

# BYRON COURT PRIMARY SCHOOL

## Physical Education Policy

### 1.0 INTRODUCTION

***It is lack of faith that makes people afraid of meeting challenges. Believe in yourself. You have to expect things of yourself before you can achieve them.***

1.1 Byron Court believes that Physical Education is essential to the development of the whole child – academic, social, emotional, spiritual, and physical. Physical activity opportunities are provided during and after school, allowing children to be creative, competitive, and face up to different challenges, as individuals, in groups and in teams. It provides the foundation for a healthy lifestyle, and promotes character building, co-operation and self-esteem.

1.2 It is vital that children are given these opportunities to participate in a range of enjoyable physical activities at an early age so that they are more likely to continue being physically active throughout the rest of their lives.

### 2.0 AIMS

**The aims of physical education are:**

We aim to deliver a broad, balanced and differentiated physical education programme. Our main aims are:

- 2.1 To promote physical activity, physical development, and a healthy lifestyle;
- 2.2 To promote and develop safe practice in physical activities;
- 2.3 To provide equal opportunities for all children regardless of race, gender, background, or ability;
- 2.3 To provide opportunities for all children to achieve their full potential.
  - 2.3.1 We endeavour to deliver a balanced programme which will aid children's physical development and competence. In addition, we attempt to develop artistic, aesthetic and linguistic understanding through movement.
  - 2.3.2 Our aspiration is to give all the children the opportunity to extend their range of physical skills, develop their proficiency and foster an appreciation of the benefits of participation regardless of ability. Through physical education we aim to develop interpersonal, co-operative and problem solving skills. Furthermore we aim to develop personal qualities such as; self-esteem, confidence, tolerance and empathy.
  - 2.3.3 At Byron Court we are keen to forge and maintain links between the school and its community. We also aim to develop links with local clubs, (football, tennis, athletics, swimming, cricket and rugby) to help provide opportunities for children to develop their skills. As well as offering an opportunity for gifted and talented children.

### 3.0 THE CURRICULUM

Physical Education is the foundation subject of the National Curriculum and is studied by all pupils. The intention of the school is to provide a broad and balanced programme of Physical Education in which there are no barriers to access based on race, sex, culture or ability.

### **3.1 Reception**

- Pupils in reception follow the foundation curriculum and undertake a simple physical development programme to: develop fine and gross motor skills, understand how their bodies work and develop an awareness of keeping healthy and safe.

### **3.2 Key stage 1**

- Pupils in year 1 and 2 follow a programme in games, gymnastics, dance and athletics.

### **3.3 Key stage 2**

- Pupils in years 3, 4, 5 and 6 study games, gymnastics, dance and athletics. In year 5 all pupils have swimming lessons for one term. Pupils in year 6 have the opportunity to partake in outdoor adventurous activities as part of residential visits.
- These areas of study should ensure progressive attainment of skills across the year groups from reception to year 6.
- Boys and girls in years 4, 5 and 6 must change separately. This can be done by having the girls in the classroom while the boys wait outside. They will then swap.

## **4.0 PLANNING**

4.1 Units of work are planned using the QCA key objectives for Physical Education and Games. Sessions are planned, so that they incorporate the four strands of the National Curriculum QCA document, namely:

- Acquiring and developing skills;
- Selecting and applying;
- Evaluating and improving;
- Knowledge of health and fitness.

4.2 Teachers must avoid the situation where the whole class is playing a game with one ball. It is of much greater benefit for children to be involved in mini-games as this allows more opportunity for them to put into action the skills they have been learning. With this in mind lessons are to be planned with the following objectives in mind:

- Differentiated activities to allow for maximum opportunities for all children to learn and improve their skills;
- To create an enjoyable learning environment;
- To aid the physical health and well being of all children;
- Maximum participation for all children within the lesson.

4.3 It is also imperative that planning is completed with the aim that, in each lesson children will experience the following:

- Use of good footwork;
- Hand eye/ foot eye co-ordination skills;
- Game like situations;
- An increase in heart and breathing rate resulting from vigorous activity.

