



PHYSICAL EDUCATION POLICY

Rationale

Physical education provides a unique learning opportunity. It develops pupils' physical competence and confidence through physical activity. It promotes pupils' understanding of physical development and their body in action. Physical education provides the skills for pupils to use their body efficiently and promotes the importance of active, fit and healthy lifestyles. Pupils learn to think creatively and to work both individually and collectively to make decisions and solve problems. Physical education experienced in a safe and supportive environment using a variety of teaching and learning styles makes an important contribution to a pupil's physical and emotional wellbeing. We aim to make all pupils physically literate.

Aims

Garlinge Primary School and Nursery aims to teach pupils to become physically educated by giving them opportunities to

- Explore, acquire and develop physical and cognitive skills and competencies.
- Select and apply their skills, tactics and compositional ideas in a variety of physical contexts.
- Analyse and evaluate their own and others performance to lead to improvement both in physical and cognitive abilities.
- Develop their understanding of the importance of physical activity and a fit and healthy lifestyle.
- Develop problem solving skills and interpersonal skills, which will have much wider application.
- Develop, recognise and ensure safe practice.
- Develop positive attitudes.
- Allows pupils to experience competition.
- Allows pupils to pursue excellence.

Learning Outcomes

The outcomes are derived from the aims and will guide the planning process and will form the basis for assessment of the pupils and evaluation of the policy. Pupils will have access to a broad and balanced PE curriculum through which they will have opportunity to develop their knowledge skills and understanding.

Explore, acquire and develop physical and cognitive skills and competencies:

- Pupils demonstrate a range of skills.
- They are able to consolidate existing skills and gain new ones.
- They show increasing control and co-ordination leading to consistency and quality.

Select and apply their skills, tactics and compositional idea in a variety of physical contexts:

- Pupils are increasingly able to plan and adapt activities both individually and when working with others.
- They are able to use strategies and tactics and improve their understanding of composition in a variety of situations.

- They will begin to develop their understanding of some of the principles underpinning their performance and are able to transfer some basic skills and understanding from one activity to another.
- They are able to apply rules and conventions appropriate for the activity.

Analyse and evaluate their own and others performance to lead to improvement both in physical and cognitive abilities:

- Pupils understand what constitutes an effective performance.
- They are able to suggest improvements and comment constructively on their own and others performance.

Develop their understanding of the importance of physical activity and a fit and healthy lifestyle:

- Understanding the effects of exercise on the body in the short term.
- Understand the importance of warming up and preparing appropriately for a variety of activities.
- Selecting and engaging in regular physical activity.
- Understand why physical activity is good for their health and well-being.
- Being aware of opportunities both in school and in local clubs and the community which cater for primary age children.

Develop problem solving skills and interpersonal skills, which will have a much wider application:

- Pupils are able to think imaginatively and demonstrate creativity in their work.
- They are able to work individually and with others to resolve problems.
- They are able to express opinions and begin to appreciate the opinions of others.
- They are developing leadership skills.
- They develop positive attitudes to winning and losing

Develop, recognise and ensure safe practice:

- Understand the importance of wearing the appropriate clothing for the activity.
- Know the importance of basic hygiene practices with regard to their health and safety in physical education and sport.
- Pupils are aware of others and their space and how they can move and work both personally and in relation to their environment and others.
- They are able to articulate key features of safe practice.

Develop positive attitudes:

- Pupils exhibit such personal qualities perseverance, respect and resilience
- They understand the importance of fair play and the etiquette associated with sport.
- They are able to meet appropriate challenges and work through solutions.
- They are increasing in confidence in their approach to physical activity.

Principles of Learning, Teaching & Inclusion

Teachers will adopt a range of teaching styles in order to engage all pupils in the learning. The National Curriculum is the starting point for planning the curriculum to meet the needs of the pupils. In planning the curriculum regard will be given to the following principles:

Setting Suitable Learning Challenges:

- Aim to give every pupil the opportunity to experience success in learning and to achieve high standards.
- Take a flexible approach taking into account any gaps of learning and to meet individual needs.

Responding to Pupils Diverse Learning Needs:

- Teachers will set high expectations and provide all pupils with opportunities to achieve.
- Teachers will be aware that pupils bring with them a range of experiences and take these into account when planning the curriculum.

PE Kit and Procedures:

- All pupils are expected to have a complete, named PE kit for all their lessons.
- KS1 Kit: black plimsolls, white T- shirt, black shorts, white socks.
- KS2 Kit: black plimsolls, white T- shirt, black shorts, white socks, tracksuit bottoms for cold weather, trainers for outdoor PE.
- Earrings should not be worn during PE lessons. Parents and pupils must take responsibility for their removal where possible. However, if earrings cannot be removed, then action must be taken to make participation safe. This may include taping, or adapting the activity to enable pupils to be included. Earrings can only be removed by PARENTS or PUPILS. Taping can only be done by PARENTS or PUPILS. This school cannot be responsible for the consequences of removing or replacing earrings and parents cannot transfer this responsibility to teachers.
- The school will not be liable for any injury to a pupil's ear whilst wearing earrings during a PE lesson.
- Teachers will have the discretion to make a judgement about participation in clothing other than statutory PE kit, where this is a barrier to participation
- School will not accept responsibility if injury is sustained whilst wearing earrings during a PE lesson

Pupils are expected to bring in a letter from home if they are unable to participate in the lesson due to illness.

