

Hinchliffe Mill Junior and Infant School

PE Policy

(Revised January 2013)

Physical education contributes to the overall education of young people by helping them to lead full and valuable lives through engaging in purposeful physical education. It can develop physical competence and help to promote physical development. It can teach pupils, through experience, to know about and value the benefits of participation in physical activity while at school and throughout life. It can develop an appreciation of skilful and creative performance across the areas of activity.

Aims

- To facilitate the development of children's body awareness.
- To enable children to apply and adapt a range of skills.
- To understand the concepts of the body and its response to exercise following practical experiences.
- To provide an introduction to a healthy and active lifestyle.
- To help children appreciate the joy of moving in practical and aesthetic ways.
- To develop individual personal and social skills.
- To manage success and failure in competitive and cooperative situations.
- To extend each child's knowledge and understanding of sport and its heritage in our society.

Objectives

To enable the majority of children to: develop the skills to participate in physical activities effectively and appropriately.

Methodology

We believe that children should experience a variety of methodology:

- Pupils are taught mainly through exposition, demonstration, observation, interaction and investigation.
- Previous learning experiences are used as a basis for planning and development of pupils.
- Pupils will be physically active learning new skills and consolidating fundamental skills by practice and routine.
- Pupils will have experience of individual, paired and group work.
- Discussions and feedback between teachers and pupils and between themselves.
- That teachers take opportunities to link physical education to other areas of the curriculum.
- We recognise the important role which ICT can play in supporting physical education. In this we believe that teachers use their own professional judgement to choose appropriate methodology.

In Key Stage 1 the children are taught for one lesson a week in separate year groups and the second lesson is taught in their classes of either mixed reception and year 1 or mixed year 1 and year 2. In Key Stage 2 the children are taught in classes of two year groups and the curriculum runs in a two year cycle.

Planning

This area is continually being addressed so as to ensure a variety of sports are taught in a progressive and enjoyable way throughout the school. We follow the guidelines of Curriculum 2000.

Our scheme of work has been written by the Primary Link Teachers within the Holmfirth pyramid. Individual teachers adapt this, along with other resources (Key Steps Gymnastics, BBC Dance programmes and Primrose education dance units) to form their lessons.

The Role of the Teacher

The teacher will be sensitive to the needs of the children and will plan appropriately for the needs of children in their class. They will encourage the children and value each child's achievement.

Resources

These include personnel and physical resources.

- There is a central bank of physical resources in school.
- A variety of balls, racquets, bats and equipment for every sport taught are stored in the barn.
- Small apparatus suitable for indoor use are stored in the trolley at the front of the hall.
- Large apparatus (particularly suitable for gymnastics) is stored in the hall.
- Teaching resources are stored in the blue labelled drawers in the hall.
- ICT resources, including stop watches and digital cameras are used.
- The children are generally aware of the location of resources and are encouraged to collect what they need independently. To enable this to happen, equipment is well organised and clearly labelled.
- Children use the school grounds as a resource for PE.

Assessment and Record Keeping

- Assessment is required to plan for the next stage of the children's work.
- Assessment is used to evaluate a child's progress.
- Each child's work is observed and assessed by their teachers; it is sometimes photographed and / or videoed.
- Assessment is in accordance with School Policy.

Equal opportunities

The PE policy reflects whole school entitlement as described in the school's Equal Opportunity policy. The programmes of study are available to all pupils. Support services and staff are used to ensure that no child is excluded from a physical activity because of physical disability.

Monitoring and Evaluation

A programme of monitoring and evaluation has been put into place across the school for PE. Planning is available on the computer in the school's office. Lessons are observed on an appropriately planned basis.

Information Communication Technology

Throughout the school children have access to ICT facilities that develop skills needed in PE. This includes digital cameras, digital blue video cameras and stop watches. The school has an up to date ICT policy.

Children with Special Educational Needs

Children with Special education Needs are being carefully monitored. Initially differentiated work/activities will be provided within the group. It may be that differentiation within the classroom is inappropriate for their particular needs. In this case their teacher in consultation with the SENCO will draw up an Individual Education Plan for them.

- The school has an up to date SEN Policy.
- There is also support from the Local Education Authority.

Communication with parents

We believe that links with home are vital and endeavour to keep parents informed of our work and the children's progress. Parents feel free to discuss issues at any time. They are kept informed in a variety of formal ways.

These are:

- Parent/Teacher interviews
- The annual written report
- Make them aware of our policy

Display

Displays of information and children's achievement in PE are used in school. It is appropriate to show these so that the children can celebrate their achievements.

The Role of the Co-ordinator

- To model good practice
- To ensure the implementation of this policy
- To ensure they are up to date with curriculum policy and practice
- To monitor and evaluate practice within classes
- To help with and monitor planning
- To sample and assess pupils work as appropriate
- To attend courses and lead staff INSET
- To review this policy
- To inform Governors on current policy and practice in PE

The co-ordinator responsible for this policy is Nicola Byram

Liaison

There is regular liaison with school within the pyramid.

Targets

Further training in this area where required

Continue to replace and build up appropriate resources

To continue to develop the planning programmes of work across school

Appendix 1

PE Kit Policy

Clothing and correct attire for a particular activity in Physical Education represent important features of safe practice that apply in equal measure to both staff and pupils. Clear expectations should be established throughout the school, and with parents, about the management of personal effects by means of a clear and unambiguous written policy.