### **4.4 A Structured Games Session**

The framework of a Games lesson should be based along the following lines:

#### **4.4.1 An introduction activity or warming up period**

- This should be a lively preparation for the bodies and minds of the children. The warm-up will involve running activities including running at different speeds, weaving, dodging, stopping, starting and changing pace.

#### 4.4.2 Skill development and practice

- This can be carried out individually, in pairs or in small groups. It can also be done progressively (individual – pairs – small groups)

#### 4.4.3 Games

- Game- like situations or mini-games where children are able to select and apply the skills developed.

#### 4.4.4 Cooling down activity

- This calming down activity could be as gentle as ‘follow the leader’ back to the classroom.
- In the Games lesson, each section should ideally be linked to or developed from the other sections.

### **5.1 TEACHING AND LEARNING**

5.2 The school promotes a range of teaching styles.

5.3 Direct teaching is used to ensure the careful use of space, the safe carrying of apparatus and the improvement of skills. The children are helped to understand the need for safety.

5.4 It is important to give all children the confidence to show and share their ideas without feeling inhibited. Opportunities for demonstration, observation and comment are built into all lessons providing an invaluable way of learning how to improve the quality and variety of their work. Tasks and challenges are used to encourage individual experimentation and are differentiated. Children are encouraged to develop their creativity, share their ideas and take responsibility for their actions.

5.5 Children will then apply and develop these skills in game situations.

5.6 Children are also encouraged to check their own performance against relevant criteria. An important aspect of teaching Physical Education is to challenge children to compete with themselves. There are various ways of doing this, such as:

5.6.1 How many ways can you find of using your apparatus/equipment?

A good way to develop imaginative use of apparatus and to introduce specific skills by selecting an example from the response of the class.

5.6.2 Personal best – Beat your own record

Children record their number of consecutive catches, bounces, hits, shots in a rally, etc. Repeat and try to beat their record. This can be applied to partners or groups. It is an ideal way for children to measure how they are doing.

5.6.3 How can you make your skill more difficult?

This is an ideal way for children to make the activity more challenging and at their level of ability.

5.6.4 Use different ideas to widen the experience

5.6.5 For example children catch different sized balls, different types of balls, varying speeds and distances.

### **5.7 Differentiation**

Effective learning is dependent upon the task matching the ability of the individual or group. Children vary, not only in their physical competency, but in their physical development, understanding, attitudes and personal qualities.

5.7.1 In Physical Education, differentiation is planned in three ways:

- Presenting the same task to all, i.e. differentiation by outcome. When planning the work the choice of the task will provide opportunities for children to work at different levels. The efforts of each child will be recognised.
- Structuring stepping tasks so that more able pupils move on to more demanding tasks whilst the less able are given time to work on their basic skills.
- Planning different tasks for different groups according to their ability.

5.7.2 Tasks can be adapted to suit all children by:

- Changing the size of the activity area;
- Setting suitable learning challenges;
- Adapting equipment, i.e. larger/smaller, heavier/lighter, etc;
- Modifying rules varying size of targets, distance between targets, number of targets or distance from targets;
- Varying the time spent on a task;
- Mixed ability pairing, where the more able child assists the less able child in learning a basic skill.

5.7.3 Various teaching methods are evident in Physical Education environments and the work of every child is valued. It is worth noting that as well as grouping by ability it is also valuable to have the children working in mixed ability groups.

## **6.0 SPECIAL EDUCATIONAL NEEDS**

6.1 The school aims to exhibit good practice by matching the tasks and resources to the needs of each pupil as efficiently as possible.

6.2 Points to consider for pupils with special educational needs:

6.2.1 The nature of the child's learning problem, disability, emotional or behaviour disorder;

6.2.2 Any constraints on physical activity as a result of the disability or required medication, e.g.

- Poor co-ordination or balance,
- Lack of spatial concept or perception,
- Slow reaction times,
- Variable levels of concentration,
- Cardiovascular inhibition or sensory loss.

