

# Duke Street Primary School



## PE Policy

Date: January 2016

Next review: January 2019

# Physical Education (PE) Policy

## 1 Aims and objectives

1.1 PE develops the 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, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. PE promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives.

1.2 Our objectives in the teaching of PE are to:

- enable children to develop and explore a range of sports and physical skills with increasing control and coordination;
- encourage children to work and play with others in a range of group situations;
- develop the way in which children perform skills, and apply rules and conventions, for different activities;
- show children how to improve the quality and control of their performance;
- teach children to recognise and describe how their bodies feel during exercise;
- develop the children's enjoyment of physical activity and sport through creativity and imagination;
- develop an understanding in children of how to succeed in a range of sports and physical activities, and how to evaluate their own success;

## 2 Teaching and learning

2.1 We use a variety of teaching and learning styles in PE 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 ability. Whilst recognising this, 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 outcomes;
- setting tasks of increasing difficulty, where not all children complete all tasks (e.g. the high jump or gymnastic challenges);
- 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).
- Use of TILA and WILF to set clear learning objectives and breakdown the skills required through the 'What I am looking for' strategy. Both the TILA and WILF should be clear and achievable for all children to achieve at their own level.

### **3 PE curriculum planning**

- 3.1 PE is a foundation subject in the National Curriculum. We use PE Scheme of work, produced by Lancashire, as the basis for curriculum planning in PE. As required, we teach dance, games and gymnastics at Key Stage 1. activities and water safety. In Key Stage 2, we teach compulsory dance, games and gymnastics, plus two other activities: swimming and water safety, and athletics. The governors of the school have decided that we will also follow the statutory guidelines for Key Stage 2 in relation to swimming. The children in year 5 go swimming on a weekly basis from September to February half term. OAA will now be part of the KS2 Scheme of Work also from September 2015. All classes in KS2 have received coaching in relation to teaching and assessing OAA to make sure that all relevant staff are competent and confident delivering these sessions.
- 3.2 The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader devises this plan in conjunction with teaching colleagues in each year group.
- 3.3 We have medium-term plans that give the 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. Teachers should use the electronic version so that lessons can be adapted if needed to meet the needs of individual classes and children. All teachers have access to the Scheme of Work electronically via a planning disc.
- 3.4 Class teachers amend daily plans from the Scheme of Work for each PE lesson. This lists the specific learning objectives and expected outcomes, and gives details of how the lesson is to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.
- 3.5 We plan the PE 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 progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.

### **4 The Early Years Foundation Stage**

- 4.1 We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Early Years Foundation Stage, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence, control of the way they move, and care in the handling of tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

EYFS classes have two PE slots per week, one which is classed as 'Outdoor Play' and the other which takes place in the school hall.

### **5 Contribution of PE to teaching in other curriculum areas**

#### **5.1 English**

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

#### **5.2 Mathematics**

PE contributes to the teaching of mathematics by encouraging children to measure and record what they do accurately.

### 5.3 Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of PSHE and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. They also gain experience in working as part of a team or being a team leader. It can also play an important part in promoting a child's self esteem.

### 5.4 Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way in which 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. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them 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.

## 6 PE and ICT

6.1 Information and communication technology enhances the teaching of PE, where appropriate, in all key stages. In dance and gymnastics, children make video recordings of their performance, and use them to develop their movements and actions. Children use a concept keyboard to record the order of movements in their sequences of work. Music composed on the computer is sometimes used for creative dance. Older children compare each other's performances from recordings, and use these to improve the quality of their own work. A digital camera can be used to record experiences during outdoor activities.

## 7 PE and inclusion

7.1 We teach PE to all children, whatever their ability or individual needs. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE 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.

7.2 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 to ensure that our teaching is matched to the child's needs.

Necessary intervention will be put in place to make sure all children can perform the basic Fundamental Movement Skills. The sports TA will deliver this intervention and monitor progress made.

7.3 PE can sometimes contribute to a child's targets as set out in their Individual Learning Plan (ILP). For example, this occurs where an individual target is related to physical development or social interaction. Teachers will have regard to such targets when setting tasks for PE lessons.

7.4 We enable all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school (e.g. a sports event at another school), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **8 Assessment**

- 8.1 Teachers assess children's work in PE by making assessments as they observe them working during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways in which to improve. Teachers record the progress made by children against the learning objectives for their lessons. At the end of the year teachers make a judgement against the National Curriculum levels of attainment. Teachers record this information 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 and carers. The teacher passes this information on to the next teacher at the end of each year.
- 8.2 The PE subject leader keeps photographic and video evidence of children's work (in a portfolio). This demonstrates what the expected level of achievement is in each area of PE activity in each year of the school. Evidence of coaching and extra-curricular activities e.g. after school clubs and competitions will also be collected and stored in portfolios.

Evidence to be collected as follows: Assessment tick charts, photographs, videos using iPads, and photos of TILA and WILFs to be added to PE file.

Portfolios will also be created in KS1 / LKS2 and UKS2 to demonstrate good practice within the school.

## **9 Resources**

- 9.1 There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help to 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.

## **10 Health and safety**

- 10.1 We ensure that all general health and safety requirements apply in PE lessons and all sporting activities. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE 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 PE. The policy of the governing body is that no potentially dangerous jewellery is to be worn for any physical activity.

Children as of September 2013 should have two PE kits in school at all times, an indoor and outdoor kit. The indoor kit should consist of shorts, t-shirt and black pumps.

The outdoor PE kit should consist of sport pants (jogging pants), t-shirt, jumper and sensible trainers. The jumper must not have a hood or any zips.

## **11 Extra-curricular activities**

- 11.1 The school provides a range of PE-related activities for children at the end of the school day. These encourage children to develop further their skills in a range of the activity areas. The school sends details of the current club activities to parents and carers at the beginning of each term. The school also plays regular fixtures against other local schools. This introduces a competitive element to team games, and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and cooperation amongst our children.

## **12 Monitoring and review**

12.1 The coordination and planning of the PE curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in PE and provides a strategic lead and direction for this subject;
- gives the headteacher an annual summary report in which the strengths and weaknesses in PE are evaluated and areas for further improvement indicated.
- An action plan will be submitted at the start of each school year to identify how any weaknesses will be addressed and strengths continued to benefit the school as a whole.
- This policy will be reviewed at least every three years or sooner if necessary.