Overcoming Potential Barriers to Learning

In PE the barriers to learning can range from physical capabilities to issues around changing, difficulties with language and comprehension or attitude and expectation. Things might act as barriers to a few or many pupils and will be addressed through planning and differentiation.

Equal Opportunities

Pupils will be given equal opportunities to access, take part in and succeed in physical education and sport. All pupils regardless of race, culture, gender, physical activity or learning disability, social origins or physical stature are entitled to be included and achieve. Every pupil has an entitlement to a broad and balanced curriculum, equal curriculum time, access to extra curricular activities and use of resources and facilities. The school's policy is to enable all pupils to experience success. Sensitive and informed grouping of pupils, for example, mentor, ability, social and random groupings will ensure all pupils will contribute, be actively and physically involved and be challenged appropriately. Resources and facilities will also support children's age, stage and ability.

Additional Educational Needs

Pupils with additional educational needs will be entitled to the same access to physical education and sport as their peers. In planning lessons teachers will identify challenges for all pupils, modifying and adapting the task and/or equipment to include all pupils. Additional support will be given where it is needed and liaison with the Inclusion Leader will be sought. For pupils whose attainment is below the expected levels at the key stage a greater degree of differentiation will be necessary and the programme will provide the context and a resource for planning learning that is appropriate to the requirements of the pupil.

Gifted and Talented

For pupils whose abilities exceed the expected levels of attainment teachers will plan suitably challenging work. Teachers may draw on work from later key stages to provide extension work and give greater depth or breadth of knowledge, skills and understanding. Where a child has a particular ability in one sport, it will be necessary to work with parents and coaches for the pupil in school to help the child manage the sporting and academic studies.

Key Skills

PE and School Sport offers additional dimension to the whole school curriculum and the wider life of the school. PE has particular links with personal, social, health and citizenship education and key skills (including literacy, numeracy, ICT, language and communication skills and working with others). Fundamentals will be taught in KS1. The dance and gymnastic elements of the physical education curriculum will also enhance and enrich, complement and intensify experiences within the arts curriculum and across the school. Teachers will give pupils the opportunity to make the connections and develop these key skills through their work in PE.

Continuity and Progression

The curriculum offered in PE will provide a framework for progression taking account of pupil's needs and abilities.

Assessment Recording and Reporting

Assessment for Learning

Opportunities for assessment will be identified during planning and pupils will receive ongoing teacher assessment. Teachers will also use assessment to inform future planning for groups and individuals. Teacher assessment will be directly related to the learning objectives. Pupils will be actively engaged in self assessment and in setting targets for improvement. Effective feedback from teachers is essential in supporting and developing pupil's knowledge skills and understanding and consolidating their learning.

Summative assessment will also be made based on the in-year level descriptors and used to close gaps in progress.

Statutory Requirements

There is no requirement to assess and formally record assessments at key stages 1 and 2. However, there is a need to report to parents both orally, and in writing, pupils progress using the criteria in the level descriptors and based on the expectations for the age and stage of the pupil.

Leadership

The core purpose of the subject leader is to provide professional leadership and management for the subject and to secure high quality teaching, improved standards of learning and achievement for all pupils. Subject leaders must have knowledge, which is in part subject specific and part generic and take responsibility for keeping up to date with developments in PE and other aspects relating to their role.

The Subject Leader:

Will provide strategic planning, direction and development of physical education;

- Ensure that the policies and plans reflect the ethos of the school
- Is responsible for developing a long term curriculum plan based on the national curriculum programmes of study
- Support other staff to develop and build their confidence in teaching PE
- Will evaluate the effectiveness of the physical education curriculum

Will secure and sustain effective teaching of PE and evaluate the standards of learning and achievement;

- Will monitor standards of teaching and learning using a range of strategies including lesson observation, reviewing, planning and talking with staff and pupils
- Will ensure curriculum coverage, continuity and progression taking into account the needs of all pupils
- Ensure that teachers are clear about the Learning Intentions in lessons and can communicate these to pupils
- Set expectations and targets for staff and pupils in relation to standards of achievement and the quality of teaching
- Develop effective links with parents and the local community in order to extend and enhance the understanding and development of the subject

Will lead and manage staff;

- Help to build constructive working relationships when working in physical education and sport.
- Support staff to evaluate and develop their practice.
- Lead professional development of the subject and help identify opportunities for continuing professional development to meet the needs of staff and the school
- Will ensure that staff and governors are informed and involved in developments, policies, plans and priorities and the success in meeting these.

Will identify and support efficient and effective deployment of staff and resources;

- Will establish staff and resource needs
- Will have a PE development plan, which will support the school development plan.
- Ensure the effective management and organisation of learning resources.
- Support the development of the learning environment to create a stimulating for teaching and learning.
- Work hard to ensure that there is safe practice and that risks are assessed and managed.

Health and Safety

- It is essential to secure safe practice and to ensure that all routine procedures are agreed and consistently adhered to by all staff. These procedures will include organisation within the lesson as well as before and after the lesson when changing and moving to and from the working area; pupils' kit and equipment, resources including storage and safety; pupils' responsibilities and management of safe practice and the withdrawal of pupils.
- It is essential that pupils are taught skills and operate within appropriate ground rules to enable them to participate safely and confidently within PE. Pupils are expected to work in a safe manner and know what this means.
- All staff will plan their work with the safety of pupils in mind and support can be sought from the subject leader to ensure that this is the case and that risks have been assessed and are managed effectively.