

Cottesbrooke Infant School PE Policy

Reviewed September 2011

PE Policy Statement

Why Teach PE?

Physical education develops pupil's physical competence and confidence, as well as promoting a positive attitude towards an active and healthy lifestyle. PE provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups. 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 in life long physical activity.

(National Curriculum Orders 2000)

Government data has shown an increase in the number of children diagnosed with childhood obesity. We therefore recognise the need to encourage young children to be more physically active within a healthy lifestyle to combat this.

Aims

The staff at Cottesbrooke Infant School endeavour to provide a breadth of challenging and enjoyable activities for pupils to develop their physical, mental and social skills through the medium of physical education.

We aim to offer opportunities for the children to:-

- Acquire and develop skills, performing with increasing physical competence and confidence.
- Learn how to select and apply skills to suit different activities and contexts.
- Respond to a variety of physical challenges, developing their ideas in a creative and interesting way.
- Develop positive attitudes to physical activity and a healthy lifestyle.

Planning

The National Curriculum Order for Physical Education describes what must be taught at each Key Stage.

In Early Years, the curriculum is guided by the Early Learning Goals and comes under the heading of Physical Development.

Planning is undertaken at three levels:-

- Long Term planning for Physical Education is undertaken in the context of the school's overall curriculum plan, which reflects the needs of all the children and the requirements set out in the National Curriculum Orders and the Early Learning Goals.
- Medium Term planning is carried out each half term. The plan identifies learning key skills and objectives for each area of PE and suggests possible teaching activities that will enable these to be achieved.
- Short Term planning is carried out weekly. The plan builds on the medium term planning by taking into account the needs of the children in each class and identifying effective ways of delivering learning objectives. It can be adapted to reflect the children's progress and performance each week.

Cross - Curricular Links

Although PE is mainly taught as a separate subject, we are aware of the positive way in which physical education can contribute to learning across the curriculum.

Physical Education provides opportunities for pupils to develop key skills such as speaking and listening, special awareness, fine and gross motor skills and problem solving.

Wherever possible, the teaching of PE will be tied into the themes and topics for each year group.

Links with ICT

Although there are no statutory requirements to use ICT within the National Curriculum Orders for PE at Key Stages 1 and 2, we believe that information technology has an important role to play in supporting the teaching of PE. Audio/visual resources such as DVDs, CDs and tapes have

provided particularly useful in the implementation of dance and digital cameras and camcorders are used to record and monitor achievement.

Personal, Social, Health Education and Citizenship links with Physical Education

Through Physical Education, children will have opportunities to:-

- work with others, listening to their ideas and treating them with respect.
- co-operate and collaborate with others, in teams and in groups, to achieve a goal together.
- develop an understanding of fair play and fairness through knowing and applying rules and conventions.
- develop a respect for, and positive attitudes towards the environment and their own health, safety and well-being.
- learn to recognise and value physical differences, abilities and aptitudes and to find ways of accepting and including all.
- gain a sense of achievement and develop positive attitudes towards themselves.
- understand how physical activities can help them to be more healthy and can be part of and improve their everyday life.

Problem Solving and Thinking Skills

Physical Education provides a wide range of opportunities for pupils to develop problem solving and thinking skills, both individually and collaboratively.

Problem Solving will develop through recognising the nature of the a task, thinking of different approaches, applying the appropriate skills and evaluating results eg.finding the quickest route round an obstacle course.

Thinking skills will develop through generating individual and creative ideas about all aspects of their performance, including tactics, skills and composition. Children will be encouraged to form hypotheses that they put into action and then review the results of their work.

Teaching Methods and Approaches

A variety of teaching styles will be implemented where appropriate eg. explanation, demonstration, group or class instruction etc.

A typical lesson will comprise of:-

- warm up activity eg. *travel around room in all directions*
- development of skills (either on floor or apparatus) eg. *Practise 2 different jumps, linking movements.*
- Task eg. *Combine movements with a partner.*
- Conclusion eg. *move slowly to a space and make a wide shape.*

Work will be carried out in pairs, groups and as individuals to provide a range of experiences.