6.3 Points to consider for children with physical disabilities:

- Children with physical disabilities do not form a homogenous group.
- A physical disability means that physical exercise is even more essential.
- Consult with pupil's doctor/ physiotherapist to plan a meaningful programme of activity.
- The teacher should be aware of any medication taken by the child and possible side effects.
- Even though physical support should be available where necessary, independence should be encouraged in as many activities as possible.
- The teacher should be able to assess whether the child should continue and whether s/he has understood the instructions.

## 7.0 EQUAL OPPORTUNITIES

7.1 At Byron Court there is equal access and opportunity for all pupils in physical education in respect of:

- Curriculum balance;
- Access to activities;
- Time allocated;
- Access to resources and facilities;
- Extra-curricular provision.

## 8.0 ASSESSMENT AND REPORTS

### 8.1 Assessment

8.1.1 The main method of assessing achievement in Physical Education is made through the continuous process of teacher observation. This informed assessment should be based on knowledge of the pupil and the content of the work.

8.1.2 Evidence of knowledge and understanding should also be gathered using the strategy of question and answer. Assessment of the pupils' ability to evaluate work can also be made through comments on demonstrations and through reciprocal teaching.

8.1.3 Staff will use the assessment sheets provided in the appendix to assess each child's learning and achievements in the following areas:

- Physical skill and ability of the pupil;
- The way the pupil has selected and organised the response to the task;
- The recognition and appreciation by the pupil of their performance and that of others.

See appendix for guidance on expected learning outcomes, key vocabulary and assessment sheets.

### 8.2 Reports

8.2.1 As in all areas of the national curriculum, accurate reporting to parents is important. Written comments to parents should:

- Consider the national curriculum attainment target set;
- Provide a record of both effort and achievement;
- Reflect the positive achievements;
- Mention extra-curricular activities;
- Mention any representative sport the child has taken part in.

## 9.0 TIME ALLOCATION

9.1 There should be **at least two hours of quality curriculum Physical Education and sport per week in accordance with the Department of Education's PE and Sport Strategy for Young People**. This does not include clubs, which are additional. All classes in Key Stage 1 and 2 are timetabled to receive two Physical Education lessons each week. They will receive one indoor session for gymnastics and dance and one outdoor session for games and athletics.

9.2 In Year 5 all children receive a weekly 30 minute swimming session for one term.

## 10.0 PHYSICAL RESOURCES

- The areas available for Physical Education are the hall, the infant and junior playgrounds and the field.
- The school has three marked netball courts, one marked basketball court and one marked tennis court on the junior playground.
- There is a small range of playground markings on the infant playground.
- In the autumn and spring terms there are three marked football pitches on the field. In the summer term there is a straight 100m running track and a circular 300m running track marked on the field.
- There are two permanently fixed basketball posts in the junior playground. The school also has portable netball posts and football goalposts for training and match purposes.
- There is a sound system available in the hall along with CDs for dance.
- There is a wide range of gymnastic equipment available, including fixed apparatus, moveable apparatus and mats.
- There is a wide variety of small games equipment, including different sized bats and balls, hoops, bean bags and cones. Equipment is also available to play hockey, rounders, cricket, tennis, badminton, table tennis, football, rugby, basketball, netball, volleyball and athletics.
- Resources are stored in the games cupboard in the hall and in the shed.

## 11.0 MANAGEMENT

11.1 Physical Education at Byron Court is managed by the leader of the Physical Education, Health and Well-being Faculty.

11.2 It is the role of the leader of this faculty:

- To keep abreast of developments in Physical Education;
- To keep the teaching staff aware of current issues in Physical Education through in-service training;
- To ensure that the teaching staff follow the devised Physical Education curriculum thus promoting the delivery of a broad and balanced programme of study;
- To monitor and evaluate standards of achievement throughout the school;
- To check that all resources are in good condition and stored safely so that they are easily accessible;
- To control the Physical Education budget.

## 12.0 HEALTH AND SAFETY

12.1 The safety and security of all pupils is of paramount importance during lessons. Therefore it is imperative that the risk of accidents is minimised. The *'Safe Practice in Physical Education and Sport'* book can be found in the staffroom with the policies.

