



Harry Gosling Primary School

Physical Activity Policy

2018

As a healthy school, we are committed to encouraging everyone to be more physically active. At Harry Gosling Primary School we believe that all children are entitled to a broad and inclusive curriculum that includes the delivery of Physical Education lessons to all children. We understand the role that Physical Education plays in the development of the whole child. We encourage adults within the school to lead healthy lifestyles and make healthy choices.

1 Aims and objectives

Aims:

At Harry Gosling we aim to:

- deliver high quality Physical Education that will develop 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;
- promote an understanding in children of their bodies in action;
- involve thinking, selecting and applying skills, and promote positive attitudes towards a healthy lifestyle in our Physical Education units;
- promote an understanding of healthy meals and good food choices;
- enable the children to make informed choices about physical activity throughout their lives;
- promote physical activity amongst our staff; and
- celebrate and recognise achievements in sport from all members of the school community.

Objectives:

Our objectives are:

- to enable children to develop and explore physical skills with increasing control and coordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way in which children perform skills, and apply rules and conventions, for different activities;
- to show children how 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 teach children about healthy food choices;
- 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 specialist support where individual children have particular gifts or talents; and
- to provide after school clubs where children can develop and explore physical skills

2 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 or 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, 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 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 80 m 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 challenge through the provision of different resources (e.g. different gymnastics equipment);
- providing a range of challenge by adapting time and space in which to complete activities.

3 PE curriculum planning

PE is a foundation subject in the National Curriculum. Harry Gosling uses guidance from the new national curriculum as the basis for its curriculum planning in PE. Planning is supported by the LCP scheme of work and the school's PE coach. As required, we teach invasion games, net and ball games, strike and field and athletics in KS1 and KS2. Outdoor adventure activities are taught through trips which provide a more suitable and engaging environment for developing orientation and teamwork skills.

We use guidance from the new National Curriculum and the LCP scheme of work as the basis for our short-term plans. This gives details of each unit of work for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term.

We plan 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.

Parents are kept informed about different units of work to be covered in PE and are asked to participate in curricular and extra-curricular activities as appropriate. As some activities at the school are not led by members of the teaching staff, parents and carers will be informed which PE activities these are.

4 The Foundation Stage

At Harry Gosling School we encourage the physical development of our children in the EYFS as an integral part of their work. 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. Children in the EYFS have time with a specialist PE coach on a weekly basis, to support teachers in increasing children's physical activity.

5 PE and inclusion

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 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.

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.

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.

6 Resources

There is a range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE room outside on the playground, and this is accessible to children only under adult supervision. The hall contains some large apparatus, and we expect the children to help to 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 playground for games and athletics activities, and the local swimming pool for swimming lessons. Dance and gymnastics are taught in the lower or middle hall. Requests for new resources are to be made to the PE subject leader.

7 Health and safety

At Harry Gosling School we encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE. Appropriate PE kit includes track suit bottoms or shorts, T-shirts and trainers for school based PE activities. For swimming, children require non-restrictive swimwear and swimming cap. Teachers are expected to set a good example by wearing appropriate clothing when teaching PE. The policy is that no potentially dangerous jewellery or head scarves which may become caught are to be worn for any physical activity. Children who do not bring appropriate PE kit will not be allowed to participate in PE activities but will be given work to do in connection with ongoing lesson. PE kit records are kept in class files and parents/carers of children who regularly forget are notified by the school.

9 Extra-curricular activities

Harry Gosling provides a range of PE-related activities for children at the end of the school day, at lunchtime and before the school day begins, at breakfast club. Out of school hours activities encourage children to further develop their skills in a range of areas. The school sends details of the current club activities to parents and carers at the beginning of each term. Harry Gosling also plays 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.

10 Assessment, recording and reporting

Teachers complete regular formative assessment through questioning and observations. Regular summative assessment is completed at the end of each unit using a class tracker. The tracker sets out the objectives for the national curriculum and using their assessment information teachers decide if children are emerging, expected or exceeding against the objectives.

11 Monitoring and review

The coordination and planning of the PE curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in PE and relevant CPD opportunities;
- monitors the teaching and learning of PE;
- coordinates specialists who are hired in by the school;
- coordinates fixtures against other schools; and
- manages PE resources.