

Physical Education Policy

Rationale

We at Lydeard St Lawrence School believe that Physical Education provides a unique contribution towards the development of the whole child.

Young children naturally participate in and enjoy activity. Physical Education enhances this enthusiasm and encourages the understanding of the body in action. Through the acquisition and understanding of skills children learn to select and apply skills appropriately. This enables them to perform with increasing competence and confidence. Thus children are better able to make informed choices about physical activity beyond school.

Aims

Through the teaching of a broad and balanced curriculum the aim is that Physical Education should promote:

- Enjoyment for all children at their particular level and situation, so encouraging a positive attitude to life in general and to health and fitness in particular;
- The development of physical and motor skills alongside problem-solving, planning, selecting, evaluating, creating and adapting;
- Co-operation with others in a range of situations leading to a greater understanding of the importance of such qualities as commitment, fairness and tolerance, so realising the need for rules;
- Communication with others as to what their bodies are doing and how they feel during exercise;
- The understanding of how to evaluate success.

Staffing and Staff Development

Physical Education will be delivered through a shared process, making full use of staff who have particular aptitudes and/or have received any specialist training. Where applicable, specialists are invited to the school, enabling both the children and the staff to improve their knowledge and skills. Children with special talents are encouraged to pursue these further at club level.

The strength of the Staff is enthusiasm and the willingness to share knowledge. This will be encouraged by providing opportunities to update existing skills and learn new ones.

Entitlement

All children are entitled to a progressive and comprehensive physical education programme which embraces statutory orders of the National Curriculum, and which takes account of individual interests and needs.

Our aim is to have an average of two hours a week of high-quality Physical Education for the children of both Key Stages. This may vary depending on the time of year, and any special events.

Each unit of work runs for approximately six weeks (the length of a half term). The four strands of knowledge, skills and understanding from the NCPE are built into each unit of work. Swimming and Athletics are carried out at all ages during the summer term and OAA for Years 5 to 6 are condensed into a residential week. At KS1 the children take part in a multi-skills programme whilst at KS2 all children take part in a multi-skills programme and have the opportunity to extend their knowledge of games in Football, Rugby, Hockey, Netball and Tennis, giving a good balance of the three types of games. Dance and gymnastics are provided during two terms using external resources.

PE Curriculum Planning

Physical Education is planned using *Foundation Curriculum Early Learning Goals* and the revised *National Curriculum 2000* with the *QCA Scheme of Work* supporting the planning of KS1 and KS2. In addition a range of publications and resources is used to support the teaching of PE.

Teaching and Learning

Lessons should be conducted in a secure, supportive and disciplined manner. Pupils should learn the rules, etiquette and expectations for the various activities. Lessons should begin with an appropriate warm-up followed by individual skills, small group or team practice and a warm-down to finish. Opportunities should be created for observation, evaluation, demonstration and discussion.

OSHL

Clubs are available to the children during the lunch hour and after school. Their aim is to enhance and enrich the physical education and provide a social environment for the pupils. Teams compete in inter-school fixtures. The clubs available are Football, Rugby, Hockey, Netball, Tennis, Cross-Country and Dancing. Links with community clubs are expanding. At present children attend Short-Mat Bowls and a Taunton Squash club. A high proportion of the children attend clubs outside school, including Ballet, Athletics, Swimming, Football, Rugby, Tennis and Horse-riding.

As a basic principle any Key Stage 1 clubs will be skills based and those in Key Stage 2 give the children the opportunity to develop these individual skills as part of a team or group.

Adults Other Than Teachers

AOTTs are used both in the curriculum time and clubs, thus making full use of talent and providing the children with increased opportunities.

All AOTTs have disclosure and accredited status. When engaging OATTs an initial meeting is arranged to discuss the requirements, the children and facilities. Their practice is evaluated by informal observations and the degree to which the children enjoy the sessions.

Parents are encouraged to help with transport wherever possible transporting their own children and, if necessary, other children with appropriate parental agreement (the insurance implications of this needs to be examined in greater detail).

