

Colehill First School is a Rights Respecting School. As such it is committed to upholding children's rights and promoting their responsibilities under the UN Convention for the Rights of the Child (UNCRC). The contents of this policy are fully in keeping with this commitment.

Colehill First School

Physical Education Policy

The Importance of Physical Education in the Curriculum:

This policy outlines the teaching, organisation and management of the Physical Education taught and learnt at Colehill First School. The policy has been drawn up to reflect our whole school approach to P.E. and has been discussed with staff and has the agreement of the Governing Body. The implementation of this policy is the responsibility of the teaching staff.

Our school believes that P.E., when experienced in a safe and supportive environment, is a unique and vital contributor to a child's physical development and well-being. A broad and balanced P.E. curriculum is intended to provide for children's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all children. Through the selection of suitable, differentiated and logically developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential.

A balance of individual, paired and group activities, co-operative, collaborative and competitive situations all aim to cater for the preferences, strengths and needs of every child. Such activities, experienced within a range of areas of activity, aim to promote a broad base of movement knowledge, skills and understanding. They are also desirable for developing a child's ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.

The activities offered and the teaching approaches adopted seek to provide children with opportunities to develop their creative and expressive abilities, through improvisation and problem-solving. Children are encouraged to appreciate the importance of a healthy and fit body and begin to understand those factors that affect health and fitness. This work is closely aligned with the school's PSHE&C policy.

Aims and Objectives

Through the delivery of the P.E. curriculum at Colehill First School, we want all children to be able to

- develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency (acquiring and developing)
- develop an increasing ability to select, link and apply skills, tactics and compositional ideas (selecting and applying)
- improve observation 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 (evaluating and improving)
- develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising (knowledge and understanding of fitness and health)
- develop the ability to work independently, and communicate with and respond positively towards others (working alone and with others)
- promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being (applying safety principles)
- give children the opportunity to be involved in a variety of physical situations, some of which may be in partnership with the local School Sports Co-ordinator Programme

Equal Opportunities

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

Strategy for Implementation

Physical Education lessons follow the requirements of the latest guidance from The DfE and the National Curriculum, with a recommended minimum of two hours of high quality P.E. per week been timetabled for each class. A curriculum map outlines units of work to be covered each term throughout the year for every year group, in accordance with National Curriculum expectations in order to provide an appropriate breadth of study. A school Sports Day is held annually during the summer term for all year groups. Additional curriculum support is also offered throughout the year via liaison with our local School Sports Co-ordinator and other local sports agencies. Children are given the opportunity to take part in competitions and sporting events locally and within the academy trust. If successful, there is also opportunity to compete to a wider and more national level. We have a specialist PE teacher working within the school to provide further professional training for Teachers and Teaching Assistants.

Class Organisation

Each year group has a minimum of two timetabled P.E. sessions which can take place either indoors or outdoors. The majority of lessons will follow the same basic format and include the elements outlined below

- warm-up
- exploratory / skills development activity
- cool-down

The importance of a warm-up and cool-down will be explained to the children. Exploratory skills and development activities will be differentiated by task or outcome, as appropriate to the child and lesson. Children will have the opportunity to work individually, in pairs and in groups.

Topics covered in P.E. for each class during the school year are as follows

- Reception Year – The Early Years Foundation Stage Curriculum incorporates Creative Development (which includes Dance) and Physical Development (which includes spatial awareness, gross and fine motor skills, co-ordination and control).
- Key Stage 1 (Years 1 and 2) - Gymnastics, Dance, Games and Athletics
- Key Stage 2 (Years 3 and 4) - Gymnastics, Dance, Games and Athletics

To ensure children make progress in P.E. as they move through the year groups, a progression of key skills is shown below

- acquiring and developing skills
- selecting and applying skills, tactics and compositional ideas
- evaluating and improving performance
- knowledge and understanding of fitness and health

Health and Safety

Safe practice must be promoted at all times, as indicated in the guidelines given in 'Safe Practice in Physical Education' written by BAALPE (British Association of Advisers and Lecturers in Physical Education). Teachers must also take into account the school's Health and Safety Policy. Particular attention must be given to children with a specific physical need. Risk assessments must be completed in when activities are identified that are unusual and beyond the scope of normal safety practice (e.g. outdoor and off-site field centre activities) and for all out of school sports events that take place during the school day (e.g. sports festivals and competitions).

Additional health and safety points apply to P.E. lessons at Colehill First School and these are detailed in the relevant section of our Health and Safety Handbook.

Non-Participation – If children are unable to participate in P.E. due to injury or illness, this should be supported by a letter, phone call or verbal communication from parents. Non-participants should be as involved in the lesson as possible, as officials, observers, recorders, or critics, so enabling them to learn and understand the work and be better prepared to rejoin in due course. This will also apply to children who forget their kit. Children are expected to have their P.E. kit in school at all times. When a child has had no kit in school for two consecutive lessons a reminder note will be sent home. A small selection of clean spare kit is available for use by children if appropriate, which must be washed and returned to school after use. The borrowing of kit is not encouraged for hygiene reasons.

