



PHYSICAL EDUCATION POLICY 2016- 2017

'From September 2013 Ofsted inspectors will be asked to look at how well schools are using their additional funding to improve the quality and breadth of PE and sporting provision, including increasing participation so that all pupils develop healthy lifestyles and achieve the performance standards they are capable of.'

Department for Education June 2013

Aims

- To develop children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities.
- To provide opportunities for pupils to co-operate and work as a member of a team.
- To promote positive attitudes towards physical activity and a healthy lifestyle in both curricular and extra-curricular activities.

PE curriculum

P.E. is a foundation subject outlined as compulsory in the National Curriculum. At Crownfield Junior School pupils cover six areas of activity:

- Games
- Gymnastics
- Dance
- Swimming (year 6 only)
- Athletics
- Outdoor and Adventurous activities.

Our school uses and adapts the national scheme of work as the basis for its curriculum planning in PE. The curriculum planning 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 half term, which the PE subject leader organises.

Our medium-term plans give details of each unit of work. 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.

The subject leader provides 2 short-term lesson plans to start each unit of work. The class teacher is then expected to complete the rest of the lesson plans for each topic. The short term plans list the specific learning objectives for each lesson and give details of how the lessons are to be taught. These plans are often discussed by the PE co-ordinator and class teacher on an informal basis. The plans are then adapted accordingly.

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.

Equal opportunities and inclusion

Through the planning and teaching of PE we provide learning opportunities that enable all pupils, whatever their ability, to make progress in this subject. We set suitable learning challenges that provide learning experiences that meet the needs of all pupils. All pupils in the school have equal opportunities in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

PE Kit

PE is a compulsory subject and it is therefore essential that all children have the necessary kit to participate. Children who do not have the correct kit will be issued with a standard letter to parents to explain what they need. We do have some spare kit in school for children to borrow to encourage regular participation.

Indoors – School PE polo shirt, shorts and plimsolls. (Children should only wear plimsolls for indoor games activities, and have bare feet for dance and gymnastics).

Outdoor – In hot weather pupils wear their indoor kit with trainers. However, in colder weather a plain blue or black tracksuit should be worn over a child's indoor kit.

Jewellery – No jewellery whatsoever is allowed during PE lessons; children must not have their ears pierced if it will prevent them from taking part in these lessons; we do not allow ears recently pierced to be covered in tape as the most recent Health and Safety guidance does not promote it. Children should also be taught how to remove the earrings themselves if they come to school wearing a simple stud earring on the day they have PE.

Hair – Safety and hygiene requires hair that is long enough to be tied back. This applies to both sexes.

Glasses – Glasses should be removed for PE. Children with severe sight problems should wear glasses with safety straps.

Note: If any child has an issue with this because of religious reasons or for example a Medi-alert bracelet it should be brought to the attention of the P.E. co-ordinator so that arrangements can be made.

Teachers are encouraged to wear appropriate clothing and footwear when teaching PE.

Summer of Sports

During the second half of the summer term, 1 afternoon per week is allocated for additional team sports: netball, hockey and rounders. That is 1 for lower school and 1 for upper school. Summer of sports runs for 3 weeks and pupils compete in their houses (Henman, Davis, Whitbread and Gunnell) in team competitions. Teachers lead each activity and the points go towards the inter house competition.

Sports Day

Sports days are held towards the end of the summer term. We hold separate sports days for upper and lower school. Children compete in their houses in various events. The events will encourage children to participate both individually and in teams.

Clubs

The school provides a range of extra-curricular sporting clubs for the children to enter. The clubs include netball, football, basketball, gymnastics and dance. At the end of the first half term all children are provided with a list of clubs from which they can select to attend. When the forms are returned the children are placed into the different clubs accordingly. We aim for all children to receive either their first, second or third choice of club. When the clubs are full the children go onto a waiting list. The clubs are monitored closely and updated accordingly.

The aim of our each club is to encourage children to further develop their skills and to promote an active and healthy lifestyle. The school also plays regular fixtures against other local schools and participates in area knockout competitions. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed. These opportunities foster a sense of team spirit and co-operation amongst our children.

Health and Safety

All reasonable steps must be taken to ensure the safety of the premises and the equipment being used. Any damage, breakage or loss of resources should be reported to the PE Coordinator as soon as possible.

A thorough safety check is carried out by universal services every year and faulty or damaged equipment is replaced. In addition to this, apparatus is monitored carefully throughout the year. Any damage observed on a piece of apparatus which could cause subsequent injury must be isolated from use and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.

At all times we encourage the children to consider their own safety and the safety of others. Pupils learn to handle equipment safely when lifting and carrying. We expect them to change for PE into correct clothing and footwear, with hair tied back and all jewellery removed.

Any local visits, outdoor pursuits, team matches or other occasional activities proceed only with the prior agreement of parents/guardians by means of signed forms of consent.

Injury or illness

It is intended that all pupils will take part in P.E. However, certain medical conditions prevent participation and allowance should be made for genuine parental concern. A personal note from the parent/guardian can notify the teacher of a particular reason for non-participation. The pupils are supplied with an activity sheet to complete based on the PE lesson they are watching. Teachers keep a log of children who are unable to participate and regular non-participation should be brought to the P.E. co-ordinator.

Weather

Teachers will use their professional judgement as to whether the P.E. lesson is safe to commence outside in adverse weather conditions. The hall can be used as an alternative location, if the time table allows. In the event that both areas are inaccessible teachers need to have alternative activities, which develop from the programme of study.

Assessment

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. At the end of a unit of work, teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit. They record the information in their assessment files and use the information to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

Pupils are also encouraged to evaluate their own performance and the performance of others. These evaluations provide a valuable basis for improvements and next steps.

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 garage, which is accessible to all teaching staff and children, under adult supervision. The hall contains a range of large apparatus used for gymnastics. The children use the school playground, field and the local swimming pool for swimming lessons. We also have a small cupboard in the staffroom containing a selection of books, photos and CD roms.

Monitoring and evaluation

It is the responsibility of the PE co-ordinator to monitor the standard of PE across the school. The subject manager will evaluate the scheme of work, lessons and lesson plans as part of this process. 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 Head Teacher 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 and undertake lesson observations of PE teaching across the school.

Updated February 2017 – Miss L Wallis