportunities and; a clear link to the underpinning British Values.

Inclusion

We are committed to giving all our children every opportunity to achieve the highest standards regardless of their age, gender, ethnicity, attainment or background.

Within each of the areas of activity, broad task setting allows for differentiation by outcome. Differentiation by task can also be used - here, the more able child can be challenged by extending the specific task and the less physically able can be encouraged to achieve success by breaking the task down into simple progressive stages to be addressed as appropriate. In games, differentiation can also be achieved through choice and use of appropriate apparatus and group sizes/personnel.

- By:
- (a) setting suitable learning challenges
 - (b) responding to pupils' diverse needs
 - (c) overcoming potential barriers to learning and assessment (National Curriculum statutory principles for inclusion)



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For the small proportion of children who may need more provision, teachers recognise that they need not necessarily teach rigidly within the programmes of study for each key stage. In order to enable such individuals to progress, demonstrate achievement and succeed, teachers should be aware of the pupils' statement of educational needs and select material and strategies which enable inclusion.

Monitoring and Assessment

Monitoring is carried out to enhance teaching and learning and is the responsibility of the class teacher in conjunction with the PE Coordinator. The review of the policy for PE and the scheme of work for PE take's place on an annual basis.

The monitoring will focus on:

Teaching of PE: Reviewing how the use of a specialist sports coach has improved the quality of PE in class teachers' lessons. A particular focus will be looking at how children are suitably challenged in lessons, where teachers will need a sound understanding of the PE curriculum expectations and PE progression map.

Cultural Capital of PE: Reviewing how the cultural capital of PE is being modelled and spread throughout the school, helping to enhance the reputation of PE and allowing children to accumulate associated knowledge, behaviours and skills to draw upon.

The methods of monitoring will include:

Assessing pupil's achievement through collating teachers' assessments, reviewing the Programmes of Study, reviewing schemes of work, making connections between our progression map and the children's learning through the observation of PE lessons, staff questionnaires, pupil voice and the audit of PE resources to ensure high quality PE can be taught.

Assessment: The main method of gathering evidence and assessing achievement in P.E. is made through a continuous process of teacher observation, alongside a specialist sports coach. This is informed assessment based on knowledge of the pupil and the content of the work. Appropriate activities/skills have been identified for assessment following agreed criteria, and judgements are made on the ability of the children to plan, perform and evaluate in physical education.

Evidence of knowledge and understanding is also gathered by using the strategy of question and answer and assessment of pupils' powers of evaluation can be made through comments on demonstrations or through reciprocal teaching.

Health and Safety

We encourage the children to consider their own safety and that of others at all times. All teachers are responsible for safety in their own lessons and should be familiar with the procedure associated with the teaching of a particular activity.

Supervision:

- Firm discipline at all times.
- Pupils should be aware of what is expected of them.
- Pupils to be trained in good habits of responsible behaviour and handling of all apparatus and equipment.
- Pupils to be trained to respond to a word or signal.
- A class must never be left unsupervised.
- Asthmatic pupils may need inhalers (kept with the member of staff)
- Staff should know who has an inhaler.

Resources:

1. The areas available for P.E. are the hall, small hall, 2 playgrounds (Junior and Infant) and the field on the junior playground.
2. We have a range of gymnastic equipment available which includes fixed apparatus, moveable apparatus, benches and mats located in the hall and P.E cupboard.
3. We have a large amount of ICT equipment to aid teaching. These include; iPads for video feedback and assessment of technique; a projector to share learning outcomes, professional practice ad key vocabulary; computers to collate data and use cross-curricular skills and knowledge to represent scientific knowledge in the form of graphs, charts and 'write-ups'.
4. We have C.D. players, percussion instruments, CD's for dance and USB speakers.



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5. We have wide variety of small games equipment which is stored in the P.E cupboard which is well-maintained and resourced. It includes different sized bats, balls, quoits, hoops, skipping ropes, beanbags, cones, rounders bats, balls, bases, Kwik Cricket equipment, short tennis, indoor athletic equipment, hockey sticks and balls.
6. We have a netball court marked on the junior playground. There are also a number of markings on the playground for game use. We have a stage, benches, an activity area with soft tarmac and large pencils on the playground. The field has 1 football pitch marked out during the Autumn and Spring terms and a rounders pitch marked out in the summer term. There are a number of basketball hoops on the junior playground which are used during lessons and lunchtimes.
7. Swimming lessons take place at North Solihull Sports Centre on Thursdays. We have a half an hour pool time slot (1 year group per slot).

