

# Woodheys Primary School



## PHYSICAL EDUCATION POLICY

This document is a statement of the aims, objectives and strategies for the teaching and learning of PE at Woodheys Primary School.

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# Introduction

Physical education may be described as learning to move and learning through movement. It allows pupils to develop and refine movement skills, whilst supporting their health and fitness. It gives all pupils, whatever their abilities, the chance to experiment, practise, make decisions and perform. Physical education provides opportunities for pupils to be creative, competitive and be involved in different challenges as individuals or in groups and teams.

At Woodheys Primary School we believe that physical activity is vital to the development of the pupil as a whole. It contributes to the pupils' physical, emotional, mental, intellectual and social development. It also raises aspirations and is a positive contribution to pupils' experiences of school life.

A broad and balanced PE curriculum with progressive learning, appropriate challenges and targets and supportive resources will help develop a full range of skills amongst pupils, including: cooperation, teamwork and communication; working alone on their own initiative and leadership, preparation and planning.

The school also recognises that PE has a vital role to play in raising awareness, and developing good practice and promotes positive attitudes towards healthy and active lifestyles.

## Aims and objectives

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.

Our objectives in the teaching of PE are:

1. To enable children to develop and explore physical skills with increasing control and coordination;
2. To encourage children to work and play with others in a range of group situations;
3. To develop the way in which children perform skills, and apply rules and conventions, for different activities;
4. To show children how to improve the quality and control of their performance;
5. To teach children to recognise and describe how their bodies feel during exercise;

6. To develop the children's enjoyment of physical activity through creativity and imagination;
7. To develop an understanding in children of how to succeed in a range of physical activities, and how to evaluate their own success;
8. To engage in competitive sports and activities to help develop values and positive attitudes such as, team spirit, co-operation and respect for rules and others.
9. Providing specialist support where individual children have particular gifts or talents.

Our curricular aims are:

1. To develop skillful 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).
2. To develop an increasing ability to select, link and apply skills, tactics and compositional ideas (selecting and applying).
3. To improve observational skills and the ability to describe and make simple judgements of their own and others' work, and to use their observations and judgements to improve performance (improving and evaluating).
4. To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising (knowledge and understanding of fitness and health).
5. To develop the ability to work independently, and communicate with and respond positively towards others (working alone and with others).
6. To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being (applying safety principles).

## Teaching and Learning Styles

- Pupils will experience a variety of learning and teaching strategies throughout key stages 1 and 2. All pupils will have a balance of individual, paired and group activities.
- Pupils will have the opportunity to be co-operative, collaborative and competitive. These situations will aim to cater for the preferences, strengths and needs of every child.
- Pupils will have the opportunity to adapt and develop in a range of situations.

# Curriculum Planning

Woodheys Primary School is working towards providing all pupils with at least 2 hours of quality PE in school sport, through the curriculum, extra-curricular opportunities and lunchtime activities.

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 medium term plans define what we teach, and ensure an appropriate balance and distribution of work across each term.

Teachers will need to identify their risk assessments, differentiated learning tasks and assessment opportunities in note form on their short-term plans. All lessons should include heart-rate raising warm-up activities, mobility exercises and stretches before the main task, and cooling down activities at the end. All lessons should also include aspects of the curricular aims (acquiring and developing, selecting and applying, improving and evaluating, knowledge and understanding of fitness and health)

The LEA syllabus is followed for swimming.

Pupils will be expected to participate in the full range of activities in the physical education curriculum.

At **KS1** pupils are taught knowledge, skills and understanding through the following areas of activity:

- Gymnastics
- Dance
- Games

At **KS2** pupils are taught knowledge, skills and understanding through the following areas of activity:

- Gymnastics
- Dance
- Games
- Athletics
- Outdoor and Adventurous activities
- Swimming and water safety

In the **Foundation Stage** we encourage the physical development of our children in the Nursery and Reception classes as an integral part of their work. As the Nursery and Reception classes are part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the EYFS, 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; both gross and fine motor.

