

Badgerbrook Primary School Policy For Physical Education

Policy Statement

This document is a statement of the aims, principles and strategies for the teaching and learning of Physical Education (P.E.) at Badgerbrook Primary School. This policy was last updated during the Spring Term of 2020.

Aims and Objectives

This 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. Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing confidence in a range of physical activities. These include:

- Athletics
- Dance
- Games
- Gymnastics
- Outdoor Adventurous Activities
- Swimming and Water Safety.

Physical Education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and promotes positive attitudes towards a healthy lifestyle. Thus, we enable them to make informed choices about physical activity throughout their lives.

Our aims in teaching Physical Education are that all children will be given opportunities to:

- be physically active and find enjoyment in physical activity
- find achievement and fulfilment, and enhance their self-esteem through engaging in purposeful physical activity
- develop positive attitudes to a wide range of physical activities
- participate in a structured programme, to ensure balance, continuity and progression through the Foundation year and both Key Stages
- develop the ability to work independently, and communicate with and respond positively towards others in a range of group situations, applying accepted rules and conventions and developing inter-personal skills, including perseverance, fair play, sporting behaviour and the ability to cope with success and failure
- develop physical competence and explore skills with increasing control and co-ordination, increasingly using what they have learnt to improve the quality of their performance
- acquire the ability to remember, repeat and refine actions; and perform them with increasing control, co-ordination and fluency
- learn to select, link and apply skills, tactics and ideas, developing an understanding of how to succeed and how to evaluate their own success

- improve observational 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
- develop interests that will promote a healthy lifestyle, physical fitness and good posture
- engage in activities that develop cardiovascular health, flexibility, muscular strength and endurance
- recognise and describe how their bodies feel during exercise
- understand how physical exercise affects the body in relation to personal hygiene and an appreciation of the value of safe exercising
- become aware of the need to warm up for and warm down from exercise
- gain an understanding of safe practice, developing a sense of responsibility towards their own and others' safety and well-being

Teaching and Learning

The P.E. curriculum is organised on a subject basis. P.E. is a firmly timetabled subject because of the need to use the hall, playground, field, pool space, resources and to fit with the PPA timetable. P.E. is taught throughout the school year but not all areas of activity are covered each term.

Within this framework, each class spends between one hour and forty five minutes and two hours per week on P.E.

Outdoor P.E. and swimming is taught by the P. E. subject leader and sports coach; indoor P.E. is taught by the subject leader, sports coach and by some class teachers. Outside agencies are also used to deliver swimming lessons and sometimes in games lessons.

Through progressive learning objectives, combined with sympathetic and varied teaching approaches, our principal aims are to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all children to enable them to develop skills and understanding, and achieve success at their own levels.

We do this through a mixture of whole-class teaching and individual/paired/group activities. Co-operative, collaborative and competitive situations aim to cater for the preferences, strengths and needs of every pupil. This also develops the children's ability to work independently and to respond appropriately and sympathetically to others. 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 others through discussion and questioning. They have the opportunity to use a wide range of resources.

Excellence in P.E. is celebrated in display and performance, participation in sporting competitions and annual sports days, involving all children.

All P.E. activities should promote equal opportunities. Our P.E. curriculum gives the opportunity for all children to develop to their full potential. Children should experience enjoyment and satisfaction from planning, performing and evaluating

their own work as well as that of other children in a balanced range of activities. The teacher provides the environment and allows freedom of activity within certain parameters.

Children should be active for most of the lesson. The schemes of work provide the programme of progressive learning objectives which will provide appropriate, stimulating, enjoyable and challenging learning situations for all pupils.

In all classes, there are children of differing physical ability. Whilst recognising this fact, 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 results
- setting tasks of increasing difficulty, where not all children complete all tasks
- grouping children by ability and setting different tasks for each group
- providing a range of challenge through the provision of different resources

Activities are adapted wherever possible to accommodate the needs of children with learning or physical difficulties.

Guidelines for the Teaching of P.E.

- teachers should wear appropriate clothing
- children must change into appropriate clothing before the lesson and change back after the lesson
- children should warm up at the start of the lesson and warm down at the end of the lesson
- children should experience mixed sex games
- children are taught to handle equipment correctly and safely
- equipment must be tidied away in the correct place
- children will participate in a controlled, calm environment
- there should be a recognised signal for the children to start and stop
- teachers encourage demonstration and evaluation of performances
- children should participate barefoot during dance and gymnastics lessons
- during apparatus work, there should be a starting point and a finishing point
- children should be made aware of dismounting points on apparatus, indicated by the placement of a mat
- mats should have a defined purpose and not be positioned as a 'cushion' in the event of a child falling from a piece of apparatus
- children must not run from one set of apparatus/activity to another
- children should not stand in dangerous positions during activities
- children may not opt out of activities, unless a medical note has been provided or they have sustained an injury at an earlier time in the school day
- children should not be withdrawn from P.E. lessons, unless the safety of other children is threatened

P.E. Curriculum Planning

Planning in P.E. is a process in which all teachers are involved. It is carried out in three phases – long term, medium term and short term.

