



St Jude & St Paul's
Church of England Primary School

P.E. Policy

Date: October 2016

Lead: Joy Ashwin-carter

Committee:

Review: July 2018

'Bless us to encourage, love and learn'

School Vision

To give every child the opportunity to experience a diverse and enriching curriculum that challenges each individual to become a confident and successful member of the community.

Aim

To ensure that St Jude and St Paul's school promotes health and well-being of all pupils, staff and visitors.

Rationale

We, at St. Jude and St. Paul's, believe that physical education experienced in a safe and supportive environment, is a vital and unique contributor to a pupil's physical development and well-being. The physical education curriculum is intended to provide increasing self-confidence in the pupils' ability to manage themselves and their bodies in a variety of situations. Progressive learning objectives, combined with a variety of teaching approaches, should provide stimulating, enjoyable and challenging learning for all pupils. Through the selection of differentiated and logically developed tasks it is intended that all pupils, irrespective of their ability, will enjoy success and learn skills that will equip them for enjoyment of leisure activities for life.

A balance of individual and group; co-operative and competitive activities caters for the preferences, strengths and needs of each pupil. Such activities, experienced within a range of areas of activity provide a broad base of movement knowledge, skill and understanding and aim to promote an ability to work independently and to respond appropriately to others with tolerance, empathy, a sense of fair play, team spirit and good sportsmanship.

Pupils should be provided with opportunities to develop their creative and expressive abilities through improvisation and problem solving. Pupils will be encouraged to appreciate the importance of a healthy and fit body and should understand those factors which influence health and fitness.

We promote and develop safe practices in physical activities and provide equal opportunities for all children to achieve their full potential.

Physical education contributes to a wide area of learning and is integrated into the whole school planning.

Aims

Through a high quality physical education programme, the school aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy and active lives.

Staffing

At St. Jude and St. Paul's school all class teachers teach physical education and specialist instructors are regularly used for lessons within the curriculum and extra curricular activities.

The P.E. co-ordinator is responsible for:

- Completing a Policy
- Organisation, care and ordering of P.E. equipment.
- Making decisions about INSET provision and professional development of staff.
- Monitoring provision throughout the school for all physical activity.
- Demonstrating good practice
- Supporting colleagues in their implementation of P.E.
- Working with other schools for interschool matches, rallies and tournaments and sharing good practice.
- Organising sports days
- Keeping staff informed by attending borough meetings and feeding back information.
- Organising extra curricular P.E. opportunities.
- Reporting to Governors.

Facilities

- Upper Hall, with gymnastic wall bars, moveable benches, stools, mats, beams, ladders.
- Lower Hall for small groups or younger classes.
- Playground zoned for activities with climbing frame for a maximum of 10 children.
- Zoned area with a climbing wall, floor markings and basketball nets.

Resources

Most equipment is stored in the P.E. storeroom and monitors are selected from each class. (For safety, hard balls for cricket and rounders are kept with the P.E. co-ordinator.) School kit for matches is kept in the staffroom and its use is monitored by Joy Ashwin-Carter and Carol Parker.

P.E. Time allocation

A timetable is kept in the staffroom and on the P.E. cupboard door in the Hall. This changes termly depending on swimming sessions, use of apparatus and use of instructors. Everyone aspires to giving children at St. Jude and St. Paul's an opportunity to take part in 2 hours of physical activity each week. Children in KS2 have swimming lessons including Top –Up for Y6 to enable them to meet the 25m requirement. Outdoor adventurous activities are blocked and children are given opportunities for climbing, abseiling and canoeing. Opportunities for pupils to experience a wide range of different activities are sought: fencing, yoga, boxing, skating etc.

Non participants

P.E. is a very important part of children's development and everyone takes part in the lessons unless excused with a note or a medical problem. These children will watch the lesson to keep up with

progress of the class. They may take part by scoring or assessing others. If children forget their P.E. kit this will be recorded and monitored and they will be given spare P.E. kit if available or given work to do in another class. Parents will be informed if the problem is regular.

Health and Safety factors in P.E.

1. Children must wear suitable clothing for P.E. (e.g. well-fitting shorts and T. shirt with bare feet for gymnastics and tracksuit bottoms and sweat tops with trainers or plimsolls can be worn for other sports.) Staff should wear suitable footwear and clothes which allow freedom of movement.

2. All jewellery must be removed.

3. Long hair should be tied back.

4. Children must work in a safe and suitable environment:-

- ◆ No unnecessary furniture is in the hall.
- ◆ A clean and splinter-free floor is available for bare feet in gymnastics.
- ◆ A safe outdoor surface for playing outside games.
- ◆ Floor markings are a reasonable distance from corners and stairs.

5. Suitable and safe organisation of apparatus means:-

- ✓ Easily accessible gymnastic apparatus spread around the hall: not blocking fire doors.
- ✓ Children are taught how to lift apparatus safely under supervision.

6. Risk assessment

- These are available for playground and hall use as well as for visits and away matches. When children take part in swimming and outdoor adventurous activities the risk assessments for the activities are gained from the specialist instructors.
- Annual safety checks and repairs are carried out on gymnastic equipment and staff are responsible for checking apparatus as it is taken out each lesson.
- If a potential hazard is identified it is immediately taken out of use.
- Teachers and pupils help to identify possible hazards in lessons. Teachers discuss with pupils how much risk the hazard is and what can be done to reduce the risk so nobody gets harmed.

7. Procedure for accidents.

Teaching assistants all have first aid qualifications and if the matter is considered serious the child will be referred to a designated First Aider (Kelly Welch and Diane B). All accidents are recorded. Staff are aware of children with medical problems which may affect their ability to participate or may be adversely affected by physical activity (e.g.asthma).

