



Waterhouses CE (VC)
Primary School

Physical Education Policy

Committee	Curriculum
Date Approved by Governing Body	4 th November 2015
Last Review Date by Committee	12 th September 2015
Next Review Date by Committee	September 2018

Celebrate Learning, Achievement and Friendship

Introduction

This policy reflects the teaching and learning of physical education (PE) at Waterhouses Primary School. It provides a framework within which all involved can operate and provides guidance on planning, teaching and assessment.

Aims

Physical education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities as per our curriculum map. We aim to encourage all pupils to develop the skills and confidence to reach their full potential as participants, performers and leaders so that they will develop a life-long interest in physical activity and sport. We will also provide opportunities for pupils to compete in sport and other activities to build character and help to embed values such as fairness and respect.

We aim to ensure all pupils:

1. Develop competence to excel in a broad range of physical activities
2. Are physically active for sustained periods of time
3. Engage in competitive sports and activities
4. Lead healthy, active lives.

(Taken from the National Curriculum Aims - September 2014)

Entitlement

All pupils will have access to the requirements for National Curriculum Physical Education. At Waterhouses Primary School learning is mapped in a way that ensures lesson time is used effectively to ensure maximum progression and enjoyment for pupils and that they access a broad and balanced curriculum. All years groups within the school are allocated hall time.

Participation

All pupils are expected to participate in physical education lessons. Where pupils have an injury or illness that prevents full participation they should be allocated tasks, which are inclusive but safe for them to undertake (coaching, observation and analysis, timekeeping, scoring etc).

Learning and Teaching Style

We use a variety of teaching styles and acknowledge that there are different learning styles amongst the pupils in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding through a mixture of whole class teaching, individual and group activities. Teachers celebrate, with pupils, good examples of individual performance as a model for others to emulate. We encourage children to evaluate their own and others performances. Children are given opportunities to collaborate and compete with each other using a wide range of resources.

In all classes there is a range of physical ability, we provide suitable learning opportunities by differentiating 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 range of outcomes.
- Grouping children by ability and setting different tasks for each group.

- Providing a range of challenges through the provision of different resources available in a well-resourced and maintained stock cupboard.
- Pupils are made aware of their learning outcomes and when suitable given clear expectations that they work towards, (e.g. gymnastics, team games, etc....)

Inclusion and Special Educational Needs

Our PE lessons are suitable for all children regardless of ability. Teachers provide learning opportunities that are matched to the needs of the children taking into account the targets on IEPs and with reference to care plans where appropriate. In specific cases a programme may need to be adapted in consultation with the SENCO and outside agencies where appropriate.

We are a 'Dyslexia Friendly School' and through appropriate training and resources we expect to be able to meet the needs of most dyslexic pupils through differentiation and appropriate intervention strategies. Gifted and Talented children are identified and challenged appropriately through lessons and contact with outside clubs and teams.

Planning and Assessment

We aim for pupils to receive 2 hours of high quality PE teaching and learning each week.

Our KS1 scheme provides experience in Dance, Gymnastics, Games and Athletic activities plus Swimming throughout the year (offered as we have our own pool) as part of a two-year rolling programme.

Our KS2 scheme provides further developing experience in Dance, Gym, Games, Swimming, Athletics and Outdoor adventurous activities as part of a two-year rolling programme.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long term plan roughly maps out the PE activities covered in each term during the key stage. This however can be adapted based on the assessment information we gather and may therefore be adapted to meet the specific needs of the class at the time. The PE subject leader supports and oversees this in conjunction with relevant teaching staff/coach.

Our medium term plans are taken from the Devon PEDPASS Schemes of Work (Devon Physical Education: Daily Physical Activity and School Sport) and teachers use these medium term plans to inform their short-term planning and assessment. The Chris Quigley Milestones within the Essentials Curriculum can also be used as an extra, supporting assessment tool. The class teacher/coach and subject leader often discuss individuals and planning on an informal basis. Teachers also have access to a range of other support resources including; TOPs cards, Premier Sport plans, posters, teaching cards and video clips to support their subject specific knowledge.

Opportunities for checking progress should arise naturally in the course of the teaching unit and this information should be reflected upon and used to adapt planning moving forward. Teachers are not expected to keep detailed records of each child's progress in relation to the learning outcomes. Records should be selective and brief. Watching children work, talking to them about their work and listening to them describe their work will generate useful assessment information. Monitoring the learning outcomes and expectations in each unit will help teachers assess progress and target activities appropriately. This information can be passed onto parents through the end of year report.

Foundation Stage

PE in Foundation Stage tracks the physical development of children against the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged 3 -5 years of age. We encourage children to develop confidence and control of the way they move and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer physical challenge both indoors and outdoors using a wide range of resources to support specific skills.

Contribution of PE to other curriculum areas.

Literacy:- We encourage children to describe what they and others have done within a task and how they might improve their performance, evaluating, explaining, using expressive language, creating characters e.g. through dance motifs.

Numeracy:- We encourage the use of different forms of measurement i.e. distances and time, analysing data, shape and space, understanding and using grid references and bearings, counting in various scenarios, patterns and sequencing.