The P.E. curriculum outlines the P.E. activities covered by each year group in each term during the year. These plans define what is taught and ensure an appropriate balance and distribution of work. The medium term plans detail each unit of work covered. Teachers complete a plan for each P.E. lesson. These list the specific learning objectives and success criteria for each lesson and outline the activities to be covered. Copies of all plans are available for the P.E. Subject Leader for monitoring purposes.

We plan the P.E. activities to ensure that skills are re-visited to build upon the prior learning of the children. There is planned progression built into the scheme of work, so that the children are increasingly challenged as they progress through the school.

Foundation Stage

We encourage the physical development of our children in the Foundation Year as an integral part of their work. 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 and control of the way they move, and the way in which they handle 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.

Cross Curricular Links

English

P.E. contributes to English by encouraging children to describe what they and others have done and to discuss how performances might be improved.

I.C.T.

The use of ICT equipment is increasing, from the use of CDs and DVDs to assist lessons to using cameras and ipads to capture progression.

PHSE and Citizenship

P.E. contributes to the teaching of PHSE and citizenship. Children learn about the benefits of exercise and its contribution to a healthy lifestyle.

The teaching of P.E. offers opportunities to support the social development of the children through the way 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 enables them to develop a respect for other children's levels of ability and encourages 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 of each other.

Assessment, Recording and Reporting

Teachers assess children's work in P.E. by making assessments as they observe them working during lessons. Feedback to pupils about their own progress in P.E. is achieved through discussion between teacher and child within the context of the lesson. The teacher gives positive and constructive guidance to children at every opportunity.

Formative assessment is carried out informally by teachers as they observe children working during lessons. Suitable tasks for assessment may include practical tasks directly observed by the teacher; small group discussions related to a practical task; specific tasks for individual pupils; and individual discussions in which the children are encouraged to appraise their own work and progress. They use this information to plan the future work of each child.

At the end of a unit of work, children are rewarded by certificate for achievement in swimming.

Reporting to parents is done through interviews and an annual written report to parents at the end of each key stage. Reporting in P.E. usually focuses on aspects of the following elements: application and attitude, co-ordination and mobility, control, skill and confidence in a range of activities; and co-operative skills.

Resources

Maintaining the resources is the responsibility of the P.E. Subject Leader. There is a wide range of centrally held resources to support the teaching of P.E. We keep most of our equipment in the outdoor store and shed. The hall store contains gymnastics apparatus, which we expect the children to help set up and put away as part of their work. By doing so, the children learn to handle equipment safely.

The children use the all weather pitch at Holmes Park, the school field and playgrounds for games, athletics and OAA activities; the school hall for dance and gymnastics; and Enderby Leisure Centre pool for swimming.

Time is a resource that we value. To maximise its use in P.E., children are encouraged to change quickly and with a minimum of fuss and lessons are conducted in a disciplined manner.

Role of the Subject Leader

The role of the P.E. Subject Leader is to:

- provide a strategic lead and direction for the subject in school in relation to policy development and the production of schemes of work
- support colleagues in their development and implementation of work plans
- monitor the standards of children's work and of the quality of teaching in P.E.

- take responsibility for the purchase and organisation of resources for P.E.
- attend Blaby School Sports Association meetings and other relevant Schools P.E./sport meetings.
- keep informed about current developments in P.E. and disseminate information
- make arrangements for the organisation of swimming
- formulate an annual subject leader report, giving an overview of developments and expenditure during the previous year.

Extra-Curricular Activities

The school provides a range of P.E. related activities for children at lunchtime and at the end of the school day, on a voluntary basis. These encourage children to further develop their skills in a range of activity areas. The school sends details of the current club activities to parents as appropriate.

The school also plays in regular competitions against other local and county schools. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in lessons and training sessions. These opportunities promote a sense of team spirit and co-operation amongst the children.

Currently the school has provided opportunities in sportshall and outdoor athletics, basketball, benchball, boccia, cricket, cross country, cycling, dance, football, golf, gymnastics, hockey, kurling, multiskills, netball, rounders, rugby, swimming, table tennis and tennis.

This policy was reviewed in March 2020 and will be reviewed every three years as part of the normal three year cycle. It will be reviewed in March 2023.

Physical Education Subject Leader: Mr N Williams

Signed:



Headteacher

Date: March 2020