

Rollesby Primary School & Nursery Physical Education Policy

POLICY STATEMENT AND CURRICULAR AIMS:

The school believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. A broad and balanced physical education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils.

Through the selection of suitably differentiated and logically developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential. Pupils will achieve and enjoy through PE. Pupils will be given the opportunity to make a positive contribution to their learning.

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. Such activities, experienced within a range of areas of activity, aim to promote a broad base of movement knowledge, skills and understanding. They are also desirous of developing a pupil's ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.

The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem-solving. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness. This work is closely aligned with the criteria for achieving National Healthy School Status and especially those for Physical Activity. This information and approach will help keep pupils healthy inside and out of school time and lead to an appreciation of the need to adopt a healthy lifestyle.

Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the whole school's planning for the development of pupils' communication, numeracy, PSHE and ICT skills.

Aims:

The School's aims for Physical Education are:

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency [**acquiring and developing**].
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas [**selecting and applying**].
- To improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance [**improving and evaluating**].

- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising, and the need to sustain this throughout life **[knowledge and understanding of fitness and health]**.
- To develop the ability to work independently, and communicate with and respond positively towards others whilst making a positive contribution to their own and others learning **[working alone and with others]**.
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being **[applying safety principles]**.

Entitlement:

The school provides all pupils with the full entitlement of two hours high quality Physical Education a week. This is delivered through two lessons of 1 hour duration. Units of work are blocked so that for a set period of time all the lessons are on the same area of activity eg. Seven weeks on gymnastics.

Curriculum Planning:

Where appropriate PE is organised in themes to promote greater cross-curricular planning, teaching and learning.

The time-table is centrally planned by the Class teacher and the school follows the progressive schemes of work provided by the Val Sabin scheme of work in Gymnastics, Dance, Games and Athletics at Key Stages 1 and 2. Relevant units will be made available to all staff who teach them and they will be expected to evaluate these units, feeding back to the subject leader. This allows for curriculum review in relation to content, progression, continuity, teaching and learning.

Individual lessons should be evaluated to inform planning and ensure differentiation.

Swimming is taught by the Swimming Instructor with support from the staff. Information on progress, assessment of attainment is provided by this person in consultation with the class teacher.

Outdoor and Adventurous Activities are taught using the Norfolk LA Units of work.

Teachers must ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas and fitness and health.

Teaching and Learning

The organisation of PE in the school promotes teaching and learning. Lessons are blocked in units of work to promote greater depth of understanding, developing of skills, contextual application of these skills and the ability to perform reflectively. Pupils spend sufficient time on each area of activity as to secure the learning and enough depth to secure their understanding. This is approximately 8 - 12 hours per unit of work in line with guidance from County and QCA.

Children will be presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams. They will learn how to think in different ways to suit the different challenges. They will be given the opportunity of demonstrating their learning, using a range of communication styles, allowing for effective assessment. This assessment will be used to inform planning and promote greater learning.

The structure of the scheme of work will promote teaching and learning as it provides both continuity and progression. This scheme of work specifies progression of skills, knowledge and understanding.

In Foundation Stage lessons are structured so that there are 2 sessions per week aimed at physical development. These are

approximately 45 minutes in duration and are aimed at working towards the Early Learning Goals.

Equipment and Resources:

Resources are regularly reviewed in order to ensure they are appropriate to the range of ages, abilities and needs of the children in order to enhance learning.

Resources are kept in the store cupboard in the hall and in the PE shed. Resources should be counted out and counted in, returned in good condition and working order. The pupils should be encouraged to:

- Look after resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place (staff should oversee)
- Be told of any safety procedures relating to the carrying or handling of resources.

Any damage, breakage or loss of resources should be reported to the PE Coordinator as soon as possible. Any damage observed done to a piece of apparatus which could cause subsequent injury must be isolated from use, and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.

Safe Practice:

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. This school follows the "Safe Practice in Physical Education and School Sport -2004" guidance provided by Baalpe and Norfolk LEA. A copy of the Baalpe manual is located in the staffroom.

All pupils must be taught how to handle and carry apparatus, resources appropriately. They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.

Staff who lack confidence in teaching areas of activities will be supported by access to INSET training either in school or on appropriate courses delivered by approved County staff.

Staff should familiarise themselves with Standard Accident procedures (Appendix 5) and complete Risk Assessments for on site activities (Appendix 2) and off site activities (Appendix 3), and report any accidents using Appendix 4 (School Accident Report form.)

Differentiation:

Physical education in the school will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils

The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice.

Some pupils may need specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists, or in exceptional circumstances, with a statement of special educational needs.

Any classroom support provided must extend into physical education lessons as appropriate. Teachers and Adults Other Than Teachers (AOTTs) working with the children will be made

aware of any pupils who have special educational needs or medical conditions. The SENCO will liaise with all staff to ensure all pupils needs are met in relation to teaching and learning in PE.

Equal Opportunities and Inclusion:

Every pupil has equal access to national curriculum physical education. Learning experiences are differentiated in such a way as to meet the needs of all pupils. The school will take care to ensure potential barriers to any group, such as gender stereotypes will be removed.

All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

Assessment and Reporting:

Assessment is normally carried out by teachers in the course of the normal class activity. Formative assessment and summative assessment methods will be used. The school will utilise the contextual core tasks identified by QCA in combination with formative assessment to arrive at end of unit levels of attainment. These will allow a picture to be built up of the pupils progress, any areas of strength or weakness.

Individuals will be set challenges appropriate to their attainment and will be involved in making judgements on their own progress - suggesting how they need to improve.

Pupils will be given the opportunities to provide evidence of their knowledge, skills and understanding by contextual tasks, performances and questioning. Knowledge and understanding must underpin the skill demonstrated, this is best achieved through contextual tasks and not in isolation. Lessons are not the only place that pupils demonstrate their knowledge, skills and understanding, wherever practicable staff will consider

pupil's outside interests eg. Lunch-time or after school clubs, local teams etc.

In accordance with the school's policy parents will receive a written report on all aspects of a pupil's school work at the end of the summer term. This will include PE and should indicate to the parents the range of activities covered and areas of personal strength and weakness. It will also indicate to the parents whether the individual is working in line with, above or below national expectations.

Staff Continued Professional Development (CPD):

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader or the PE Adviser through INSET. All staff who attend any CPD course must provide feedback/ disseminate the information.

Out of School Hours Learning (OSHL)

The school offers a wide range of lunchtime and after school activities. These are open to any pupil in the relevant year group. Staff will assist the lunchtime supervisors by providing lists of pupils who need early access to the dining hall etc. Staff will notify pupils of any cancellation, rearrangements of clubs as soon as possible.

Foul Weather:

In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements

should be made. These may include class based activities around the activity, or rescheduling the activity for another day. If the indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning intentions to be achieved.

Loss of Teaching Time / Space:

Whenever it is impossible to teach the planned PE lesson, this should be recorded and teachers should endeavour to revisit the learning as soon as is practical. The school has a policy of spreading activities throughout the curriculum rather than targeting one subject only when theatre groups, trips etc occur. This ensures greater parity of access to all areas of the curriculum.

Review of Policy: Spring 2019