12.2 Clothing

- Children must wear suitable clothing for all Physical Education lessons.
- Indoor Physical Education sessions – yellow or white t-shirt, black shorts or tracksuit bottoms and plimsolls or bare feet.
- Outdoor Games sessions – yellow or white t-shirt (sweatshirt if cold), black shorts or tracksuit bottoms, white socks and trainers.
- All jewellery should be removed before Physical Education and Games sessions.
- Staff should wear suitable footwear and clothes which allow freedom of movement and are suitable for the environment.

## 12.3 Apparatus

### 12.3.1 Suitable and safe organisation of apparatus is imperative.

- Annual checks must be carried out on all gymnastics apparatus and equipment by maintenance experts. Any necessary repairs must be carried out before the equipment is used again.
- Teachers must check that they think all equipment is safe before it is used by children. These checks should be carried out before use. It is the teacher's responsibility to report any damage or danger to faculty leader.
- Teachers and pupils must know how to safely take out, carry, set down and store all equipment and apparatus. Teachers should instruct children in safe procedures at the beginning of each school year. *See apparatus handling and use.*
- Gymnastics apparatus should be easily accessible for safe and efficient handling.
- Apparatus must never block fire exits.

## 12.4 Swimming

- Water safety procedures for Vale Farm Sports Centre are displayed prominently at the pool. These should be pointed out and discussed with all children attending swimming lessons during their first visit to the pool.
- All children must wear a swimming hat. Girls must wear a one piece swim suit. All boys must wear proper swimming trunks without any pockets.
- Children who have infectious sores on their feet must wear a swimming sock in the pool, showers and while walking around outside the pool.

## 13.0 ACCIDENT PROCEDURES

### 13.1 If an accident occurs, the following procedure must be followed.

- Stop the lesson immediately;
- Demand silence;
- Assess the injury (if an instant reaction is needed, the first two steps do not need to be carried out).

### 13.2 If the injury is minor (nose-bleed, bruise or graze)

- Send the injured person to the medical room with a sensible child.

### 13.3 If the injury may be more serious (**deep wound, head injury or possible fracture**)

- Send two sensible children to the Medical Room for assistance;
- When help arrives remove the class if necessary;
- Write down what happened as soon as possible.

13.4 DO NOT attempt to move the injured child unless the teacher involved is First-Aid trained. Wait for assistance from a trained First-Aid person.

### 13.5 If a teacher is injured

- Send two sensible children to the Medical Room for assistance.

## 14.0 STUDENT TEACHERS

14.1 Class teachers must be present during all lessons that are taught by a student teacher. Student teachers are not to take a PE lesson without the class teacher being present.

## **15.0 CHILDREN WHO DO NOT HAVE PE KIT**

15.1 All children are expected to participate in all PE lessons. If a child has not brought their PE kit, they are expected to have a note with them that has been signed by their parent or carer. This should clearly state why they are unable to participate in the lesson.

15.2 If a child has not brought a note;

- An attempt should be made to find suitable attire for the child so that they can participate in the lesson;
- If no suitable attire can be found, they may still be able to participate in a lesson if they have suitable footwear. This is up to the discretion on the teacher, depending on the type of lesson they will be involved in e.g. dance.

15.3 Any child who is not participating in their PE lesson must be seated in a safe place, where they will not put them self or others in any danger. KS2 children are expected to fill in an observation sheet for the lesson to show they clearly understood what was lesson was about.

15.4 If a child fails to bring their PE kit and is missing lessons on a regular basis, a standard form should be sent home to inform their parents/carers and to find out why. Parents/carers should be given an opportunity to come in and discuss any difficulties they may be having.

15.5 Children must be made aware of any safety aspects of the PE lessons they are involved in and conduct themselves in a sensible manner.

## APPENDIX 1

### 1.0 APPARATUS HANDLING AND USE

(Extract from "Primary School Gymnastics" Val Sabin Publications)

1.1 Apparatus can be moved and used successfully by children from the age of four. In order to make this possible the teacher must observe these simple rules:

- Be totally organised;
- Teach the children slowly and carefully, the rules of lifting and placing;
- Try to match complexity of layout with age and competence i.e. four and five year olds should have very simple layouts of apparatus and ten and eleven year olds much more complex and interesting ones. This will ensure progression of work and challenge through the years.

