



Great Easton Voluntary Aided C of E Primary School's

# Physical Education Policy



**Subject Coordinator:** Holly Miles

**Governor responsible for P.E.:** Mrs Sue Farrow

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

All staff consulted: May 2016

Agreed by Governors: 15<sup>th</sup> June 2016

To be reviewed by: May 2018

## **1 Aims and objectives**

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

In line with the National Curriculum, we aim to ensure that pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

## **2 Teaching and learning style**

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 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 (e.g. timed events, such as an 80 m sprint);
- setting tasks of increasing difficulty, where not all children complete all tasks (e.g. the high jump);
- grouping children by ability, and setting different tasks for each group (e.g. different games);
- providing a range of challenge and support through the provision of different resources (e.g. different gymnastics equipment).

## **3 PE curriculum planning**

3.1 PE is a foundation subject in the National Curriculum. In both Key Stage 1 and 2, we teach athletics, dance, games and gymnastics. Children in KS2 have one term of swimming lessons per year, unless they need extra lessons to meet the curriculum requirements, and then they swim with another class until they meet these requirements.

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 The school uses the Val Sabin PE scheme of work as the basis for medium and short-term plans. Both documents give 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.

3.4 Class teachers are responsible for planning their own PE lessons. They specify the learning objectives and expected outcomes, and gives details of how the lesson is to be taught.

- 3.5 Each year, class teachers will have a two half terms of PE taught by Nick Wilderspin, our SS Co, which is paid for from the Sports Premium budget, the purpose of which is to increase teacher knowledge and confidence. Nick follows our curriculum map (long-term planning), but plans his own lessons.
- 3.6 PE activities are planned 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.
- 3.7 We use sports coaches to offer extra-curricular activities before and after-school.

**4.1 In order to become independent learners, children should be taught to:**

- Solve any problems that they may encounter in the course of their physical activities.
- Evaluate initial attempts and decide how to modify subsequent attempts of themselves and others.
- Consolidate particular skills through practice and repetition.

**4.2 In order to promote positive attitudes, children should be encouraged to:**

- Observe the conventions of fair play, honest competition and good sporting behaviour.
- Collaborate and compete with each other.
- Understand and cope with a variety of outcomes including celebrating achievements and identifying areas for improvement.

**4.3 Safe Practice**

- The teacher should have a working knowledge and understanding of their liabilities and legal responsibilities relating to health and safety procedures and duty of care.

**4.4 To ensure safe practice, children should be taught to:**

- To be concerned with their own and others safety in all activities undertaken.
- Understand the importance of warming up and cooling down from exercise, thus preventing injury.
- To adopt good posture and the correct use of the body at all times.
- To lift, carry, and place equipment safely.
- Observe the rules of good hygiene.
- Understand why particular clothing, footwear and protection are worn for different activities.
- Understand the safety risks of wearing inappropriate clothing, footwear and jewellery.
- Respond and follow instructions and signals within established routines.

**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 personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. They learn to work by themselves and in teams, how to cooperate with each other to improve performance and how it feels to win and lose.

## 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 Computing

6.1 Computing 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 evaluate and develop their movements and actions. Children compare each other's performances from recordings, and use these to improve the quality of their own work. A digital camera can record experiences during a range of 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. For further details, see separate policies: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; English as an Additional Language (EAL).

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 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.

7.3 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 (a sports event at another school, for example), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **8 Assessment for learning**

- 8.1 Teachers assess children's work in PE by making assessments as they observe them working during lessons. Pupils are encouraged to evaluate their own work and to suggest ways in which to improve. Teachers make an annual assessment of progress for each child, as part of the school's annual report to parents and carers.

## **9 Resources**

- 9.1 There is a wide range of resources to support the teaching of PE across the school; 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 It is the general teaching requirement for health and safety that applies to this subject. 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.

## **11 Extra-curricular activities**

- 11.1 The school provides a range of PE-related activities for children before and after-school. These encourage children to further develop 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. We are part of the Uttlesford School Sport Partnership, and we play regular fixtures, competition and tournaments 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 Gifted and Talented Teaching and Learning**

- 12.1 We recognise that there is a wide range of sporting ability within the pupil cohort and so we strive to offer as many opportunities to extend and challenge pupils as much as possible. This is achieved through the offering of extra tuition in a range of sports:

As well as inviting pupils to various clubs, talented Year 6 pupils are signposted to trials for the Multi-Skills Talent Camp. Year 2 pupils are also assessed and invited to a Talent Day which includes dance, gymnastics and tennis skills. Both these events are run annually by the Uttlesford School Sport Partnership based at Saffron Walden County High School.

## **13 Monitoring and review**

- 13.1 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;
- uses specially allocated regular management time to review evidence of the children's work, and to observe PE lessons across the school.

- 13.2 The quality of teaching and learning in PE is monitored and evaluated by the headteacher as part of the school's agreed cycle of lesson observations.