

# Physical Education Policy



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## **1. INTRODUCTION**

Physical Education is a foundation subject of the National Curriculum and this document describes the policy for its implementation at Eastway Primary School.

PE provides the perfect vehicle for enhancing our pupils' spiritual, social, moral and cultural provision. This policy is linked to Eastway's Teaching and Learning policy and our visions and values.

All class teachers are responsible for the implementation of this policy under the guidance of the P.E. Co-ordinator. The Head Teacher through the co-ordinator is responsible for the implementation and effectiveness in accordance with whole school planning procedures.

## **2. POLICY STATEMENT**

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.

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 and 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 school's policy on Health Education and is linked to National Curriculum Science units.

Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute to 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 and scientific understanding.

### **3. CURRICULAR AIMS**

At Eastway Primary School we aim to help all pupils:

- 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 [**knowledge and understanding of fitness and health**].
- To develop the ability to work independently, communicate with and respond positively towards others [**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**]

#### 4. ENTITLEMENT

PE should involve pupils in the continuous process of planning, performing and evaluating in all areas of activity.

The content of the PE programme has been established according to the National Curriculum 2014 (See National Curriculum) and Early Learning Goals.

Pupils in the **Foundation Stage** are encouraged to develop confidence and control of the way they move and handle equipment. They have the opportunities to undertake activities that offer appropriate physical challenge, indoors and outdoors using a range of resources to support specific skills.

Pupils in **Key Stage One** should be taught three areas of activity in each year:

- Games
- Dance
- Gymnastics

Pupils in **Key Stage Two** should be taught the three areas of activity as above in each year. In addition, pupils need to be taught swimming, plus one additional activity from: athletic activities or outdoor and adventurous activities (OAA). Swimming must be taught in Key Stage Two.

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

The teaching of other curricular areas may be accessed through PE where appropriate.

#### 5. FACILITIES

The successful teaching of P.E. requires a range of facilities. At Eastway Primary School we have access to the following facilities:

##### **Indoor**

Two halls are available. The large hall is fitted with gymnastics apparatus and also has wooden benches, blue mats, 4 agility stools, small agility benches and a bar box. The Large Hall also holds the majority of the equipment used for games and LTAD sessions. The dinner hall can also be used for dance sessions and small group work.

## **Outdoor**

Two playgrounds are available, both of which have an area set aside as an adventure playground. The playgrounds are marked for a variety of activities. The playground to the front of school contains a MUGA (Multi use games area) which has markings for a variety of courts and pitches. Outdoor activities can be organised round the school building and playing areas.

## **6. HEALTH AND SAFETY**

All Health and safety issues are based on the BAALPE 'Safe Practice in Physical Education' (2005), Wirral's 'Safety in Physical Education' (H002/2000) and 'Educational visits, overnight stays and hazardous activities' (H004/02), copies of which are held in the PE coordinator's room. For swimming, please refer to Wirral's 'Swimming in Key Stages 1 & 2' (C003/00 - 2003) which states the following:

'The ratio of teacher to pupils in the water should not exceed 1:20 (the specialist swimming teacher can be included in these ratios). For groups of non-swimmers the ratio is 1:12.'

'The ratio of parent/helpers to pupils in the water should not exceed 1:6 and the teacher in charge from the school maintains overall responsibility for the group.'

'It is vital that teachers and instructor enjoy a good working relationship with good communication and to understand that it is the teacher who has responsibility for monitoring the progress of the pupils regardless of who directs the session.'

'The role of the specialist swimming teacher is to compliment the skills and experience of school staff in the safe delivery of the programme.'

All teachers are responsible for safety within their own lessons and should, therefore, be familiar with the procedures associated with the teaching of particular activities. We encourage the children to consider their own safety and the safety of others at all times.

Staff will also be responsible for checking the area in which the children will be working to ensure lessons can take place safely. If mats and apparatus are being used then the safety of such needs to be ensured by staff prior to pupils working on them. Children will be expected to help set up and put away this equipment as part of their work. By doing so, the children learn to handle equipment safely.

In the event of an accident, follow the school's accident procedure. (Please refer to the Health and Safety Policy)

### **a) Resources and Equipment**

There is a wide range of resources to support the teaching of PE across the school. Some specialist equipment such as Tri Golf clubs are kept in a locked storeroom.

Any lost or damaged equipment should be reported to the P.E. Co-ordinator as soon as possible so as to arrange replacement or repair.