Children with verrucas:

- must wear a swimming sock in the pool.
- must wear plimsolls and socks in the hall.

8. Behaviour

Basic rules regarding behaviour are established and adhered to (e.g. stopping immediately in response to a given command or signal, never using a piece of equipment without being told to do so)

Planning

The schemes of work for each activity in P.E. have been developed in order to ensure continuity, development and progression. The school follows the Val Sabin schemes of work for gymnastics, dance and games.

Swimming is taught to years 3, 4 and 5 Highbury Fields pool and taught by specialist teachers. GLL provide the swimming lessons.

Outdoor adventurous activities are taught by specialist teachers on school journey for year 6.

Teaching and Learning

- Lessons will be planned to provide challenge for the more able pupils and appropriate levels of support in order for all pupils to make progress.
- Learning Intentions and success criteria are shared throughout PE lessons.
- The learning environment will enable all pupils to recognise their own and others' strengths and areas for improvement and provide them with appropriate tasks to improve and succeed.
- A variety of teaching styles will be used to engage the variety learners providing them with the opportunity to learn from visual, auditory and kinaesthetic activities.
- Lessons will provide appropriate activities which enable pupils to develop as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators

Cross-Curricular

Opportunities within our P.E. curriculum are used to support cross curricular learning. For example:

- **ICT:** To aid the teaching of key skills, peer assessment, analysis of performance, self-evaluation, record of progress and as a stimulus. Various resources are available e.g. digital camera, digital blue camera, espresso, internet resources, video clips etc.
- **Literacy:** Speaking and listening skills are prompted through evaluating and appraising work produced by themselves and their peers. Children are encouraged to offer constructive criticism and discuss methods to improve their work. Literacy is also promoted through the children recording their sequences, games and ideas as reminders; or as a working document for other groups of children to use. Additionally, in groups forming words by creating shapes of various letters.
- **Numeracy:** Elements of problem solving are approached through creating dance sequences and new games. Dance and gymnastics also extends opportunities for shapes and patterns (symmetrical/non symmetrical). At Key Stage one number work is evident through practical games and warm up tasks.
- **Science & Personal, Social and Health Education; and Citizenship (P.S.H.C.E.):**
Physical Education contributes to the children's personal and social skills throughout the subject, encouraging children to interact with all and abiding by game rules. It offers the children opportunities to develop acceptable behaviour in a variety of situations. Health education is promoted through delivering the benefits of exercise and healthy eating. Physical Education gives the children the opportunity to experience how their body works in different situations.
- **Spiritual, Moral and Cultural Development:**
The structure of our Physical Education curriculum, and after school clubs, sets expectations for all children to work with all children irrespective of race, sex or ability. This enables the children to gain respect for everyone therefore gaining a better understanding of themselves and others.

➤ **Philosophy for Children:**

Physical Education develops speaking and listening as well as thinking skills within a collaborative context.

Physical development in Foundation stage

This aims to improve skills of co-ordination, control, manipulation and movement.

Children gain confidence and benefit positively by being healthy and active.

Effective physical development enables children to develop a positive sense of well-being.

Young children's physical development is inseparable from all other aspects of development as they learn through being active and interactive.

In reception P.E. is done 3 times a week. On a daily basis, weather permitting, children have access to a small outdoor area. Whenever, possible children are also taken in small groups into the main playground to use bikes, scooters, balls, hoops and balancing equipment.

Differentiation and Special Educational Needs/Disability

The short term planning of physical education units of work addresses the ever present need for differentiation. Within each of the areas of activity, broad task setting allows for differentiation by outcome. Differentiation by task can also be used – here the more able child can be challenged by extending the specific task and the less physically able can be encouraged to achieve success by breaking the task down into simple progressive stages, to be addressed as appropriate or be given a different task.

In games, differentiation can also be achieved through choice and use of

- Appropriate equipment; sizes and hardness of balls is varied.
- Differing group sizes

For the small proportion of children who may need more specialist provision the T.A. is available for individual help to aid achievement and the EHCP will be followed to enable inclusion. Material can be selected from different key stages and presented in a suitable context for the child's age.

Selected children participate in the borough's inclusion festivals which take place termly.

Achievement is possible for all children.

Adults Supporting Learning

Additional support staff (ASL) will be used during curriculum and non curriculum time in order to:

- Support the delivery of high quality PE.
- Enrich or enhance an activity pupils are undertaking.
- Provide training opportunities for staff.
- Contribute towards the National Competition Framework.

Assessment in P.E.

The main method of gathering evidence and assessing achievement in P.E. is made by a continuous process of teacher observation. This is informed assessment based on a knowledge of the pupil and the content of the work.

Judgements are made on the ability of the children to plan, perform and evaluate in P.E. These judgements are made by both the teacher and the pupils themselves and digital photography can be used as a useful tool for this purpose.

Certificates are awarded for achievements. Assemblies are used to celebrate success within PE and school sport.

Parents are kept informed of progress in the end of school report and are invited to sports days and fixtures where they can see their children participating.

Leadership & Management

The PE Coordinator is responsible to the Head Teacher and will ensure that the following points associated with the role are considered and carried out where appropriate:

- Developing good classroom practice
- Managing the budget based on the needs identified through the monitoring and evaluation of the subject and the whole school development plan
- Auditing, ordering and reviewing resources
- Accessing any funding available that may enhance the quality of PE within the school
- Attending courses to further own professional development and providing information and support for colleagues
- Monitoring classroom practice and planning to ensure high quality delivery and setting future targets
- Extending relationships within the local community. E.g. Schools, community and voluntary sports clubs
- Keeping up to date with and implementing any Local Authority developments where appropriate.

Policy written by Joy Ashwin-Carter April 2016