



Discovery Primary School

Physical Education Policy

Purpose:

The purpose of this policy is to describe our practise in Physical education (P.E) and the principles upon which this is based.

Aims:

At Discovery we aim to deliver a high-quality P.E curriculum which inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for pupils to develop their knowledge, skills and understanding so they become physically confident and competent in a range of physical activities. It involves challenging pupils to think, select and apply skills in a range of situations, as well as to promote positive attitudes towards leading a healthy lifestyle, aiming to help children make informed choices about physical education throughout their lives.

Within Key Stage 1 children will be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.
- Recognise and describe how their bodies feel during exercise.
- Develop enjoyment of physical activity through creativity and imagination.

Within Key Stage 2 children will be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance.
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- Recognise and describe how their bodies feel during exercise.
- Develop enjoyment of physical activity through creativity and imagination.

Upper Key Stage 2 will also be taught key skills in swimming and water safety.

Principles/Values:

This policy is based on our commitment to promote:

- Fairness
- Respect
- Equality
- Inclusion
- Collaboration
- Commitment
- Aspiration
- Determination

Equal Opportunities:

We at Discovery Primary school treat all children as individuals regardless of gender or race, language, social circumstances or giftedness. DPS respect different ethnic origins and cultures so that all children have planned functional access to a broad and balanced curriculum that develops their skills to the full.

We teach PE to all children, whatever their ability or individual needs. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make good or better progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Equality and diversity and Equal Opportunities.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – equipment, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps ensure that our teaching is matched to the child's needs.

Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE.

We enable all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school (a sports event at another school, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Pupils with Special Needs are able to develop confidence and express their feelings in PE as it is a subject in which success does not depend upon academic ability. They include:

- pupils with learning difficulties who may find opportunities to excel
- pupils with special physical needs who may need close monitoring
- pupils with particular ability and flair for P.E. who are extended through the use of more advanced techniques.

Consultation:

This policy was written by Hannah Emery, class teach and leader for Physical Education.

Sources and References:

National Curriculum for England – Physical Education programmes of study – KS1 and 2

Val Sabin curriculum teaching manuals for gym, dance and games

Safe practise in physical education and sport - afPE

Planning:

PE is a foundation subject in the National Curriculum. Our school uses Val Sabin teaching manuals as the basis for its curriculum planning in PE. All Val Sabin Schemes of Work are compatible with all current government initiatives. They are up to date and exceed National Curriculum guidelines. We adapt these schemes of work to suit circumstances of the school. As required in Key Stage 1 we teach a range of skills including running, jumping, throwing and catching, balance, agility, co-ordination, dance and strategies for attacking and defending. In Key Stage 2 we develop the same skills taught in Key Stage 1 as well as flexibility and strength and a variety of outdoor adventurous activities. In Key Stage 2 all of the skills learnt are used and applied into a range of different games and activities such as hockey, football, rugby, netball and basketball.

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 units that should be covered in each term during the key stage. The PE subject leader devises this plan in conjunction with teaching colleagues in each year group. Where PE is taught by coaches, the coaches teach in line with the school's long-term plans to ensure all areas of the curriculum are covered.

We use the Val Sabin scheme of work as the basis for our medium term plans. This gives details of each unit of work for each term and the skills that will be covered. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans.

Detailed lesson plans are used and amended accordingly by the class teacher depending on their cohort of children. These plans list the specific learning objectives and expected outcomes, and give details of how the lesson is to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.

Teaching:

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of whole-class teaching and individual or group activities. We try to ensure that children receive as much active time as possible during their P.E session, as we believe practise is the best way for children to develop their skills. Teachers draw attention to good examples of individual performance as models for the other children, and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

In all classes children have a wide range of physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through differentiating the activities using STEP:

Space - increase or decrease the area or distance in which the task is performed.

Task - break down the task into steps, repeat the task, extend or decrease the time given to complete the task.

Equipment - change the size, height or layout of the equipment.

People - are the children working alone, in mixed ability pairs, in same ability groups.

Organisation:

Each class has 2 hours per week of curriculum time timetabled for Physical education lessons whether this is one two hour slot or two one hour slots. DPS also aim to offer children other opportunities to be physically active. Structured physical activities are organised during the school day (Break times and lunchtimes) and before or after school (clubs).

Homework/parent partnership:

At DPS we aim to arrange as many regular fixtures against other local schools. This introduces a competitive element to team games, and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and cooperation amongst our children. We encourage parents in supporting the school with these competitions by assisting with transport and coaching.

Resources:

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 cupboards, 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 set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field for games and athletics as well as the outdoor gym for fitness activities.

Assessment:

Teachers assess children's work in PE by making assessments as they observe them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons. This information informs teachers during and after the lesson as to the next steps for their class. Older pupils are encouraged to evaluate their own work and to suggest ways to improve. At the end of a unit of work, teachers make a judgement against the National Curriculum levels of attainment. Teachers record this information and use it to plan the future work for each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the school's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

Monitoring and evaluation:

The governor with responsibility for PE is primarily responsible for monitoring the implementation of this policy. This will be through annual discussion with the subject leader and consideration of the evidence included in the subject leader portfolio. The governor will report on this to the curriculum committee annually. The work of the subject leader will also be subject to review by the headteacher as part of our performance management arrangements. The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for PE in the school. The subject leader gives the headteacher and governors an annual summary report in which s/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. The PE subject leader has specially-allocated time in order to review

evidence of the children's work and to undertake lesson observations of PE teaching across the school.

Other documents and appendices:

The PE policy should be read in conjunction with our policies for Special educational needs, Equality and Diversity, Equal opportunities and Health and Safety policy.

There are two appendices to this policy:

Appendix 1: Health and Safety points when teaching P.E

Appendix 2: Curriculum map for P.E

Reference other policies

- Health and Safety
- SEN policy
- Equal opportunities
- Equality and diversity

The policy was ratified by Governors in March 2016.

Policy reviewed in Spring 2018.