Science:- Through links to the various topics at KS1 and 2 i.e.:- Healthy eating, Ourselves, Health and Growth, Moving and Growing, Keeping Warm, Friction, Keeping Healthy, Forces and Motion, Floating and Sinking.

ICT:- Children have the opportunity to record using ICT through timing, video, use of internet sites for coaching tips and research for warm up drills and skill specific practices, use of ipads to record performance.

Geography:- Positional vocabulary. Orienteering skills, directions and mapping sequences, scale and symbols. Different places where dances originate.

History:- Exploring historical origins of dance.

Music:- Linking to the various Dance topics through composers, rhythm, duration, pitch, instruments, quality of sound linked to representation in and through movement, world music celebrations and religious festivals. Different styles of world music.

PSHE/Citizenship:- Children learn about the benefit of exercise, healthy eating and make choices related to both, how to get on well and work safely with others. Co-operation/interpersonal relationships, collaboration, rules and peer teaching. Giving and taking feedback. Understand the need for self-discipline and practice. To value yourself and others; understanding that other peoples' feelings are important. Developing self-esteem and self-confidence. Meeting challenges, learning about roles and etiquette, planning and organising. Awareness of stress management through exercise. Coping with the changes in growing and developing bodies.

Spiritual, moral, social and cultural development:- The teaching of PE offers the opportunity to support the social development of our children through the way we expect them to work with each other in lessons.

Groupings allow children to work together and give them opportunities to discuss ideas and performance. Their work in general enables them to co-operate across a range of activities and experiences. Children learn to respect and work with each other and develop a better understanding of themselves and each other gaining an understanding of beliefs attitudes and values from other cultures.

Resources

The facilities for teaching PE at Waterhouses are excellent for a primary school. A large hall and playground, extensive playing field, Foundation Stage play area, wooded area and own swimming pool. A well-resourced PE store is available to all. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By doing so, the children learn to handle equipment safely.

Out of School Hours Learning (OSHL)

Waterhouses Primary School supports pupils to meet the health recommendations of being physically active for at least an hour a day (3 hours for those under 5 years old). A broad range of out of hours activities is offered after school. They may be delivered by teachers or coaches or parents who have the necessary qualifications. Registers must be taken for all after school activity sessions.

Pupils have been trained to act as Play Leaders and lead and supervise physical activity sessions at lunchtime and pupils are actively encouraged to take part and consulted about what things they would like to see offered to them.

To further account for the third aim - Engage in competitive sports and activities - children will be given the opportunity to take part in a wide range of competitive events with other schools over their time at Waterhouses.

Health and Safety

The general teaching requirement for health and safety applies to this subject. We encourage pupils to consider their own safety and the safety of others at all times. All staff have access to a copy of the afPE publication, which states safety guidelines 'Safe Practice in physical education' (2012) and we follow the safe

teaching principles outlined in this book as per Staffordshire County Council guidance. All accidents, no matter how slight should be reported in the school's accident books, (each class has its own accident book). All adults working at the school have a responsibility to report any defects in equipment which require attention. The safe use of equipment will be encouraged at all times and pupils will be trained to move and store equipment in a safe manner.

We expect all children to change into the agreed clothing for each activity, tie long hair back and remove all jewellery including watches. Children with pierced ears should only wear studs. If jewellery cannot be removed for P.E., such as if the ears are newly pierced, please speak to your child's class teacher and send your child to school with micropore tape or plasters to cover the jewellery and to keep our children safe.

Pupils must wear footwear which is appropriate to the activity when outdoors. This will usually be pumps or trainers. For Dance and Gymnastics which takes place indoors, children are expected to work in bare feet as this allows them to obtain more grip and feeling for their actions. Pupils who have a verruca should also work in bare feet as they can only be passed onto other people through damp environments. The exception to these rules would be where there is a clear need for alternative clothing/footwear according to a child's care plan.

Teaching staff are expected to set a good example by wearing appropriate clothing and footwear when teaching PE and to consider the wearing of jewellery to be hazardous both to themselves and the children.

It is the responsibility of all adults leading activities to ensure that they are satisfied that risk assessment procedures have been undertaken and that appropriate measures have been put in place where necessary. Please note that gymnastics equipment must be checked by teachers before any pupil is allowed to use it.

Qualifications & CRB

All volunteers and paid coaches employed/deployed by the school must have appropriate qualifications, experience and proof of an enhanced disclosure by the Criminal Records Bureau.

Staff Responsibilities and Safeguarding

At all times and in all circumstances, teachers and other staff are responsible for safeguarding the welfare of all pupils. When planning physical education activities, teachers must ensure that safeguarding procedures are followed.

The role of the subject leader

It is the responsibility of the subject leader to:

- Judge standards in PE
- Monitor the quality of teaching and learning in PE
- Lead sustainable improvements in the subject
- Oversee the effective spend of the Primary Sports Funding and evaluate the impact of this
- Ensure all staff have up to date relevant planning documents and information.
- Ensure resources are maintained, repaired or replaced.
- Training opportunities are arranged to enable staff to increase confidence, expertise and quality of delivery.
- Ensure all equipment is stored and used appropriately.
- To ensure that Sports Day is organised and that a variety of OSHL is provided.

Policy Review Date

This Physical Education Policy will be reviewed in accordance with the school's review cycle.

PE Subject Leader- Anne Lockey