

## Yenton Primary School

### PHYSICAL EDUCATION POLICY

#### 1. Policy Statement

- 1.1 Physical education develops pupils' physical competence and confidence, and their ability to perform in a range of activities. It promotes physical skilfulness, physical development and a knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles. Pupils learn to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved lifelong physical activity.

*(P.E., The National Curriculum, Handbook for primary teachers in England, 1999.)*

#### 2. Aims

- 2.1 The aims of PE are:

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control co-ordination and fluency (acquiring and developing).
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas (selecting and applying).
- To improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance (improving and evaluating).
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of exercising (knowledge and understanding of fitness and health).
- To develop the ability to work independently, and communicate with and respond positively towards others.
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.

### **3. Entitlement**

- 3.1 There is a whole school long term plan for physical education to ensure continuity, development and progression, covering: dance, gymnastics, games, athletics and swimming activities.
- 3.2 We aim to achieve this through two 45 minute lessons each week. One lesson has allocated hall time for the class; the other lesson is based outside; in times of bad weather the hall can be shared between the year groups. Units are covered in half termly blocks of six weeks (a timetable can be found in all teachers' P.E. planning folder).

### **4. Equipment and Resources**

- 4.1 Areas available for P.E. in Key Stage One and Two are: the main hall and the playground (in addition the foundation hall can be used if organised in advance). Areas available for the foundation stage are: the foundation hall and the outside area.
- Large gymnastic equipment is stored and labelled around the edges of both halls: main site and foundation building.
  - Dance resources are stored by the P.E. leader, and provided when upon request. A CD player can be found in the hall.
  - Games and athletic equipment is stored in the P.E. stock cupboard (access through main hall).
  - Schemes of Work, Physical Education Posters and any other additional material are stored by the P.E. leader.
  - Unit work packs are provided when necessary.

### **5. Safe Practice**

- 5.1 For safe practice and the law, staff refer to the B.A.A.L.P.E. document 'Safe Practice in P.E.' (2004). This document can be found in the P.E. stock cupboard.

### **5.2 Supervision**

Every P.E. class must be supervised by a qualified teacher, if necessary, send a child for help. If Adults Other Than Teacher (A.O.T.T) is present, the teacher must remain with the class. Class control is imperative for safe practice, and the children should be trained in good habits of response, behaviour and handling equipment.

### **5.3 Clothing and Changing**

For indoor P.E. lesson all children should wear white t-shirt, black shorts and pumps. If the child does not have pumps available, they should be bare footed. During outdoor P.E. lessons, children should wear white t-shirt, black shorts and trainers. In cold weather a dark blue or black tracksuit is advised. All jewellery **must** be removed, and long hair tied back. If a child has no kit in school, a spare kit should be provided, either from within the class or from the P.E. leader and a letter sent home. All children must wear pumps, trainers or shoes when walking to and from P.E. lessons. Children are expected to change quickly; individual or class rewards can be used.

For swimming, children must dress appropriately with a one-piece swimming costume, or swimming trunks only. All jewellery must be removed. Swimming hats are encouraged and long hair must be tied back. Staff are expected to wear suitable footwear and change into appropriate dress for both safety reasons and to set a good example to the pupils.

### **5.4 Use of Space and Positioning**

In all P.E. establish safe working boundaries for your class; where possible using cones or markers. When working with individuals or groups, try to keep towards to outside of the space in order to keep everyone in view.

### **5.5 Maintaining Equipment**

P.E. leader to undertake an annual maintenance check of all equipment. Class teachers to do this as an on-going process. Outside agency is contracted to carry out a risk assessment on large gymnastics equipment.

### **5.5 Travelling Off Site**

Child counts must be done at regular intervals while off the school site and it is advised that there be a minimum of 1 adult to every 15 children.

### **5.6 Medication**

All teachers must be aware of any medication or medical requirements for the pupils in his/her class.

## **5.7 Emergency Procedures**

In a minor accident occurs, the teacher can deal with it on site. If it is more serious, calmly stop the class and send 2 children for a first aider for help. Do not attempt to move the child.

Fire - Follow school regulations.

## **6 Differentiation**

**6.1** All children should be allowed and encouraged to perform to their own individual capabilities and potential. Differentiation can be achieved in P.E. by:

- a) Task - giving different tasks depending on ability
- b) Equipment - where children are given similar tasks, but using different equipment e.g. a larger ball is easier to catch
- c) Outcome - where similar tasks are set but different pupil responses are expected.
- d) Support - including peer support

## **7. Equal Opportunities**

**7.1** All children regardless of race, ability, gender, culture or religion have access to our P.E. programme, giving each child his/her entitlement to the curriculum.

## **8. Inclusion**

**8.1** Where pupils have specific disabilities, all effort should be made to include them as much as possible in P.E. activities.

**8.2** If necessary a pupil's parent, doctor or physiotherapist can be consulted before he/she takes part in physical activity.

**8.3** Gifted and talented children are identified by the class teacher at the end of each unit of work.

## **9. Cross-curricular Links**

**9.1** Throughout the P.E. curriculum, there are many opportunities to link with and support other National Curriculum subjects. Strong connections can be forged with science, Numeracy, literacy, ICT, PSHE and citizenship. For ideas, please refer to the QCA documentation for P.E.

## **10. Additional Support**

- 10.1** Outside agencies have a beneficial role to play within the P.E. curriculum, providing that it is managed by the P.E. Leader and supports the planned curriculum or Out of School Hours Learning programme.
- 10.2** During school hours, Adults other than teachers (A.O.T.Ts) should be supervised by the class teacher. If an A.O.T.T is leading an extra curricular activity, there should be a named teacher responsible for the overall welfare of the group who can be readily contacted should any incidents occur.
- 10.3** All A.O.T.Ts must be police checked.

## **11. Monitoring and Assessment**

- 11.1** Ongoing formative self, peer and teacher assessment is used during each lesson and to inform future planning. *Formal assessment is carried out by the class teacher at the end of the unit of work. This proforma, based on the QCA expectations for year groups, is located in the teacher's P.E. folder, which will be collected in and reviewed on a regular basis. Assessment is reported at the end of the school year in the children's individual report to parents.*
- 11.2** As part of the monitoring process planning will be looked at and informal observations and team teaching will be carried out when time allowed.

## **12. Roles and Responsibilities**

### **12.1 Role of Subject Leader**

- to organise long and medium term planning
- to advise and support colleagues
- to monitor lessons, planning and assessment
- to maintain, order and audit resources
- to organise INSET
- to organise Adults Other Than Teachers
- to provide Out of School Hours Learning

### **12.2 Role of Teacher**

- to implement P.E. planning, writing short term plans where necessary
- to evaluate each unit of work to inform future planning
- to assess the children after each unit of work
- to ensure a safe working environment

### 13 Monitoring and review

13.1 Monitoring of the standards of children's work and the quality of teaching in PE is the responsibility of subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for PE in the school. The subject leader gives the headteacher an annual summary report evaluating the strengths and weaknesses in the subject, and indicating areas for further improvement.

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

Signed:

Date:

