

# Ashmole Primary School



## Physical Education and Sport Policy

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## Physical Education (PE) Policy

### 1 Aims and objectives

1.1 At Ashmole Primary school, 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 provides for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, coupled with varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all our pupils. Through the selection of suitably differentiated and logically developed tasks, our pupils will enjoy success and be motivated to further develop their individual potential.

1.2 Our objectives in the teaching of PE are:

- to enable children to develop and explore physical skills with increasing control and coordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way in which children perform skills, and apply rules and conventions, for different activities;
- to show children how to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to develop the children's enjoyment of physical activity through creativity and imagination;
- to develop an understanding in children of how to succeed in a range of physical activities, and how to evaluate their own, and others' success;
- to inspire children to lead healthy lifestyles and promote lifelong participation in sport.

As part of working towards being a Rights Respecting school: **Article 31** (leisure, play and culture) 'Every child has the right to relax, play and take part in a wide range of cultural and artistic activities'.

### 2 Teaching and learning style

2.1 Our principal aim is to develop the children's knowledge, skills, understanding and creativity. We do this through whole-class teaching and individual or group activities. Children are presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals. They learn how to think in different ways to suit the different challenges. They are given the opportunity of demonstrating their learning, using a range of communication styles, allowing for effective assessment. This assessment is used to inform planning and promote greater learning. The structure of the scheme of work promotes teaching and learning as it provides both continuity and progression. This scheme of work specifies progression of skills, knowledge and understanding.

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 100m 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. drill station activities)
- providing a range of challenge through the provision of different resources (e.g. various range of gymnastics equipment).
- providing small group coaching that is tailored to individual needs – in particularly able, gifted and talented

### **3 PE curriculum planning**

- 3.1 PE is a foundation subject in the National Curriculum. Our school uses the new curriculum 2014 as the basis of its curriculum planning in PE. We do this by working alongside the 'Champions' scheme of work, which is a Sports, Fitness and Health programme for Years 1 to 6. It is a holistic approach to the teaching of PE, which improves fitness, develops skills and deepens knowledge of health and wellbeing. It has been successfully implemented in school by the teachers and, as such, is a proven part of wider school improvement and works towards a more effective measure of individual children's fitness and sport progress.
- 3.2 As required, we teach dance, games, gymnastics and athletics at Key Stage 1. In Key Stage 2, we teach compulsory dance, games and gymnastics and athletics. Swimming and water safety is delivered by qualified instructors outside of the school setting.
- 3.3 Our curriculum units have been written to cover a half term. An individual lesson is designed to fill an hour, but can be edited to suit the needs of each class. The Sports and Fitness lessons, fit into the designated two hours of PE per week. Some health lessons are taught in a science or PSHE lesson, as they often cover objectives from those programmes of study. Planning defines what we teach, and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans.
- 3.4 Class teachers deliver lessons from the scheme of work, as defined for each year group. This lists the specific learning objectives and expected outcomes, and gives details of how the lesson is to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.
- 3.5 The aim of this approach is to ensure that children are given the opportunity to 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.

### **4 The Foundation Stage**

- 4.1 We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, 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, control of the way they move, and care in the handling of 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.

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

- 5.1 **Personal, social and health education (PSHCE)** - 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.
- 5.2 **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 Information and communication technology enhances the teaching of PE, where appropriate, in all key stages. Our scheme of work includes short videos which show skills learning and application by children. All videos can be viewed online, and all teachers have access to this via a password. The short videos are watched by practitioners during the lesson planning, to ensure that they are confident teaching the skills and running the lesson. We also have links to helpful videos online, as well as audio tracks, which can be used with any lesson – but particularly with dance, gym and fitness units. Pupils use the Interactive white board to view how to perform certain skills and to help them understand the features of certain types of dance or games.

## **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.
- 7.2 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.
- 7.3 Children who are identified by the class teacher and/or the sports coaches, parents, TAs or outside agencies as Able, Gifted and Talented are taught to be taught separately by sports coaches during lesson time. The separate lessons will include team building, sport specific skill development, leadership and training for tournaments. They are listed on a 'team list' and selected to represent the school in various competitions that suit their talents. Identified children are invited to take part in afterschool clubs to further develop their talents.

## **8 Assessment for learning**

- 8.1 Teachers assess children's work in PE by making assessments as they observe them working during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways in which to improve. Teachers record the progress made by children against the learning objectives for their lessons and use this to inform their judgements each term. This data is then passed on to the subject leader to analyse, and also kept in a class folder. The teacher passes this information on to the next teacher at the end of each year. The Champions Sports, Health and Fitness programme uniquely offers effective and engaging assessment for whole school improvement. All materials to run the assessment part of the programme are available from the subject leader. There is assessment for learning within Champions units, however the online assessment offers standalone opportunities to measure and improve fitness and easy-to-implement materials to track progress and intervene where necessary in wellbeing and fitness development.
- 8.2 Full termly assessments based on pupils observations and descriptors (as formulated by subject leader) are completed by class teachers and sports coaches. Children who exceed levels are referred to subject leader to review decisions.
- 8.3 The PE subject leader keeps photographic and other evidence of children's work (in a portfolio). This demonstrates what the expected level of achievement is in each area of PE activity in each year of the school.

## **9 Resources**

- 9.1 There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and 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 playground 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 at the end of the school day. 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 at the beginning of each term. The school also plays regular fixtures 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 Monitoring and review**

- 12.1 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;
  - gives the Head of School a termly summary report in which she evaluates the strengths and weaknesses in PE and indicates areas for further improvement;
  - uses specially allocated regular management time to review evidence of the children's work, and to observe PE lessons across the school.
- 12.2 This policy will be reviewed at least every two years by the governing body.