



Discovery Schools
Academy Trust



Parkland
Primary School
Learning together

Physical Education Policy

September 2017

Physical Education Policy

At Parkland Primary School we use the new National Curriculum for Physical Education (2014) as the basis of our Physical Education programme. We supplement this with the school's curriculum map and scheme of work.

Aims

The National Curriculum for Physical Education aims to ensure that all pupils:

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

Inclusion & Equal Opportunities

All pupils are entitled to a physical activity curriculum that caters for their individual needs and offers equal access and opportunity. No pupils are excluded from any physical activity programme.

Teaching & learning

Foundation stage

We encourage the physical development of our children as an integral part of their work. We relate the physical development of the children to the objectives set out in the Development Matters document and the Early Learning Goals, which underpin the curriculum planning for children aged three to five 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 appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Key Stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils will be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key Stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Swimming and water safety

Swimming instruction is taught in key stage 1 and 2. Pupils are taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

Cross Curricular links

As well as making its own contribution to the schools curricula, physical activity also contributes to the wider aims of education.

- The school will endeavour to make links to other areas of the curriculum whenever possible.
- Information technology is used to record and display performances in PE.
- Literacy skills are promoted through the use of discussion and evaluation of performance.
- Numeracy skills are developed through the measurement of performance and also through discussion about shape, space and position.
- Links to science can be through references to the human body and its reaction and adaptations to exercise.
- Contributions are made to PSHE and Citizenship through children learning about the benefits of exercise, healthy eating and how to make informed choices about these things.
- Opportunities to support the social development of children through the way they work with others in lessons. Groupings allow children to work together and give them the opportunity to discuss their ideas and performance. Their work in general enables them to develop respect for other children's level 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 better understanding of themselves and of each other.

Differentiation

We encourage all pupils to experience success and achieve their full potential in a range of physical activities. 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. This enables all children to be challenged appropriately and ensure good progress for all ability groups. We achieve this through a range of strategies:

- S.T.E.P – Space, Task, Equipment and People
- 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.

Staffing (including AOTTS)

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 indicate to the PE co-ordinator if they feel they need support in specific areas of the curriculum. Any training needs or opportunities should go to the PE co-ordinator. Information and resources should then be disseminated to other staff.

Where outside agencies are used to deliver PE/extra-curricular clubs, we ensure that they have relevant inductions and have DBS checks before taking an activity. There will always be a supporting adult on site.

Assessment

Teachers regularly assess all pupils against the learning outcomes. Formative assessment is used to guide the progress of pupils through a unit of work. This is done through observations during lessons and recording the progress made against the learning objectives for that unit or sequence of lessons.

At the end of a unit of work teachers make a judgement as to whether the child has met, exceeded or is just working towards the expectations of each individual unit. This judgement is then recorded.

The PE subject leader will keep evidence of assessments and children's work.

Health and Safety

Safety is paramount when we plan physical activities. All staff must refer to and be aware of the health and safety issues as outlined in the 'Safe Practice in Physical Education' by the British Association of Advisers and Lecturers in Physical Education (BAALPE)

Safe Practice in Physical Education explains that:

- Teachers carry out ongoing risk assessments for each element of the PE curriculum and review it at each lesson. Safety aspects will be discussed with children prior to activities (pg44)
- First Aid equipment must be available, and all staff must know what action to take in the event of an accident (pg 37-38)
- Regular checks must be made on equipment. Any concerns about equipment must be reported to the subject leader, and any faulty equipment must be labelled and removed from use (pg35)
- Pupils must be taught how to move apparatus safely under supervision of a member of staff.(pg33)
- Pupils must be aware of safe practice when under taking an activity (pg33)
- Pupils must understand the risks involved in wearing inappropriate clothing, footwear or jewellery (pg25, 27-28)
- Good class control, appropriate routines and the use of recognised procedures to teach skills and fundamental to safety (pg26)

NB PE mats – based upon BAALPE information – “Mats should be used to cope with planned and foreseen landings....used where it is expected that children will need to cushion deliberate landings.

Teachers should be wary of placing mats where it is considered there is a high probability of a child falling off apparatus...”Consequently, mats are to be used for safe planned landing and not for apparatus work where it may encourage unnecessary risk and possible injury.

Clothing

Changing for PE is an integral part of Physical Education lessons. Pupils should change into appropriate clothing. This should be achieved with the minimum fuss in a short time limit.

Appropriate clothing for indoor PE

Shorts and T shirt. For apparatus work all children are required to have bare feet. For other sessions in the hall, plimsolls may be permitted at the discretion of the class teacher. Children should wear their plimsolls to and from lessons to ensure safety.

Appropriate clothing for outdoor PE

Children should wear clothing suitable to the weather and ground conditions. Tracksuits and similar attire with a suitable pair of trainers are to be worn in colder, wetter months. During drier warmer months, children may wear the kit outlined for indoor PE. Every effort will be made to ensure that children bring the correct PE kit. Parents must be informed if children continually forget kit. Staff, like children, should also dress appropriately for PE.

Jewellery

Following LA guidelines:

Under no circumstances can jewellery be worn for PE or swimming lessons (unless for agreed religious beliefs)

Jewellery, including earrings must be removed. If a child has earrings which cannot be removed (ie. they have only just been pierced), the child can be involved in PE lessons if they are able to cover their earrings (with tape) themselves.

Swimming goggles

Goggles can ONLY be worn with written permission from a doctor regarding a medical condition or parental consent on the school letter concerning the wearing of goggles.

Non participation

On occasions pupils may be unable to participate. A note should be taken of whether it is a medical or no suitable kit and recorded. If non-participation is due to a medical reason a signed note should be brought from their parent indication the period of non-participation.

Where pupils cannot participate in a lesson some involvement should be encouraged e.g making notes, observing, umpiring etc this will dependent upon the age of the pupils and teacher’s discretion.

Monitor and review

The monitoring of the standards of the children’s work and the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader a.so involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leader gives the head teacher an annual summary report

in which s/he evaluates the strengths and weaknesses in the subject and indicates the areas for further improvement.

Extra -curricular activities

The school provides a range of PE related activities for children out of school hours. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the club activities available for the children to take part in. The school also plays regular fixtures and is involved in various sporting activities against other schools. This introduces a competitive element and allows children to put into practice the skills they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst children.