Health and Safety

Physical Education is a high-risk subject and so health and safety are of paramount importance. It is necessary that both Staff and children should be aware of this issue, so that a safe learning environment is provided, whilst encouraging the adventurous spirit of the child. All Staff must work to the accepted codes of practice in Physical Education (Safe Practice in *PE BAALPE 2000*).

- Children should change into suitable clothing and footwear. No jewellery should be worn and long hair should be tied back. A standard letter should be sent home in the case of the lack of appropriate PE kit;
- Staff should be aware of potentially dangerous situations;
- Staff should be aware of individual health needs, e.g. asthma, epilepsy;
- Staff should check the working area and equipment before use;
- Staff should use equipment appropriate to the age of the children;
- Children should be taught to assist with apparatus appropriate to their age and size;
- Staff should be aware of the location of the first-aid box and first-aiders;
- Staff should undertake an emergency resuscitation course every year;
- Staff should be familiar with the emergency action procedure which is on display in the swimming pool area.

Cross-Curricular Issues

Physical Education provides many opportunities for cross-curricular development and links between the areas of Physical Education, Literacy, Numeracy, ICT and Science should be articulated where appropriate, both in the lessons and on posters and displays. It is vital that Physical Education should be integrated into the whole-school planning. Furthermore, wider issues such as developing social skills can be enhanced by a suitable well developed programme.

Equal Opportunities and Inclusion

As in all aspects of school life, inclusion for everyone is very important in Physical Education. This inclusion should incorporate the full age-range and range of ability. Learning opportunities should be matched to the children's needs and take into account Individual Educational Plans. Boys and girls are to be taught in mixed groups, and a conscious effort should be made to address gender and ability attitudes, encouraging the children to understand that team-work is about the whole team and not just the best individuals. Teaching strategies should always support PSHE.

Gifted and Talented

Gifted and talented children, once identified, should be set challenging targets, which may be open ended or of increasing difficulty, where not all of the children will be able to complete all of the tasks. Where appropriate children could be grouped by ability and set different tasks or challenged further by the provision of different resources. Another approach is to develop their deeper understanding of Physical Education by getting involved in coaching activities.

Equipment and Resources

Most Physical Education equipment is stored in the PE shed. A list of this equipment can be found in the shed, on the notice board, and in the accompanying Appendix.

The equipment should be regularly checked, maintained, and replaced if necessary by the PE co-ordinator. Any other Staff noticing problems should report them to the co-ordinator.

A small budget is set aside for the planned replacement of apparatus.

Specific apparatus is made available for lunchtime use, a list of which can be found in the shed, on the notice board, and in the accompanying Appendix.

The Learning Environment

Exciting, instructive and enticing posters should be displayed on the PE notice board.

The playground should be regularly swept and checked that it is free of hazards. Similarly the Hall should be maintained for indoor use.

Leadership and Management Roles

The PE co-ordinating team is responsible to the Head who supports the staff in their teaching of PE by keeping them informed of current developments. There will be a separate budget for accessing outside swimming and gym provision.

Needs within Physical Education are identified by the Staff at staff meetings and the children at school council meetings.

Monitoring and Evaluation

Monitoring and Evaluation are carried out by a team. Success is monitored by teachers' planning reviews and self-assessment. The information gathered is fed back to staff and used to help children with setting their targets.

Clubs are evaluated by the percentage of children joining, their entry into competitions and public events and by responses of the children involved.

Assessment

The criteria for assessment are the teachers' observations of both the individual children and the whole class. These observations are recorded against the learning objectives for the lessons and at the end of each unit of work progress is measured against the National Curriculum descriptors. Planning is based on these assessments and is tied in with the teaching and learning policy. Children are involved in self and peer evaluation.

Information is kept in the teachers' planning files, annual reports and personal files.

Continuity and Progression

Work in one year builds on the work of previous years by repetition and developing the depth of understanding and skills, taking the children to the next level.

Information is passed on informally by reports and transition meetings.

Marina Livesey January 2005, updated March 2006

Adopted by governors:

Review date: March 2008

Appendix

- 1) List of P.E. equipment
- 2) List of equipment available at lunchtime.
- 3) Letter regarding failure to have suitable P.E. kit at school.

4) Letter regarding accidents during P.E. lessons.