Organisation

In nursery, children will be given the minimum of one indoor session per week. The frequency and types of activities will be planned to meet the physical and emotional needs of the children in line with the Early Learning Goals.

Throughout the school the areas of dance, gym and games will be covered by an allocated number of sessions for each area in order to give a balance of opportunities and meet the requirements of the New Curriculum (Years 1 and 2) and the Early Learning Goals (Nursery and Reception).

Dress

Teachers should set an example by being suitably attired for the activities taught.

Given that teachers are not able to leave children whilst they themselves change, they are not expected to wear tracksuits etc unless they wish to do so. However they must ALWAYS wear pumps or other suitable footwear.

Children must be properly dressed for each activity.

Parents will be asked to provide a set of clothes for children to change into for PE. Teachers should ensure that the children bring their PE kit to school at the beginning of the week and that they are returned home for washing each half term.

For indoor and outdoor PE children should wear comfortable shorts, a loose T-shirt (tucked in), socks and slip on pumps. In Year 1 and Year 2, they can wear joggers and long sleeved tops for outdoor lessons.

No Jewellery should be worn for any PE activity.

Parents will be advised on admission and in the school prospectus that no jewellery may be worn at any time for PE activities.

Jewellery should be removed prior to the lesson and stored in a safe place including items of religious significance.

Assessment and Record Keeping

Teachers are not required to make statutory judgements about children's attainment in PE at the end of Key Stage 1. However, we believe that assessment is an integral part of the teaching process.

Short term assessments are an informal part of every lesson and are closely linked to the teaching objectives.

Recording every aspect of individual children's progress is neither necessary or desirable. Records should be selective and brief. Significant achievement or weakness may be noted to serve as a basis for planning appropriate challenges or to form part of the annual report on progress.

(National Curriculum Orders 2000)

In the Foundation Stage progress in Physical Development is recorded each term on the Progress Towards the Profile (Nursery) or the Foundation Stage Profile (Reception).

Reporting

Progress and attainment, including particular success or difficulty in an area, is reported to parents at the three Parents evenings throughout the year and in a written report in the summer term.

Health and Safety

See Health and Safety Policy for PE.

The safety and well being of the children in out care is of utmost importance to all staff of Cottesbrooke Infant School.

All teachers and support staff endeavour to teach children:-

- To be concerned with their own and others safety in all activities undertaken.

- To recognise and follow rules and safety procedures for different activities.
- To respond immediately to instructions.
- The importance of wearing appropriate clothing and footwear.
- How to lift, carry and store equipment safely.
- To prepare for and recover from physical activity.

Resources

Resources for physical education are largely stored in the main hall.

These include:-

- Large apparatus including fixed climbing frame, benches and ladders.
- Small apparatus including hoops, quoits and beanbags.
- Mats
- Parachute
- A selection of early years equipment including sensory balance beams, stepping stones and textured balls.

Outdoor toys such as bikes and scooters are stored in a secure cupboard located in the nursery playground and are used primarily by the foundation stage. There is an outdoor store of games equipment.

Children with Special Educational Needs

At Cottesbrooke Infant School we do not make the assumption that a child with Special Educational Needs in other areas will necessarily have particular difficulties in PE.

As with the other areas of the curriculum, it is the teacher's task to help a child with particular needs or difficulties to experience enjoyment and some degree of success in physical education.

Teachers will need to consider:-

- differentiating to meet the needs of the individual.
- offering additional activities that are accessible to all.
- adapting tools or equipment to meet the needs of the individual
- IEPs for children on School Action or School Action Plus of the Code of Practice.

For children who have been identified as needing support to develop gross motor skills, a gross motor group (run by the PE co-ordinator and one LSA) has been established to target the needs of specific children.

Extra Curricular Activities

At Cottesbrooke Infant School we believe it is important to expand and develop the skills introduced through the PE session. We aim to promote physical activity through offering a range of extra curricular clubs and activities.

We have a range of resources that can be used at playtime to encourage active play. These include skipping ropes, balls, space hoppers and hoops. A range of activities and games are offered by the after school club which encourage children to take part in team and individual games and physical activity.