

Courthouse Green Primary School

“Doing our best to be our best”

PE POLICY

Introduction

This policy outlines the aims, organisation and management for the teaching and learning of Physical Education at Courthouse Green Primary School. It is based on participation, healthy lifestyles, excellence and enjoyment. It is supported by the national guidance and national curriculum for PE.

Aims and Objectives

PE develops knowledge, skills and understanding so that our children can perform with increasing competence and confidence in a range of physical activities. These include dance, gymnastics, swimming, games, 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 – we then enable children to make informed choices about physical activity throughout their lives.

In the teaching of PE to our children we –

- Enable children to develop and explore a range of sports and physical skills with increasing control and coordination.
- Promote the participation in sport and physical activity, providing both recreational experience and the opportunity to experience competitive sport.
- Encourage children to work and play with others in a range of group situations.
- Develop the way in which children perform skills and apply rules and conventions for different activities.
- Show children how to improve the quality and control of their performance.
- Teach children how to recognise and describe how their bodies feel during exercise.
- Develop the child’s enjoyment of physical activity and sport.
- Develop an understanding of how to succeed and how to evaluate individual successes.

Teaching

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 whilst ensuring that for the large proportion of the lesson children are active and doing. We do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children, we use perfect model examples from experienced sports specialists and the those can be shown via other media 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 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, e.g. timed events, such as a 60m sprint;
- setting tasks of increasing difficulty, where not all children complete all tasks, e.g. balance challenges;
- 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
- differentiated tasks that enable children to achieve the aim of the lesson, regardless of ability

Organisation

We teach PE twice a week in each class. Each class is allocated an indoor PE lesson each week, during this time dance and gymnastics are delivered for a term, fitness and multiskills (fundamental movement skills) work make up the third term of work. An outdoor lesson each week is given in which to teach games, outdoor adventurous activities (OAA) and athletics. There is also an opportunity to participate in OAA during residential trips to Skern Lodge (year 5) and a

camping trip for year 4. Swimming is delivered in year 4 for a term in each year, next year we will deliver to year 3 to ensure that we meet 25m requirements. PE classes move around in the timetable each term to accommodate the dance and gymnastics specialists who teach in school for one day a week.

PE curriculum planning

PE is a foundation subject in the National Curriculum. We use the programmes of study provided therein as the basis for our PE curriculum. In KS1 we teach dance, games (that include invasion and striking and fielding), athletics, fitness, gymnastics and FMS. In KS2 we teach dance, gymnastics, fitness, athletics, swimming, OAA and a variety of games that include – football, netball, rugby, tennis, Frisbee, rounders and cricket. OAA takes the form of orienteering and the sports premium funding has recently (Oct 15) meant that we have been able to professionally map our grounds and have lesson plans written to support this unit of work. From September 2016, all KS1 classes along with years 3&4 will take part in 'Real PE' lessons as a bid to ensure that our children have fully developed the fundamental movement skills required to be successful sports performers.

- 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 activities covered in each half term and is devised by the PE lead once the constraints of specialist personnel and PPA cover are known for the forthcoming year.
- Medium term plans give the details of each unit of work for the half term. These plans define what is taught and how it is assessed by teaching staff. The plan has lesson plans that are linked to teaching objectives and all teachers have a copy of this.
- Short term plans are those made by the member of staff teaching the lesson and are dependent upon the needs of their class. These are often discussed with the PE lead or other PE specialist in the school on an informal basis to ensure that all children are able to learn and achieve the objectives set.

All PE activities are progressive and build on the prior year of learning. This enables the children to develop their skills, knowledge and understanding in each area whilst being appropriately challenged as they move through the school.

EYFS

We encourage the physical development of our children in the reception classes as an integral part of their learning. The children develop confidence, control of the way they move, spatial awareness and care in the handling of 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. EYFS children use our outdoor learning spaces several times throughout the week and in the summer term, reception children have discrete PE lessons to work on ball handling skills and coordination.

PE and cross curricular links

ICT

Children regularly use iPods in PE lessons to record performance and use it as tool to give feedback, either to team mates or on their own performance. We also have GoPro cameras that can be used to record performance in activities that are not delivered indoors. The perfect model is often taken from sources on the internet and shown to the children via iPads or on screen projection to enhance their learning and understanding of a task.

PSHCE

Children learn about the benefits of healthy eating and exercise and how to make informed choices about their health. They learn to work as part of a team and gain experience in leadership. They learn to reflect on achievements and identify their strengths and weaknesses. They learn to manage their feelings when they are not always successful and develop strategies for this. Children learn the skills necessary to succeed in competition and manage the fine line between competitive stress and aggression.

Spiritual, moral, social and cultural development – including British Values

The teaching of PE offers opportunities to support the social development of our children via the way in which we expect them to work together in lessons. There are several times when children are asked to discuss their ideas and performance enabling them to develop a respect for others. Their reflection on strengths and weaknesses also develops a respect for one another's abilities and encourages cooperation to complete a task. Children develop self confidence, self esteem and self knowledge when taking part in physical activity. They take responsibility for their actions each time they play a game and acknowledge the rules and laws of that game. They understand the notion of democracy when appointing sports leaders and abiding by the decisions that they make when taking part.

