

# **NORFOLK COMMUNITY PRIMARY**

## **Physical Education Policy**

**JANUARY 2007**

Revised January 23<sup>rd</sup> 2007

## **Aims and objectives**

- Physical education 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, water safety athletics and outdoor adventure activities. Physical education promotes and understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.
- The aims of PE are:
  - To enable children to develop and explore physical skills with increasing control and co-ordination.
  - To encourage children to work and play with others in a range of group situations.
  - To develop the way children perform skills and apply rules and conventions for different activities.
  - To increase children's ability to use what they have learnt 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.

## **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 and group activities. Teachers draw attention to examples of individual performance to demonstrate particular skills and provide a framework to evaluate the work of others. 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 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. We achieve this through a range of strategies.
  - 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 task e.g. the high jump.
  - Grouping children by ability and setting different tasks for each group e.g. different games.

- Provide a range of challenges 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 uses the national scheme of work as the basis for its curriculum planning in PE. We have adapted the national scheme to the local circumstances of the school.
- 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 works this out in conjunction with teaching colleagues in each year group.
- Our medium-term plans 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. The subject leader keeps and reviews these plans.
- Class teachers use a daily plan for each PE lesson. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher keeps these individual plans and the class teacher and the subject leader often discuss them on an informal basis.
- We plan 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 planned progression built into the scheme of work so that the children are increasingly challenged as they move up through the school.

## **Continuity and Progression**

- Continuity and progression is monitored through the use of the scheme of work.

## **Contribution of PE to Teaching other Curriculum Areas**

- English – PE contributes to the teaching of English in our school by encouraging children to describe what they have done and discuss how they might improve their performance.
- Science and Personal, Social and Health (PSHE) and Citizenship – PE contributes to the teaching of Science through our Year 5 Science topic “Keeping Healthy”. In PSHE and Citizenship children learn about the benefits of exercise and healthy eating and how to make informed choices about these matters.

- Spiritual, moral, social and cultural development- the teaching of PE offers opportunities to support the social development of our children through the way 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 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 a better understanding of themselves and of each other.

## **Equal Opportunities**

- All children must have equality of opportunity to learn, irrespective of their gender, ability, cultural and socio-economic background, experiences, physique and their level of maturation and fitness.
- We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to needs of children with learning difficulties and work in PE takes account the targets set for individual children in their Individual Action Plans (IEPs).

## **Assessment and Recording**

- Teachers assess children's work in PE by making assessments as they observe them working during lessons. They assess the progress made by children against the learning objectives for their lessons. This continual formative assessment is used to create a summative assessment at the end of the school year in the form of a report to parents.

## **Resources**

- 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 hall and is accessible to children under adult supervision. The hall contains a range of large apparatus and we expect the children to help 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.

## **Health and Safety**

- The safe practice policy in PE adheres to the Whole School Safety Policy, CYPD recommendations and those of Safe Practice in PE (BAALPE). See Health, Safety and Welfare Policy.

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. PE kit includes T-shirt, shorts and plimsolls or trainers. If a child does not have a PE kit with them on a regular basis, a letter should be sent home.

The Governing Body expects the teachers to set a good example by wearing appropriate clothing when teaching P.E. The policy of the Governing Body is that no jewellery is to be worn for any physical activity.

- If an accident occurs, the teacher should assess how serious it is and, if necessary send another student to seek help from the office, using the school's emergency procedure to summon help. Usual procedures for an accident will then be followed.

## **Monitoring and Review**

- The monitoring of the standards of children's work and the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, accessing adults other than teaching staff to provide professional development for teachers, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The subject co-ordinator is also the primary link teacher for any City Sports Partnerships and the All Saints Partnership. The PE subject leader gives the Headteacher an annual summary report in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

## **Out of School Hours Learning**

- The school provides a range of PE Related activities for children in lunch times and at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school also plays regular fixtures against other local schools in the form of festivals and mini tournaments. In most activities offered, teams are selected and compete at local and interschool level. However, the emphasis is on maximum participation and personal development. These events introduce a competitive element to team games and allow the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.
- Pupils are also made aware of possible local facilities and clubs available to them, including information regularly updated on the PE notice board and are encouraged to participate in these wherever possible.

## **Working with Adults other than Teaching Staff (AOTTS)**

- Local sporting individuals and team members are often invited to share their expertise and to raise interest and awareness from the pupils. These are also used for the professional development of class

teachers. These are supervised by a member of staff and must be CRB checked.

## **Off-Site Visits**

- Visits may be organised for sporting events, festivals, displays and matches. These should provide stimuli for work and reinforce the concepts taught in lessons.
- The supervising teacher must ensure that all relevant documentation is completed and permission granted from the headteacher, governors and parent/carers.
- Parents/carers may be asked to make a voluntary contribution towards the cost of a visit.
- Wherever possible, transport will be arranged. If not, local public transport may be used. Staff will accompany pupils following the guidelines of staff/pupil ratios. A risk assessment will be carried out prior to the event.