An annual external inspection of all PE equipment is conducted to check that all the equipment used is safe.

### **b) Clothing and Personal Effects**

Children are expected to change into an appropriate PE kit, which allows freedom of movement, for different PE activities.

- **Gymnastics and Dance**

Shorts, T-shirt, Bare feet (indoor plimsolls if suffering foot problems)

- **Swimming**

One piece swimming costume and towel. Boys costume should not have pockets and be fairly tight fitting.

- **Games, Athletics and OAA**

Shorts or tracksuit trousers, T-shirt and sweatshirt, trainers (good condition – close fitting with good grip).

At Eastway we provide all children with t-shirts and shorts but parents/carers are informed of the clothing requirements for different PE activities. Pupils are encouraged to change quickly and quietly. Teachers need to also be appropriately attired for PE with regards to suitable footwear and clothing. Guidance relating to this aspect can be found in the 'Wirral Safety in Physical Education' (H002/2000) and BAALPE 'Safe Practice in Physical Education'.

Long hair should be tied back.

All jewellery should be removed.

Pupils must **never** work in socks or stockinged feet.

Children may be excused from P.E. lessons on medical grounds.

## **7. EQUAL OPPORTUNITIES AND INCLUSION**

All pupils in this school, including those with Special Needs, are entitled to a comprehensive programme of physical activity so as to fulfil the statutory National Curriculum requirements. This takes into account individual needs and interests, and provides pupils with opportunities to pursue activities beyond the school environment.

We are mindful of stereotyped roles and encourage mixed grouping whenever possible.

When possible children who are unable to participate in PE should take part in the lesson as umpire or offer evaluation of activities.

Teachers should be aware of pupils with medical conditions and in the case of asthma, inhalers should be easily accessible to the children during the lesson.

## **8. OUT OF SCHOOL HOURS LEARNING**

Physical activities and opportunities offered at this school in both curriculum and out of school hours are there to provide pupils with equal opportunities to participate in a range of activities.

Children of both sexes are encouraged to participate in these activities. The programme of activities may vary depending upon the availability of staff.

Coaches and Adults Other Than Teachers (AOTTs) who visit this school in order to run or support lessons during curriculum time or out of school hours must be cleared by confirming the following:

- validity of coaching qualification.
- that a Criminal Records Bureau Check (CRB) is held by the coach.
- that the coach is on the Wirral's Coaching Register (details form the PE Coordinator)

AOTTs will be given the PE policy.

## **9. CURRICULUM PLANNING AND DIFFERENTIATION**

The school uses the Wirral Schemes and Units of Work with year group modifications for all areas of activity. These may be supplemented by TOPS cards and QCA units. These schemes provide medium and short term plans for each unit of work. Where

appropriate, specialist coaches will be used to deliver units alongside the class teachers.

All lessons will include a warm up, main activity and cool down.

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 planned progression built into the schemes of work, so that the children are increasingly challenged as they move up through the school.

Planning for differentiation should include:

- pupil groupings, e.g. ability or mixed ability groups or group, paired or individual activities.
- resources, e.g. different equipment for different levels of ability.
- pupil activity, e.g. different group tasks, different roles and responsibilities.
- extension activities, for those pupils who have successfully completed tasks.
- other opportunities, e.g. extra-curricular activities, for the development of skills.

Our school is working towards providing two hours each week on high quality PE and school sport within and beyond the curriculum, and accordance to current Government guidelines.

## **10. ASSESSMENT**

Assessment of pupils' progress is a continuous process and teachers need to look at the learning outcomes of the unit of work that they are following. The main method of assessment is through teacher observation, pupil questioning and discussion. At the end of each unit teachers should complete the foundation subject assessment standards of achievement form to show pupil progress. Significant achievement or areas of development should also be noted. This can inform future planning or form part of the annual report.

## **11. MONITORING AND EVALUATING THE SUBJECT**

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves

supporting colleagues through INSET, discussion and monitoring. PE is reviewed regularly under the School Development Plan.

## **12. BACKGROUND INFORMATION**

DfEE (2014) National Curriculum

Wirral LA (1992) PE in the National Curriculum KS1 and KS2

Wirral LA (2001) Physical Education Policy and Guidance Document

BAALPE (2005) Safe Practice in Physical Education

QCA (2004) High Quality PE and Sport for Young People

Wirral LEA (2003) Swimming in Key Stages 1 & 2

Wirral Safety in Physical Education (H002/2000)