## Cross-curricular Links

PE has considerable potential to contribute to much wider areas of learning. Links can be made to other areas of the curriculum such as:

1. ICT (Information, Communication Technology)– performances recorded using photography and video for use in self-evaluation and demonstration of good practice, or for visual stimuli
2. PSHE (Personal, Social and Health Education) – leading, managing, co-operating and decision making skills - an integral part of PE
3. SCIENCE – planning, predicting and testing ideas; health and fitness – learning about the body
4. LITERACY – asking relevant questions; communicating ideas; listening skills
5. NUMERACY – counting, measuring, calculating – distance, time, repetitions.

## Assessment and Recording

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class.

Information for assessment will be gathered in various ways; by talking to the children, observing pupils at work, listening to pupils describing what they have done, using IT and Ipads and peer assessment. At the end of each unit of work teachers will assess the progress made by all pupils.

## Resources

The PE co-ordinator makes an annual audit of equipment and resources, providing an updated list to staff. All lost or damaged resources need to be reported to the PE co-

ordinator. The co-ordinator requests replacement or new items of equipment as required in consultation with the head teacher.

All equipment is kept in the outdoor PE shed or in the hall – all heavy items are to be stored on the floor or lowest shelves.

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 shed 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 doing this, the children learn to handle equipment safely. The children use the school field and playgrounds for games and athletics activities, and the local swimming pool for swimming lessons.

All PE equipment is subject to annual Health and safety checks. Risk assessments for PE equipment, the PE store and PE lessons are kept in the staff induction folder and with the Health and safety officer.

## Inclusion

In line with our Equal Opportunities and Inclusion Policies and our Disability Equality Scheme we are committed to providing a teaching environment conducive to children reaching their full potential. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

The school aims to provide the highest quality PE lessons for all pupils. Tasks and the use of resources need to be challenging, but also matched to different abilities and needs. All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources and use of facilities. Where possible, support staff are available to work with and specifically help pupils who require extra assistance. Teachers could consider the following strategies which will help enable all pupils to achieve further development and progress in lessons.

## Special Educational Needs

Any children who are identified as having 'special needs' are given the help that they require. Where children have a degree of physical or behavioural difficulties, they should be encouraged to participate in PE activities with help from others.

# Gifted and Talented

Staff must ensure that there are adequate opportunities for Gifted and Talented children and these should be noted within planning where appropriate. The PE and Gifted and Talented coordinators should be informed. Pupils who are Gifted and Talented within PE are offered the same curriculum as all other children; however they will be offered opportunities to join clubs within school, to join external clubs through the School Sport Partnership and take part in events offered through the partnership.

## Extra-Curricular Activities

Woodheys offers an extensive range of extra curricular activities at lunchtime and after school to increase participation and enjoyment. Our after school clubs offer the opportunity to build on curriculum learning. We work with some external companies who deliver a range of sports for our children to participate in. Woodheys children take part in a variety of inter and intra school competitions and festivals throughout the year which are organised through our school sport partnership with Ashton on Mersey. We encourage a competitive element to team games at Woodheys and play regular fixtures throughout the year against other local schools. This is to enhance the achievement of children throughout the school and to offer greater opportunities to the gifted and talented children.

## The Role of Parents and AOTTs (Adults other than teacher)

Any parent or AOTT helping with PE activities, such as swimming, or running an out-of-hours- club, must be police checked prior to assisting at our school.

### P.E. kit

All children should have a clearly named PE kit at school every day. Our PE kit consists of:

- A t-shirt in the child's team colour, bearing the school logo on the front and black shorts in KS2. A white t-shirt and black shorts in KS1.
- Trainers or plimsolls – that fit properly, can be properly tied up and are different to shoes worn in school

- A PE bag – a proper bag clearly named, not a plastic carrier bag
- Plain navy or black tracksuits may also be worn for outdoor activities in cold weather.
- Bare feet for gymnastics and dance produces better quality work, but the teacher should assess the condition of the hall floor before asking children to work with bare feet.
- No jewellery should be worn for PE (children wearing earrings that cannot be removed will be asked to cover them with Micropore tape).
- Long hair should be tied back (we have a supply of hair bands).
- Children who persistently forget their own PE kit should be reminded of the importance of PE and, if necessary, a note should be sent to their parents asking for their co-operation.
- In the summer, children are expected to wear hats and sun cream.
- For Year 4 children, swimming kits should be brought to school on the day when swimming lessons take place and taken home afterwards.
- Children should only miss PE lessons on health grounds, if this is requested by their parents, either by direct contact with the school or in a note to the teacher.
- Non-participants should be included in the lessons. They can take the role of an evaluator, coach, score keeper, etc.
- Teachers and support staff involved in the lesson are expected to wear suitable footwear and clothing for teaching PE and be a role model.

