



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.

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.

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 and to integrate into many other areas of the curriculum.

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.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- 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 and recognise success.

- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.
- To develop the ability to work independently, and communicate with and respond positively towards others.
- To enjoy communicating, collaborating and competing with each other.
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.

Entitlement:

The school endeavours to provide all pupils with the full entitlement of two hours quality Physical Education a week. Children in the Reception Class follow the Early Years Foundation Stage curriculum and are measured against outcomes of the Early Learning Goals. For pupils in Key Stage 1 and 2, there is a weekly session of P.E. delivered by qualified coaching staff, 'Edu-fit' or by a NPECT qualified Teaching Assistant. The SSCo provides professional development for teaching staff by peer teaching at specific times during the term.

All children in KS2 have the opportunity to develop their swimming skills during the year. Swimming provision is delivered by a qualified swimming coach, assisted by Teaching Assistants who have completed the required qualifications to supervise and assist in the teaching of swimming.

Curriculum Planning:

The time-table and scheme of work is centrally planned by the PE subject Leader, liaising with external providers, the Cluster SSCo and other staff who deliver lessons.

The school may use a combination of resources to develop a progressive scheme of work; for example; the RSC Scheme or the Val Sabin scheme. Relevant units will be made available to all staff who teach P.E. The subject leader monitors the subject to review the content, progression, continuity, teaching and learning.

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

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.

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.

Assessment and Recording:

Pupils' progress will be monitored by the coach or teacher against a set of specific objectives for each sport or activity offered; progress will be recorded as 'emerging', 'expected' or 'exceeded' in relation to the stated objectives. 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. 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.

Equipment and Resources:

All 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.

A budget is available to PE. each year. The figure depends on needs identified for that particular year and availability of funds within the main school budget. This recognises the varying cost of equipment that may be required and that large pieces of apparatus would often be one off purchases while other smaller pieces of equipment will need replacing annually.

Resources are kept in the storage shed. Pupils are only allowed into the store under adult supervision (i.e. accompanied by an adult).

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 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” guidance provided by Baalpe and Norfolk County Council. The recommended Risk Assessments have been completed.

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 LA courses.

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.

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.

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, the School Sports Co-ordinator (SSCo) or the PE Adviser through INSET.

Out of School Hours Learning (OSHL):

The school offers a wide range of after school activities. These are open to any pupil in the relevant year group. 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.

All policies should be cross referenced with the SEND, Inclusion and Equality Policies which are available on the school website: www.snettisham-primary.co.uk