Leamington Community Primary School

Together we make a Difference

Physical Education Policy



Courage Determination Friendship Honesty Respect

Aims and objectives

PE develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. PE promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives.

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 success;
- To provide specialist support where individual children have particular gifts or talents.

Teaching and learning style

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.

In all classes, children have a wide range of physical abilities. 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 through the provision of different resources (e.g. different gymnastics equipment).

PE curriculum planning

PE is a foundation subject in the National Curriculum. Our school has implemented the revised programme PE passport, which forms the framework for curriculum planning in PE. We have adapted the scheme to suit the circumstances of the school. As required, we teach dance, games and gymnastics at Key Stage 1. In Key Stage 2, we teach compulsory dance, games and gymnastics, swimming and water safety, and athletics. The governors of the school have decided that we will teach outdoor and adventure activities while the children attend Kingswood. Swimming and water safety takes place in years three to six on a rota basis.

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 leaders devise this plan in conjunction with teaching colleagues in each year group.

We have implemented the revised Curriculum using PE passport and this will provide the basis for our medium-term plans. This gives 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. The subject leaders keep and review these plans.

Class teachers are using a new App, P.E Passport for their daily plans for each PE lesson. The App allows teachers to access detailed planning, video resources for teachers and for sharing with children, printable resources for use in practical activities, unit outcomes and assessments. There is an adaptive learning resource which allows teachers to adapt their lessons based on the individual needs of the children in their class. Evidence from the lesson can be uploaded onto the App in real time, allowing teaching staff to watch back to reflect on objectives achieved or next steps needed to achieve the objective, and evidence can be shared with the children so that they can reflect on their work and plan ways to improve or adapt during their next session.
We plan the PE activities 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.

The Foundation Stage

We encourage the physical development of our children in the Nursery and Reception classes as an integral part of their continuous provision. As our Foundation Stage children (Nursery and Reception classes) follow the Early Years Foundation Stage framework, 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; both gross and fine motor.

Contribution of PE to teaching in other curriculum areas

English

PE contributes to the teaching of English in our school by encouraging children to use vocabulary specific to the skills they are learning, share ideas in small and whole group situations and describe

what they have done. This is followed by discussions about how they might improve their performance. In Year 6, teachers are using some of the activities and plans from Teach Active English.

Mathematics

PE contributes to the teaching of mathematics by encouraging children to measure and record what they do accurately, as well as keeping score in line with the increments appropriate for each game. Teach Active Maths is a new initiative which encourages all children to take part in a physical activity during maths lessons and is used from Year 1 to Year 6 (for eg. Y6 children used the large squared map mat to work on co-ordinates in the hall).

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 their own lifestyles and a healthy way of living. Children are aware of how a healthy mind contributes to a healthy body and that maintaining this balance will improve their own health and well being.

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 collaboratively, 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.

PE and ICT

Information and communication technology 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 develop their movements and actions, and to self and peer-assess. Older 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 outdoor activities.

PE and inclusion

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: SEND, EAL and Accessibility policy and plan

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 against the National Curriculum 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.

Intervention will lead to the creation of a Pupil Passport for children with special educational needs. The Pupil Passport may include, as appropriate, specific targets relating to PE.

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.

Assessment for learning

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. At the end of a unit of work, teachers make a judgement on whether each child is on target, above or below and fill in their class assessment grid on the P.E passport App. Teachers record this information and use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the school's annual report to parents and carers. This information can then be easily shared with the next teacher and the PE coordinators at the end of each year, as it has been recorded electronically, and will give a detailed account of progression of skills and progress for children from Year 1 to Year 6.

The PE subject leader keeps photographic and video 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. Teachers meet regularly to review individual evidence of children's work against the national exemplification material produced by the QCA and the Department for Children, Schools and Families.

Resources

There is a wide range of resources to support the teaching of PE across the school. We keep our equipment in the infant and junior halls which each year group has access to, and this is accessible to the children. 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, supervised by an adult at all times. 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.

Health and safety

It is the general teaching requirement for health and safety that applies to this subject taken from 'Safe Practice in Physical Education and Sport'. 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 encourages the teachers to set a good example by wearing appropriate clothing and taking off their jewellery when teaching PE. The policy of the governing body is that no jewellery is to be worn for any physical activity - including earrings. Teachers are expected to check all apparatus and the area P.E. is taking place for any potential health and safety issues and adapt their lessons/ or make the children aware before starting.

Risk assessment in P.E

The school has a risk assessment based on the Safe Practice in Physical Education and Sport. Members of staff will be given a copy annually when the document is reviewed.

Extra-curricular activities

Leamington CP School provides a range of PE-related activities for children during lunchtimes and at the end of the school day. There are also extra-curricular clubs offered by outside agencies. 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. 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.

Monitoring and review

The coordination and planning of the PE curriculum are the responsibility of the subject leaders, who also:

- support colleagues in their teaching, by keeping informed about current developments in PE and provide a strategic lead and direction for this subject;
- gives the Headteacher an annual summary report in which they evaluate the strengths and weaknesses in PE and indicates areas for further improvement.

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.

This policy will be reviewed at least every two years.