## Safety

Class teachers and adults other than teachers are responsible for the safety of the children in their care. Staff will follow the school guidelines for PE and ensure that :

1. PE kit and jewellery rules are understood by the children and are enforced.
2. The teaching area and equipment are assessed for safety prior to a lesson.
3. Children are taught how to safely get out, carry, use and put away equipment- no pupils are allowed in the equipment store unsupervised.
4. Any problems with unsafe or damaged equipment are reported to the PE co-ordinator, head teacher or site manager.
5. Accidents should be logged in the accident book and parents should be informed when necessary.

6. Staff are aware of the fire procedures when leaving the hall.
7. Staff, other adults and children should be aware of emergency evacuation procedures and first aid provision at the swimming baths.
8. Transport to/from sporting events – parents are responsible for their own child's travel arrangements. Responsibility of care during the journey rests with whoever transports the child. If a parent is unable to transport their child, they are to make arrangements themselves for their child to travel with another parent.
9. Staff have read the current risk assessments for PE.
10. In addition, the large gymnastics apparatus is inspected annually by an outside body (certificates are held by the site manager.)

## Medical

All participating staff must be aware of any relevant medical conditions that pupils may have. It is essential that staff and/or pupils have easy access to any required medication. Occasionally pupils may be fasting; this has to be considered too. Pupils with asthma must have immediate access to their inhalers as required. You will need to ensure that they have these with them in the hall, during outside events and (if necessary) on the poolside during swimming. The diabetes travel pack must accompany the appropriate pupil during every PE lesson, especially during any off-site events. During swimming lessons, poolside staff and the instructor must be informed of any specific medical needs of the pupils taking part.

## Sport Premium

The government is providing additional funding of £150 million to improve provision of PE and sport in primary schools. The funding is provided jointly by the Departments for Education, Health and Culture, Media and Sport and will be given directly to schools. This funding is ring - fenced and therefore can only be spent on provision of PE and sport in schools. Schools are free to determine how best to use this funding to improve the quality and breadth of PE and sport provision. This in turn contributes to the national longer term aim of increased participation in PE and sport, encouraging pupils to develop healthy lifestyles and reach the performance levels they are capable of.

This academic year Woodheys Primary School will receive around £10,161. In order to get the best value and maximum impact for our children, we intend to spend the sports funding during 2014/ 2015 in the following way:

### Increasing the amount of inter and intra school competition

- Buy into the Ashton-on-Mersey Primary Schools Cluster. This will increase opportunities to compete with other schools in a variety of sports.

- PE Co-ordinator will attend festivals and competitions within the local cluster of schools.
- PE Co-ordinator training and provision of cover to release them to organise and carry out competitive activities both within and outside school.

#### Hiring a sports coach to improve and support teachers' CPD

- Teachers will work alongside a coach to increase their subject knowledge in their chosen aspect of PE, with a focus on using ICT as a form of assessment.

#### Active lunchtimes

We feel pupils benefited from additional structured sporting activities at lunchtimes last year so we are continuing this provision.

- Hiring of qualified sports coaches to work alongside lunchtime supervisors with emphasis on fun and enjoyment.
- Hiring sports coaches to run high quality multi-skill games sessions for whole school during lunchtimes.
- Targeting specific groups of pupils across the whole school who are less active to ensure all pupils are accessing more than 2 hours PE each week.

#### Purchase of equipment / resources

- We will purchase two climbing walls; one for KS1 and the other for KS2. The climbing walls have been requested from children after carrying out the pupil interviews for PE and school sport provision.

#### How will impact be measured?

- Greater numbers of pupils accessing competitive sporting opportunities.
- Observe active lunchtime. Are pupils taking part in team games, creating their own games, practicing and developing their PE skills, being active, keeping fit and having fun?
- New equipment and resources helping to deliver high quality PE lessons and keeping child active during break times.
- Observations of children and staff during PE lessons.
- Greater confidence in planning, delivering and assessing PE lessons throughout the school. This will result in higher quality outcomes for all children.

Written by Nicola Gratton 2015