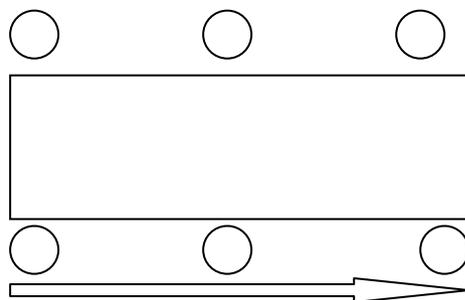
1.2 The most important point relating to apparatus in primary schools is that children should take out and put away their own apparatus every lesson – one large set should not be erected in the morning for everyone to use in turn because:

- The layout will not relate to the particular theme they are following;
- The children do not experience a progression from floor work to apparatus;
- They do not learn to handle the apparatus for themselves.

### 1.3 Apparatus Handling

1.3.1 When a reception class first begins gymnastics it will spend several lessons learning to respond to instructions, how to travel on feet in various ways, identifying different body parts, how to find space and how to use space. When the children have passed through these preliminary experiences they can then progress to using apparatus.

1.3.2 As the children are so small, and the apparatus relatively heavy, it is imperative that the children are taught the 'buddy' system of lifting. A group of children should all work together to ensure safety when lifting a bench.



1.3.3 The teacher should use as many children to lift a bench as they think necessary at their physical stage of development but it is essential that the lifting is conducted thus:

- Children are spread along each side of the bench, not at the ends of the bench because this will mean a child will have to walk backwards when carrying it. In the early stages this can be unsafe.
- They all prepare (under the guidance of the teacher) “bend knees, head up, hold the bench firmly”.
- A manager or boss speaks clearly and says, “1, 2, 3, lift” so they can all lift at the same time.
- The bench is pointed in the direction it is going to travel so no child walks backwards.
- When it has been carried to the appointed place in the room the children gently lower the bench to the floor when the manager counts “1, 2, 3, down” and then sit on the floor beside it.

1.3.4 With young children it is advisable to move all apparatus in this way and establish a recognised safe procedure.

#### 1.4 Apparatus Handling Basic Rules

1.4.1 Never touch apparatus unless instructed to do so by the teacher.

1.4.2 **Carry** apparatus – never drag it across the floor.

1.4.3 When lifting apparatus children should know:

- How many children should be holding it;
- Where they have to grip the apparatus;
- To have knees bent, straight back and head up, ready to lift;
- Only to lift when everyone is ready.

1.4.4 Always have plenty of children lifting the apparatus and use the buddy system. With young children “1, 2, 3, lift” and with older children where only two are lifting, one takes responsibility for saying “ready lift”.

1.4.5 Avoid walking backwards when carrying apparatus. The apparatus should be pointed in the direction of its destination and children should carry it facing the same direction. (As children get larger, and less of them are needed to lift apparatus, walking backwards will occasionally be unavoidable, in which case the child walking backwards should look over their shoulder).

1.4.6 When apparatus have been positioned children should sit on the floor to await instructions.

#### 1.5 Guidelines for handling specific apparatus

##### 1.5.1 Mats

- Young children should always have four carriers – two each side (not holding the corners as the mats sag and are more difficult to handle).
- Upper Juniors – depending on the size of the mats and the size of the children, the teacher decides whether two or four carry a mat.
- All walk forwards when carrying.

#### 1.5.2 Benches

- Reception, KS1 and Lower Juniors use as many as necessary on each side of the bench to carry it safely. Point one end of the bench and all walk in that direction.
- Upper Juniors carry with one at each end of the bench – look over shoulder to avoid accidents.

#### 1.5.3 Trestle Tables/Horse/"A" Frames

- Use the same system as for benches. Have 1, 2 or 3 children on each side of the apparatus as necessary. Point one end and walk in that direction.

#### 1.5.4 Wall Bars and Climbing Frames

- Make sure the children know how to take them out and secure them. When the children move them away from the wall and into position, make sure there are a sufficient number of children involved and they use the buddy system.