

P.E. Policy

CAPTAIN WEBB PRIMARY SCHOOL

Curriculum

Document History

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Policy for Physical Education.

Document Purpose;

This policy document aims to reflect the philosophy of our school in relation to how PE is both taught and learnt. It provides a basic framework through which all staff, teaching and non-teaching can approach PE and gives guidance in areas such as curriculum content, planning and evaluation.

This policy identifies which areas of the curriculum are to be covered by which year group and to what extent. It is intended that this policy, in conjunction with the key skills and other documents in the areas of dance, gym and games will form the basis for teaching PE.

Readership.

This document is intended for;

- * all teaching staff
- * school governors
- * parents
- * inspection teams
- * LEA advisers

A copy of this policy is available on the school website.

Subject Aim.

PE is a foundation subject within the National Curriculum.

The aims of PE are;

- * to develop a range of physical skills
- * to develop stamina and strength
- * to express ideas in dance form
- * to develop an appreciation of fair play, honest competition and good sportsmanship
- * to develop an appreciation of the aesthetic qualities of movement.
- * to learn how to co-operate with each other and work successfully in pairs, groups and teams
- * to develop physical and mental co-ordination, self control and confidence
- * to develop self confidence through the understanding of one's own capabilities and limitations
- * to provide opportunities for a wide experience of all nine units of activities covered in Curriculum.
- * to motivate each child so that they retain a lifelong interest in all aspects of PE and recognise the importance of living and maintaining a healthy life.

These aims are consistent with the school philosophy and take account of the LEA Curriculum Policy and National Curriculum non-statutory guidance.

The subject comprises of units of Study and end of Key Stage Statements as well statements from the Early Years Development Matters document. These are divided into levels of increasing challenge to show progression throughout each year group.

Our pupils will work at levels appropriate to their abilities.

In learning PE, all children will have the opportunity to achieve the following objectives;

Objectives for EYFS

For pupils in Range 4 to be taught to;

- Runs safely on whole foot.
- Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.
- Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.
- Can kick a large ball.
- May be beginning to show preference for dominant hand.

For pupils in Range 5 to be taught to;

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Mounts stairs, steps or climbing equipment using alternate feet.
- Walks downstairs, two feet to each step while carrying a small object.
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot when shown.
- Can catch a large ball.

For pupils in Range 6 to be taught to;

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.

Early Learning Goal

Children show good control and co-ordination in large and small movements.

They move confidently in a range of ways, safely negotiating space.

Objectives for End of Key Stage 1

For pupils to be taught to;

- * to perform confidently basic ways of moving from one place to another, e.g. rolling, climbing, transferring weight from one body part to another and holding the body still

- * to perform contrasting movements including quick and slow, strong and light, wide and narrow, high and low
- * to use apparatus to get on/off, under/over and along to absorb shock when jumping or moving from apparatus of various heights
- * to appreciate and respond to contrasting sounds in music, percussion and words
- * to undertake simple ball skills, e.g. catch, throw, bounce, kick
- * to play simple games as individuals and alongside others in order to experience being a member of a small group

- * to become familiar with various forms of apparatus and to set it out and put it away efficiently and safely

Objectives for the end of Key Stage 2

Children to be taught to;

- * combine basic actions such as travelling and turning in the form of a sequence
- * perform sequences on the floor and apparatus at different heights
- * repeat and refine an original sequence
- * reproduce some specific movements including named skills such as forward roll and headstands
- * absorb shock and momentum on landing and travelling from different levels of apparatus
- * respond physically and aesthetically to rhythms, moods, qualities in music, words and sounds
- * develop and repeat movements in dance
- * strike/propel a ball with reasonable accuracy by using different parts of the body and various implements
- * invent their own games selecting appropriate equipment, size and shape of playing area and number of players
- * participate in team games involving various numbers of players and conform to rules
- * enter water safely by jumping or diving
- * swim 25 metres on front or back unaided
- * perform certain water skills to include floating and treading water
- * have the opportunity to experience outdoor and adventurous activities
- * explore the potential for physical activities in the immediate environment.

Assessments

In PE we assess in the following way.

- Procedural knowledge – In PE children are taught the knowledge on how to perform a skill (Declarative knowledge), it is then their application (Procedural knowledge) of that skill that is the most important. This knowledge is assessed in a variety of ways;
- KS1 fundamentals – We assess children at the beginning of the year in Years 1 and 2 on the fundamental movements. We then reassess at the end of the school year to check progress.
- We provide children that don't pass this assessment with interventions – these provide children with an opportunity to catch up with their peers.
- Year 3 – Children who did not pass KS1 fundamentals in Year 2 will be provided with interventions and then reassessed at the end of the year.
- Swimming – Our swimming programme lasts for 10 weeks.
- We assess children in Year 6 on their ability to swim 25 metres unaided, to swim a variety of strokes and self-lifesaving skills.
- We assess children at the beginning of the programme and at the end of the programme.
- We also assess children at the end of a unit to check they have met the outcomes from the school's progression grid.

Curriculum and School Organisation.

The curriculum covers the six areas set by the National Curriculum;

- * athletics
- * outdoor and adventurous activities
- * dance
- * invasion games
- * gymnastics
- * swimming (KS2 only - see separate section on swimming).

There will be progression from Daycare to Year 6 as outlined in the progression grids for PE.