Time allocation:

Each year group consists of one class.

Each class is allocated an hour slot in the hall (see separate timetable)

- Year 6 attend swimming lessons in the Autumn Term
- Year 5 attend swimming lessons in the Spring Term
- Year 4 attend swimming lessons in the Summer 1 half term
- Year 3 attend swimming lessons in the Summer 2 half term.

Role of Coordinator: The role of the P.E. co-ordinator involves: -

- ◇ Producing a flexible scheme of work, with lesson ideas to support its implementation.
- ◇ Supporting colleagues in all aspects of curriculum.
- ◇ Update staff in new guidelines, expectations and documents surrounding physical education.
- ◇ Maintaining and replacing equipment.
- ◇ Ensuring areas for lessons are safe.
- ◇ Assisting with record-keeping and assessment.
- ◇ Monitoring the teaching of subjects at school.
- ◇ Attending meetings and courses
- ◇ Encourage staff to attend courses.
- ◇ Ensuring that pupils have opportunity to become involved in extra-curricular clubs to further develop skills and talents.
- ◇ To organise sports days, competitions, matches, tournaments.

Contribution of PE to teaching in other curriculum areas:

English: PE contributes to the teaching of English by encouraging children to describe what they have done and to discuss how they might improve their performance (oracy). Sharing key scientific and sport specific vocabulary models the importance of vocabulary acquisition and use across the curriculum. Using stimuli such as a poem or a book can be used to explore movement in dancing. Also it is a useful way promoting good listening skills.

Mathematics: PE contributes to the teaching of mathematics by encouraging children to use their knowledge of number, shape and mathematical language e.g.;

- Number of beats/steps
- Body shapes; big, small
- Forming group circles
- Collating data for a science experiment e.g. pulse rate
- There is also a variety of lessons on Maths of the Day which combines Mathematics with PE.

Personal, Social and Health Education (PSHE) – PE contributes to the teaching of PSHE. 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 – PE contributes to the teaching of this by offering the opportunities to support the social developments of our children through the way we expect them to work with each other in lessons. Groupings



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allow children to work together and give them a chance to discuss their ideas and performance. Their work in general enables them to develop a respect for each other. Children's different levels of ability, encourages them to help one another to cooperate 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.

Information Communication and Technology (ICT): ICT can be used to support the teaching of PE when appropriate i.e.; in dance and gymnastics, children can make video recordings of their performances. This can be used to help them develop their movements and actions as well as helping teachers and children assess the standard of work within PE.

Extra-Curricular Physical Education

These are an important part of a child's primary education. They enable pupils to develop particular skills and further their interest in one or more sporting activities. It helps to introduce a competitive element to team games and promote cooperation and a sense of good sportsmanship.

Extra-Curricular activities offered include:

Netball
Rounders
Gaelic Football
Football
Cricket
Archery (Inclusive)
Boccia (Inclusive)
Tag Rugby
Rowing
Gymnastics
Dodgeball
Athletics
Cross Country
Yoganastics
Gymnastics
Multi-Skills
Dance

Dress Code

Pupils should be encouraged to change for PE quickly and quietly. Changing will take place in the classroom. However, in Year 5/6 girls and boys get changed separately. Teachers should also change for PE wearing suitable footwear and joggers/track suit - as a model to show that appropriate clothing is needed for these activities.

For pupil's dress must adhere to wearing:

Blue/Black shorts
White T-shirt
Black plimsolls -
White socks
Trainers – for outdoor PE
All long hair tied back with an elastic band
All watches and jewellery to be removed before the lesson

Accidents

Accidents will happen unfortunately and should be reported to the first aider if the teaching staff are unable to deal with it themselves.

There are qualified first aiders on the staff team if there is a major concern over an injury.

First Aid boxes are located around the school for minor injury cases.

Verrucas - if a child has a verruca they should wear pumps for indoor lessons/waterproof sock for swimming.

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