Jewellery and personal adornment

The following procedure should be applied at the commencement of every lesson:

- a) All personal effects should be removed; watches, bracelets, rings, earrings.
- b) If they cannot be removed, staff need to take action to try to make the situation safe; tape over earrings etc.
- c) If the situation cannot be made safe, the individual pupil(s) concerned should not actively participate.

Long hair worn by both staff and pupils should always be tied back to prevent entanglement in apparatus and to prevent obscuring vision.

PE Kit

Indoor and Outdoor kit should be in school at all times.

Indoor Kit:

Clothing should be well suited to its function. Shorts and T shirts which are light and allow good freedom of movement, without being baggy or loose should be worn for indoor activity.

Bare feet should be utilised for dance and gymnastic activities as children can feel the movement and the surface of the floor. Pupils should never participate in socks alone on polished surfaces.

Training shoes, on which the soles provide good traction, will often prove effective for a range of indoor games, but should **not** be worn for gymnastic and dance activities for the reasons of 'feel' described above.

Staff need to avoid situations often found in games lessons when organising wet-weather indoor alternative games in which some pupils wear training shoes and others are obliged to resort to bare feet.

Outdoor Kit:

Clothing should once again allow good freedom of movement, but will also need to offer some insulation from the cold weather; jogging bottoms, T-shirt and jumpers/tracksuit tops should be worn. If particularly cold, gloves and hats may also be worn and in summer hats to protect from sunburn.

Footwear should demonstrate effective grip, support and reasonable protection for outdoor work and games. Shoes which are worn for school on a daily basis are not acceptable forms of footwear for PE as often the soles are worn to a smooth finish.

Where a group presents a variety of footwear (e.g. studded) for outdoor lessons, the adult with the group has to determine whether the lesson can proceed as planned or whether some conditions need to be applied to enable maximum participation in safety.

Swimming Kit

A full piece swimsuit or trunks of an opaque colour should be worn throughout the swimming lesson. Baggy shorts, skirted suits or bikinis are not appropriate swim wear for lessons.

A swimming cap should be worn by all participants of the swimming lesson whether male or female.

Appendix 2

Apparatus Policy

The school is keen to promote a whole school approach to safety when using apparatus and wishes to prepare our pupils to use the apparatus appropriately by progressing in their use of it. The following guidelines will be followed when using apparatus as part of the PE curriculum.

1. Always progress slowly.
2. Work should be carried out on the floor before applying it to apparatus.
3. Progress slowly from the floor to small apparatus, to linked pieces of small apparatus, to medium pieces and finally to large apparatus.
4. Decide what large apparatus is needed and have it placed near to where it is to be used. (This should be carried out before the lesson.)
5. Plan the apparatus layout in advance.
6. Allow enough time to develop the skills of sharing, lifting, carrying and placing small apparatus before progressing further.
7. Initially, each group should sit in the same place at the start of each lesson and bring out and put away their own apparatus. When the children are ready, each group can bring out and put away different pieces of apparatus each week.
8. Make sure every child knows how to lift, carry and place apparatus. Teachers should help with different pieces and should check all apparatus before use.
9. Ensure safety in the layout of apparatus. Make sure there is space around the apparatus and that it is arranged to encourage the children to start from a variety of places. Discourage queuing. Use appropriate height for the children to work at.
10. Avoid overcrowding – 6 or 7 children in each group.
11. The children should sit away from the apparatus at the beginning and end of each task. This prevents fidgeting with the apparatus and helps to focus attention on the task.
12. Set questions which will challenge the class to use both the floor and the apparatus.
13. Apply floor work tasks to the apparatus, in order to challenge the children's understanding of the movement tasks. Use words such as around, over, along, across, under, up, down and through. This will encourage variety and progression of the previously acquired movement techniques. Gradually build up your movement vocabulary on the apparatus.
14. Put apparatus away at the end of each lesson getting the children to help but to ensure they are lifting and carrying the apparatus appropriately. Teachers should ensure that the apparatus is put away correctly and that it is secured in place.

Appendix 3

Wet Weather Policy

Perhaps the weather, more than any other external factor is capable of disrupting the planned curriculum. This problem is heightened at our school due to the lack of indoor space at our disposal. What follows therefore is a policy which reflects our school circumstances.

When Should Outdoor Lessons Be Abandoned?

1. When there is a potential risk to the children's safety; if the surfaces are too slippery; or if the children do not have appropriate footwear for the activity.
2. If the teacher deems that the weather will have a detrimental effect on teaching and learning.
3. When the health of either party may be at risk.

Damage Limitation To The Curriculum.

Rather than cancelling the lesson an indoor lesson should occur.

As far as possible, the activity done inside should reflect the timetabled activity either through a small game or skill session.

We prefer to keep lessons as performance orientated as possible. Therefore the activity provided as an alternative will be as physical as possible for the greatest number of children.

We will endeavour to add on an extra session outdoors to the timetabled block so that the children do not miss out. Should the inclement weather persist, then it may be pertinent to bring forward an 'indoor' block and revert to the outdoor block at a later date.

This policy should be read in conjunction with the PE Risk Assessment.

The link teacher for PE is Miss Nicola Byram.

This policy and the appendices will be reviewed on a biennial basis.