



Hollybush Primary School



“Inspiring all learners to achieve”

PE AND SPORT POLICY

Persons Responsible – HEADTEACHER AND PE MANAGER

Date of Policy: MARCH 2016

Reviewed and amended by: AJM & EH

Next Review Due: MARCH 2018



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Physical Education (PE) and School Sport Policy

Aims and objectives

Physical education 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, water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives whilst having an enthusiasm and passion to extend and explore a diverse range of sport.

The aims of PE are:

- to provide children with a diverse and engaging curriculum that will nurture a love of sport.
- to enable children to develop and explore physical skills with increasing control and co-ordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way children perform skills and apply rules and conventions for different activities;
- to increase children’s ability to use what they have learnt to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to develop the children’s enjoyment of physical activity through creativity and imagination;
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.
- to provide children with the opportunity to develop their leadership skills within physical activities within curriculum time and during playtimes and lunchtimes.
- To provide children with the opportunity to further explore sport through a range of extracurricular opportunities

Teaching and learning style

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/group activities. 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. They also have the opportunity to develop their leadership skills within small group activities and whole class work. They have the opportunity to use a wide range of resources.



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In all classes there are children of differing 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 a range of strategies:

- setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as an 80m sprint;
- setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump;
- grouping children by ability and setting different tasks for each group, e.g. different games;
- providing a range of challenges through the provision of different resources, e.g. different gymnastics equipment, size of balls used for throwing and catching.

PE curriculum planning

PE is a foundation subject in the National Curriculum. Our school uses the national scheme of work as the basis for its curriculum planning in PE. We have adapted the national scheme to the local circumstances of the school. As required, we teach dance, games and gymnastics at Key Stage 1. In Key Stage 2 we teach compulsory dance, games, gymnastics, swimming and athletics plus water safety.

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 PE subject leader works this out in conjunction with teaching colleagues in each year group. These activities will link where possible to the theme of each key stage to provide opportunities to maximise cross curricular learning.

Our medium-term plans are adopted from the national scheme of work. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leader reviews these plans.

Class teachers complete a lesson plan for each PE lesson which can be found on the foundation stage weekly plan. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher keeps these individual plans in their planning file. These short term plans are also saved in the school’s planning file on the computers so that they can be reviewed and monitored.

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 planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.



The Foundation Stage

We encourage the physical development of our children in the reception class as an integral part of their work. In reception the teachers use the Early Learning Goals to inform their long and short term planning. The children take part in music to movement sessions and P.E sessions learning the basic skills needed in dance, gymnastics and games. We encourage the children to develop confidence and control of the way they move, and the way they handle 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.

Contribution of PE to teaching in other curriculum areas

English – PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance.

Information and communication technology (ICT) – We use ICT to support PE teaching when appropriate. In dance and gymnastics children make video recordings of their performance, and use them to develop their movements and actions. Children and teachers also take photographs which are later used to evaluate theirs and others work.

Personal, social and health education (PSHE) and citizenship – PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

Spiritual, moral, social and cultural development – The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children’s levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other. P.E also offers the children time to develop their leadership skills and the techniques involved in been a good leader.

Teaching PE to children with special needs

We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties, and work in PE takes into account the targets set for individual children in their Individual Education Plans (IEP’s).



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The school is beginning to liaise with the West SILC, with the support of Leeds West Academy, to provide opportunities to for integrated learning between the children. The children of the SILC are grouped with children from the school during PE lessons to provide opportunities to share, model and develop good practise both physically and socially.

Assessment and recording

Teachers assess children’s work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. The PE subject leader keeps photographic evidence of children’s work as evidence of progression and skills development across the key stages.

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 store, 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 activities and the local swimming pool for swimming lessons. There are also resources to support teachers planning, with both electronic and hard copies available.

Health and safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing (Inside- blue or black shorts, a white or blue polo shirt and pumps. Outside- blue/ black shorts or tracksuit bottoms, a white or blue polo shirt and pumps or trainers). The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The only jewellery to be worn during P.E is a wedding band and small, round stood earrings.

Monitoring and review

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 the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leader gives the headteacher 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, regular management time in order to review evidence of the children’s work, review the progression within planning, undertake lesson observations of PE teaching across the school, plan and organise afterschool clubs and events.



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Extra-curricular activities

The school provides a range of PE-related activities for children at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term. The school also plays 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 co-operation amongst our children.

LWA support

The school liaises with the Leeds West Academy, with the aim of further developing the quality PE being delivered. This can be achieved through staff developing their personal skills or the use of specialist delivery in key areas of the curriculum. The LWA support also looks to further the range of sporting opportunities across the school for children of all abilities and sporting backgrounds. The link with LWA is also utilised as to help reach out to other initiatives around the local community to further broaden the children’s experiences of PE.