Enrichment Activities

P.E. lessons will provide the children with opportunities to practice and consolidate their skills and knowledge and to develop and extend their techniques and abilities. These may be extended further through out-of-class activities (such as local inter-school sports festivals and completions) and after-school clubs which during the school year may include Netball, Football, Tennis, Multi-skills, Tag Rugby, Athletics, Dance and Golf.

Physical Education Across the Curriculum

P.E. benefits from links to many subjects within the primary curriculum and, where possible, opportunities will be sought to draw experiences out of a wide range of activities, e.g. Literacy and Music provide many stimuli for Dance and Movement. Children will have opportunities to develop their language skills, and collaborative work will extend their PSHE and Citizenship skills. When it is appropriate, use will be made of both indoor and outdoor environments.

Playtimes and Lunchtimes

The playground is used before school begins and during morning, lunchtime and afternoon breaktimes. Specified areas are used by the children for a range of games such as handball and football. There is also a variety of games and activities painted onto the playground and provision is made during mid-morning breaktime and at lunchtime for children to have a range of small play equipment available for them to play with. All classes have a weekly turn on a large play-trail and a rock wall for climbing on, both of which are situated on the field just off the playground. During Spring 2017 we have elected 'Sports Leaders' (selected Year 4 children) to help lead, manage and implement a set of weekly rotated sports activities during morning play to encourage, develop and promote skills in sport but also to promote team building skills and collaborative values.

During the summer term and whenever the weather permits during the rest of the year, children are able to play on the school field where there is plenty of scope for them to be active and enjoy playing games.

Inclusion and Equal Opportunities

Children are taught with their own class and stretched through differentiated group work, questioning and extra challenges. The P.E. lesson is appropriate for all children. Teachers will involve all children through differentiation and provide necessary support through the use of resources and adult help.

Liaison with the Special Educational Needs Co-ordinator will sometimes be necessary for some children with a Special Educational Needs and teachers will aim to include all children fully in their P.E. lessons. All children benefit from participating, listening and watching other children demonstrating their skills. However, a child whose difficulties are severe or complex may need to be supported with an individualised programme or by a special needs assistant during the main part of the lesson.

The Disability Discrimination Act (2006) and The Equality Act (2010) require schools to promote equality of opportunity for all children. In P.E. we will meet this duty by

- increasing the extent to which disabled children can participate in the school curriculum
- improving the learning environment to increase the extent to which disabled children can participate and take advantage of the P.E. curriculum
- improving the delivery to disabled children of information which is provided in writing for children who are not disabled

Resources

The school hall is equipped with Gymnastics apparatus and outdoor facilities include a playground and a large field, both of which are marked out for various uses. P.E. equipment can be found in the indoor P.E. store cupboard. Resource books, tapes, videos and CDs are stored in the staffroom on the teachers' shelf. Playground games equipment for lunchtimes is stored in the P.E. store cupboard.

Information and Communication Technology

ICT will be used in various ways to support teaching and motivate children's learning. ICT will involve the use of an interactive whiteboard, Ipad's, audio-visual equipment and cameras. They will be used in P.E. lessons when it is appropriate.

Assessment

Short- term assessments will be used to inform teaching and planning, teaching and will be an informal part of every lesson to check the children's understanding and give the teacher information to adjust future lessons.

Medium-term assessments take place at the end of every unit of work. The teacher will assess children based on the school's new assessment framework – 'Assessment without levels' with revised descriptors based on the headings 'Below' 'Secure' and 'Above' for those accessing the National Curriculum or by using age-related descriptors set out in the Physical Development category of the Early Years Foundation Stage Profile. The outcomes are recorded on a class record sheet for all NC year groups.

Verbal and written reports are given to the parents during the academic year which detail children's achievement and progress in Physical Education and this takes the form of a summary of the teachers' observations and continued assessment of the children at work thus, giving parents a view of what their children know, understand and can do.

Leadership and Management

The role of the P.E. subject leader is to

- have an overview of the standards across the whole school for P.E. through monitoring and evaluation of practice
- identify key areas for development to ensure continued improvement within this subject
- take the lead in policy development and review, keeping this up to date and continuing the successful implementation of the P.E. curriculum using the agreed schemes of work
- support colleagues in the planning and delivery of the P.E. curriculum
- keep up-to-date on local and national initiatives and disseminate information to staff
- arrange INSET and CPD as appropriate to meet the professional development needs of staff
- take responsibility for the purchase and organisation of P.E. resources
- liaise with the School Sports Co-ordinator regarding P.E. development in school and to organise and plan for local sports events with other local schools

Staff Development and Training Opportunities

The Headteacher and P.E. subject leader discuss staff development needs and, where appropriate, these are built into the school's staff development programme. The needs of individual members of staff (teaching and non-teaching) are identified as a result of the school's performance management programme. Staff who attend training are expected to share the useful points with their colleagues and all staff can discuss any P.E. equipment and resource needs with the P.E. subject leader and Headteacher, so that new resources can be purchased or updated as required in order to ensure planned units of work can be delivered.

A governor is allocated to take a specific interest in P.E. and will discuss developments with the P.E. subject leader on a regular basis.

Review date

Signed.....

Position: Chair of Local Governing Body

Date of adoption: 28th February 2017

Date of next review: Spring 2019