PE is taught as a separate subject although wherever possible specific areas, e.g. dance and outdoor education may be linked to topic work. The subject is timetabled with each class having one hall session and one outdoor session per week. Sessions may also be taken on the outdoor hard surface and field area as appropriate.

Planning at a year group level ensures that classes within a year group cover the same areas of work. Detailed curriculum content may be found in daily and medium term planning.

Planning and evaluation of PE work is also undertaken on a weekly basis by the class teacher and can be seen in her/his short-term planning. These plans are monitored by the PE co-ordinator.

A range of published materials are also used from time to time throughout the Key Stages. These include the Power of PE scheme of work, Country Dance tapes, CDs. and the Val Sabin Scheme of Work.

There is a PE co-ordinator with overall responsibility for the subject. The co-ordinator receives any information/ resources which arrive in school but decisions regarding PE work and the development of the PE curriculum involve all members of staff.

As well as using published schemes of work Captain Webb also employ Crossbar who are an outside coaching agency.

Crossbar will raise the profile of PE across the whole school in a variety of ways;

- Training for staff
- High quality PE lessons
- Promote physical activity during lunchtime
- Deliver after school clubs
- Run holiday clubs
- Promote the importance of a healthier lifestyle

Clothing for PE Activities

Indoor – navy shorts, navy T-shirt, bare feet or trainers.

Outdoor – navy/black joggers navy t-shirt, trainers/pumps/suitable footwear

Adventure Activities suitable outdoor clothing depending upon activity, environment and weather.

No jewellery to be worn for any physical activity, earrings must be taken out or taped over.

Children to be given their own kit that stays in school and washed in school. Children who don't bring their own PE kit or a kit that is not in line with the school's are to wear the school kit.

If children are excused from PE due to injury they must always be encouraged to partake in a non-physical role; tallying, assessing, providing key points, answering questions, support with tactics etc.

Extra-curricular Activities.

These are an important part of a child's education. They enable pupils to develop particular skills and further their interest in one or more sporting activities. They help to introduce a competitive element to team games and promote co-operation and a sense of good sportsmanship.

Extra-curricular activities offered from time to time;

- Swimming
- Football
- Gymnastics
- Boccia
- New age curling
- Archery
- Hockey
- Kwik cricket
- Netball
- Athletics
- Dodgeball
- Table Tennis

Time Allocation.

Each class receives one timetabled hall period and one outdoor period per week. Within this time it is expected that all the relevant Attainment Targets and Programmes of Study are covered at each Key Stage. A field area is also available. It is recognised that limited hall time and wet weather may, at times, affect planned PE teaching. However, the class teachers endeavour to ensure the subject is adequately represented in terms of the overall timetable.

Captain Webb fully supports the Governments recommendation that all schools need;

'To make progress towards all school children taking part in at least two hours of high quality physical education classes a week'.

We aim to achieve this by;

- Timetabled P.E sessions (indoors and outdoors) – 2 x 60 minutes.
- Lunchtime Games – Every child to have access to play equipment during lunchtimes (12.15pm-1.15pm)

Class organisation and teaching styles

There are two basic styles of teaching PE and we incorporate both.

Indirect teaching caters for the needs and abilities for all pupils and allows them to approach the exercises that have been set in their own way. When appropriate the teacher will give active encouragement to individual pupils, highlighting good examples which are demonstrated to the whole class. The indirect approach increases pupil's self awareness but this must not be allowed to develop into selfishness. At all times pupils must be taught to be co-operative and courteous.

Direct teaching covers formal teaching and coaching specific skills. Teachers must understand the progressions involved and take into account children's ability and previous experience. Pupils learning a new skill should have the necessary strength, flexibility and body awareness and should pass through the progressive stages leading up to that new skill.

Resources and Accommodation

A wide variety of PE resources are available at school. These include teachers' resource books, radio programmes, tapes, CDs and equipment. All resources are available to the whole staff.

Staff must return any resources as soon as they have finished with them. The PE co-ordinator is responsible for carrying out a PE resource audit, monitoring their use and replacing broken and lost equipment. Staff are asked to submit to the co-ordinator lists of any resources they require to be added to the existing stock. Staff are asked to inform the co-ordinator of any resources that are damaged or need replacing through wear and tear. Any apparatus found to be defective in any way should be marked as such and not used.

Equal Opportunities/Special Needs.

Refer to Policies on Equal Opportunities and Children with Special Needs..

All children at Captain Webb School will be given the opportunity to develop skills to the very best of their ability. Wherever possible, all children will be able to participate in the whole PE curriculum which we offer.

Before any physical activity takes place, teachers must carry out a risk assessment to decide;

- If the environment is suitable for the planned activity to take place.
- If any known pupils' medical conditions have been met eg inhalers
- Clear consistency in the implementation of policy and procedures (eg correct footwear, no jewellery, long hair secured back))
- Consideration has been given to understanding pupils' individual needs including limitations and disability
- Planning of the lesson includes a well thought through warm up, lesson development and warm down. Consideration is also given to the setting up and putting away of any apparatus.
- Levels of supervision are appropriate ie group size, more than one adult present when swimming (silent drowning)
- Well-developed observation skills. This is the ability to analyse and evaluate pupil responses to particular tasks. This is essential to safe teaching (eg levels of tiredness, frequency of head counts)

Lessons are orderly and well organised. Poor discipline on the part of staff or reckless behaviour or lack of concentration on the part of the pupil(s) cannot be tolerated within the context