Science

Children are taught about the direct impact of exercise on their bodies and how exercise benefits various body systems. They are taught how muscular strength can improve performance, particularly in gymnastics, dance and athletics. Children are taught the laws of physics when developing gymnastic skills – ie, balance, structural strength and momentum.

Maths

Children are taught about symmetry, sequences, ordering, rotation, angles and shapes in gymnastics and dance. They use fractions; speed, distance and time; measuring and recording; estimating; map orientation and scales when taking part in many other physical activities.

English

Children are encouraged to describe what they have done, what they have seen and to consider how they could improve performance. They use new vocabulary that is specific to the activity they are doing or use familiar vocabulary in a new context.

PE and Inclusion

We teach PE to all children, whatever their ability or individual need. Through PE, we provide learning opportunities that enable all children to make good progress. We strive hard to meet the needs of children with SEN, disabilities, those with special gifts and talents and those who have English as an additional language – we take all reasonable steps to achieve this. To help with this further, the PE lead has attended a national Inclusive PE course that has aided us significantly in planning for those with extra needs.

Our planning includes an assessment of whether we need to alter any of our delivery for individual children. For instance, whether equipment needs to be adapted, teaching styles need to change, aims and objectives need to be differentiated, timescales lengthened or shortened for completing tasks or whether group work or individual practise may be more suitable. The necessary intervention is always put in place to ensure that children can perform the basic FMS.

PE also contributes to children's IEPs where a target may be based on physical development or social interaction. All of our children are catered for in after school provision as well as during lessons. Where extra support may be required in lessons, we would endeavour to provide similar support for extra curricular activity if the risk assessment suggests that it is necessary.

Assessment

Teachers assess children's work in PE through observation during lessons. There has been CPD during 2015-16 to ensure that staff are familiar with assessment grids and how to make a determination as to whether they are making progress in line with ARE. Learning objectives from each lesson form the descriptors by which a child's ability is assessed. These are completed by the end of each unit of work and are used to inform the overall judgement at the end of the year on progress made. This information is then passed on to the teacher for the following year.

As well as teacher assessment, children are expected to evaluate their own work from year 1 upwards. Children also record and photograph performances of other children in order to make an assessment of progress.

All assessment material is kept by the PE lead as evidence of good practise at the school.

Resources

There are a wide range of resources to support the teaching of PE across the school. Sports premium funding and Sainsbury's Get Active schemes have meant that we are able to fully provide equipment of a high standard that in turn allows for a curriculum that offers breadth and depth. Most equipment that is used is kept in the PE cupboards and is rotated to the outdoor garage when not being used for that half term of work. The hall is used to store larger equipment used for gymnastics. We expect all children to handle equipment with respect and safely during their PE lessons or at extra curricular clubs. The field and playground are used for games and athletics work, the local secondary school is used for swimming lessons.

Health and Safety

We ensure that all general health and safety requirements apply to PE lessons and sporting activities. We encourage children to consider their own and others' safety at all times. We have risk assessments completed for all activities in line with Coventry City Council guidance and AfPE 'Safe Practice in Physical Education and Sport'. Staff always point out the hazards associated with each activity to children and inform them with how to ensure that injury does not occur.

We expect children to change in to PE kit for PE lessons and for staff involved in PE lessons to wear appropriate PE kit. No jewellery is allowed and long hair should always be tied back.

Indoor kit – red t-shirt, black shorts or joggers and pumps or clean trainers (bare feet required for gymnastics)

Outdoor kit – red t-shirt, black joggers or shorts, sweatshirt (preferably black or red) and outdoor trainers and football boots where required.

Extra curricular activities

The school provides a range of PE and sport related activities for children to attend at the end of the school day and during lunchtimes. These encourage children to further develop their skills in a range of activities. The school sends details of provision for the following term out to parents prior to breaking for each holiday. The school currently caters for approx 350 children per week in extra curricular clubs and we always look to enhance our provision wherever possible to meet the needs and wants of our children. This is found via pupil voice surveys.

The school also plays regular fixtures against other schools and takes part in Sainsbury's School Games competitions in a number of activities. In addition to this, we also run inter-year competitions as part of the Challenge Cup at lunchtimes. Children and staff enjoy this opportunity to show off the skills they have developed in lessons.

Monitoring and review

The coordination and planning of the PE curriculum are the responsibility of the PE lead in school. She will also complete the following –

Support colleagues in their teaching by allowing for CPD opportunities and keeping them informed of current developments in the subject.

Give the headteacher an annual summary report in which the strengths and weaknesses in PE are evaluated and areas for further improvement indicated.

Provide a report to governors, headteacher and parents on how Sport Premium Funding is allocated and used in school.

An action plan will be submitted at the start of each year that identifies how PE contributes to the school improvement plan.

Review this policy on a yearly basis.

Reviewed by Kate Halfpenny – May 2016

Next review – May 2019