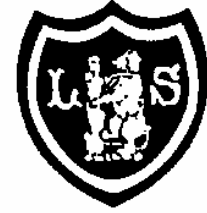




Lapworth CE Primary School



Policy for Physical Education (PE)

1 Aims and objectives

1.1 PE 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 and water safety, 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. Thus, we enable the children to make informed choices about physical activity throughout their lives.

1.2 Our objectives in the teaching of PE are:

- to enable children to develop and explore physical skills with increasing control and coordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way in which children perform skills, and apply rules and conventions, for different activities;
- to show children how 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.
- to promote positive attitudes towards health, hygiene and fitness.
- to foster an appreciation of safe practice.
- to develop a sense of fair play and sportsmanship.

1.3 Objectives for Physical Education at Lapworth School:

- **(Practical attainment)** Children will participate in a range of psycho-motor / movement activities in order to develop personal physical skills.
- **(Kinaesthetics)** Children will be made aware of their body in relation to others and their immediate environment and aim to promote quality of movement.
- **(Physiology)** Children will be made aware of simple physiological changes that occur to their bodies during exercise.
- **(Teamwork)** Be given opportunities to develop imagination and co-operation to achieve shared goals.
- **(Self knowledge)** Be given opportunities to develop personal characteristics like initiative, self-reliance and self discipline.
- **(Problem solving)** Be given opportunities to enjoy and succeed in the subject as well as be stimulated and challenged.
- Be given the opportunity to develop areas of activity of their choice in extra-curricular time.
- Make full use of the facilities here to prepare individuals mentally and physically for key stage 3 and beyond.

2 Teaching and learning style

2.1 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 or group activities. Teachers draw attention to good examples of individual performance as models for the other children, 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.

2.2 In all classes, children have a wide range of 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 an 80 m sprint);
- setting tasks of increasing difficulty, where not all children complete all tasks (e.g. the high jump);
- 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).

3 PE curriculum planning

- 3.1 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. As required, we teach dance, games and gymnastics at Key Stage 1. The governors of the school have decided that we should also follow the non-statutory guidelines for Key Stage 1 in relation to swimming activities and water safety. In Key Stage 2, we teach compulsory dance, games and gymnastics, plus two other activities: swimming and water safety, and athletics. The governors of the school have decided that we will not teach outdoor and adventure activities. Swimming and water safety continues into Key Stage 2, because our children do not complete the full requirements of this activity during Key Stage 1.
- 3.2 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 devises this plan in conjunction with teaching colleagues in each year group.
- 3.3 We use the national scheme of work as the basis for our medium-term plans. This gives 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.
- 3.4 Lapworth School provides all pupils with the full entitlement of high quality Physical Education a week. Units of work are blocked so that for a set period of time all the lessons are on the same area of activity, eg, seven weeks on gymnastics. (This is now recognised as the most effective way of promoting learning in P.E.)
- 3.5 We plan the 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 progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.
- 3.6 The timetable and scheme of work is centrally planned by the P.E. co-ordinator. Lapworth School follows the progressive schemes of work provided by QCA and LCP. Relevant units will be made available to all staff who teach them and they will be expected to evaluate these units, feeding back to the subject leader. This allows for curriculum review in relation to content, progression, continuity, teaching and learning.
- 3.7 At Key Stage 2 (during Years 3 and 4), swimming is taught. Information on progress and assessment of attainment is provided. Outdoor and adventurous activities are experienced in Years 5 and 6 with a residential visit in the Autumn Term.
- 3.8 Teachers must ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas and fitness and health.

4 The Foundation Stage

- 4.1 We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence, control of the way they move, and care in the handling of tools and 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.

5 Contribution of PE to teaching in other curriculum areas

- 5.1 English
- PE contributes to the teaching of English in our school by encouraging children to describe what they have done, and to discuss how they might improve their performance.
- 5.2 Personal, social and health education (PSHE) and citizenship
- PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

5.3 Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way in which 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 levels of ability, and encourages them to cooperate 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.

6 PE and ICT

6.1 Information and communication technology enhances the teaching of PE, where appropriate, in all key stages. In dance and gymnastics, children make video recordings of their performance, and use them to develop their movements and actions. Children use a concept keyboard to record the order of movements in their sequences of work. Music composed on the computer is sometimes used for creative dance. Older children compare each other's performances from recordings, and use these to improve the quality of their own work. A digital camera can record experiences during outdoor activities.

7 PE and inclusion

- 7.1 We teach PE to all children, whatever their ability or individual needs. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; English as an Additional Language (EAL).
- 7.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – equipment, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps to ensure that our teaching is matched to the child's needs.
- 7.3 Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE.
- 7.4 We enable all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school (a sports event at another school, for example), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

8 Assessment for learning

- 8.1 Teachers assess children's work in PE by making assessments as they observe them working during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways in which to improve. Teachers record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement against the National Curriculum levels of attainment. Teachers record this information and use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the school's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.
- 8.2 The organisation of P.E. at Lapworth School promotes teaching and learning. Lessons are blocked in units of work to promote greater depth of understanding, development of skills, contextual application of these skills and the ability to perform them reflectively. (QCA agree that this is the most effective way)
- 8.3 Pupils progress will be monitored by the individual class teacher who will use these methods to set realistic targets for the individual pupil, based on their strengths and weaknesses. At the end of each unit an indication of the level that they are working at will be recorded. This will allow the unit grades to be looked at by the end of the year so that the overall attainment level given can reflect the progress made over that academic year. This will allow a comparison to be made with national expectations.

9 Assessment and reporting:

- 9.1 Assessment is normally carried out by teachers in the course of the normal class activity. Formative assessment and summative assessment methods will be used. The school will utilise the contextual

core tasks in combination with formative assessment to arrive at end of unit levels of attainment. These will allow a picture to be built up of the pupils' progress, any areas of strength or weakness. Individuals will be set challenges appropriate to their attainment and will be involved in making judgements on their own progress – suggesting how they need to improve.

- 9.2 Pupils will be given the opportunities to provide evidence of their knowledge, skills and understanding by contextual tasks, performances and questioning. Knowledge and understanding must underpin the skill demonstrated, this is best achieved through contextual tasks and not in isolation. Lessons are not the only place that pupils demonstrate their knowledge, skills and understanding – wherever practical staff will consider pupil's outside interests, eg, after school clubs.
- 9.3 In accordance with the school's policy parents will receive a written report on all aspects of a pupil's school work at the end of the summer term. This will include P.E. and should indicate to the parents the range of activities covered and areas of personal strength and weakness. It will also indicate to the parents whether the individual is working in line with, above or below national expectations.

10 Resources

- 10.1 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 PE store, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help to 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.

11 Health and safety

- 11.1 It is the general teaching requirement for health and safety that applies to this subject. 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. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no potentially dangerous jewellery is to be worn for any physical activity. The pupils should be encouraged to:
- Look after resources.
 - Use different resources to promote learning.
 - Return all resources tidily and to the correct place (staff should oversee).
 - Be told of any safety procedures relating to the carrying or handling of resources.
- 11.2.1 Any damage, breakage or loss of resources should be reported to the P.E. co-ordinator as soon as possible. Any damage observed done to a piece of apparatus which could cause subsequent injury must be isolated from use, and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.
- Safe practice:**
- 11.3 It is the policy of Lapworth School that all teachers should make themselves aware of the health and safety arrangements for the areas of the activity they are teaching. Lapworth School follows the "Safe Practice in Physical Education" guidance provided by Baalpe and the LA. A copy of the Baalpe manual is located in the Headteacher's office.
- 11.4 All pupils must be taught how to handle and carry apparatus and resources appropriately. They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.

12 Extra-curricular activities

- 12.1 The school provides a range of PE-related activities for children at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term. The school also plays regular fixtures against other local schools. This introduces a competitive element to team games, and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and cooperation amongst our children.

13 Monitoring and review

13.1 The coordination and planning of the PE curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in PE and provides a strategic lead and direction for this subject;
- gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in PE and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, and to observe PE lessons across the school.

13.2 This policy will be reviewed at least every two years.

14 The role of the P.E. manager:

14.1 The manager for P.E. is the headteacher, appointed January 2005.

14.2 The P.E. manager has the main overall responsibility for issues involving the purchasing of P.E. resources. This will be determined in relation to our current school integrated development plan and the current emphases and priority of the subject.

14.3 The P.E. manager will be responsible for the maintenance of the P.E. policy which will be used as a basis to inform our own P.E. scheme of work. This will involve liaising with appropriate external bodies such as education authority advisors and consultants. The manager will help to oversee issues relating to planning, staff training and delivery of INSET.

14.4 The role of the P.E. manager involves:

- Producing a flexible scheme of work, with lesson ideas to support its implementation
- Supporting colleagues in all aspects of the curriculum
- Maintaining and replacing equipment
- Ensuring areas for lessons are safe
- Assisting with record keeping and assessment of the subject
- Monitoring the teaching and learning within the subject in school
- Attending meetings and courses, which will inform future development of the subject and ensure other staff are aware of courses themselves
- Ensuring that pupils have the opportunity to become involved in extra-curricular clubs to further develop skills and talents
- Ensure standards remain high in each year group through effective monitoring of the subject

15 Staff Continued Professional Development (CPD):

15.1 All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader or the P.E. advisor through INSET. All staff who attend any CPD course should provide feedback / disseminate the information gathered.

16 Teaching methods:

16.1 At Lapworth School all lessons throughout the school are taught as class / year groups following the scheme of work. Lessons are normally taught by the class teacher, but some classes will arrange another member of staff to teach more than one P.E. class. Some lessons may be taught alongside a sports coach. Swimming lessons are taught by a qualified swimming teacher (the P.E. manager) along with the class teacher.

Signed:

Date: