

PE POLICY

Kirkdale, St. Lawrence Church of England Primary School PE Policy

Vision

Our schools vision is to serve its community by providing an education of the highest quality within the context of Christian belief and practice. We foster an awareness of a child's place in the world and an understanding of the importance of global citizenship.

At Kirkdale St. Lawrence we believe that each child is entitled to full access and participation in physical activity regardless of aptitude or ability. It is our vision to provide a programme of physical education that fulfills each child's needs in a positive learning environment, which promotes enjoyment, a healthy lifestyle and an appreciation of the subject area.

Aims

- To promote an enjoyment of physical activity and a healthy lifestyle (see Physical Activity policy).
- To promote positive attitudes to health and fitness.
- To develop children's enjoyment of physical activity through creativity and imagination.
- To increase children's ability to use what they have learnt to improve the quality and control of their performance.
- To acquire and develop skills and perform with increasing physical competence in a range of physical activities.
- To develop a knowledge safety factors and an appreciation of safe practice.
- To encourage children to work and play with others in a range of group situations.
- To understand what it takes to persevere, succeed and acknowledge other's successes.

Curriculum Development

PE is a Foundation subject in the National Curriculum and this is used as the basis for curriculum planning in PE. As required we teach dance, games and gymnastics at Key Stage 1. In Key Stage 2 we teach dance, games and gymnastics plus three other activities: swimming and water safety, athletics and outdoor adventure.

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 skills acquired in PE in each term during the key stage. Our medium term plans give details of skills and plans to develop and deliver such skills throughout the half term. The subject co-coordinator reviews this during the year.

We plan the PE activities so that they build upon prior knowledge and learning of the children and each lesson ensures there are opportunities for children of all abilities. Children are increasingly challenged throughout the year, and as they move up through the school.

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Teaching and Learning Approaches

Organisation

PE is timetabled throughout the school and Kirkdale St Lawrence aims that all children will spend an average of at least two hours on physical activity.

Throughout the school all pupils have regular PE lessons. The majority of lessons follow the same basic format:

- Warm up
- Exploratory/ skills development/ activity/
- Cool-down.

The importance of warm-up and cool-down will be explained to the children. Exploratory/ skills and development of activity will be differentiated by task or outcome as appropriate to the lesson. Children will have the opportunity to work individually, in pairs and in groups.

Learning Approaches

Our teaching and learning practice recognises that children learn in a variety of ways. We use a variety of teaching and learning styles in PE lessons and our principal aim is to develop the children's knowledge, skills and understanding. We do this through a mixture of whole class, small group and individual teaching activities. Teachers draw attention to good examples of individual performance and recognise achievement in at all levels of ability. Within lessons children work collaboratively and a healthy form of competition is encouraged where appropriate. In all classes there are children of differing physical ability. This is recognised and therefore we provide suitable learning opportunities for all children by matching the task, expected outcome or resources to the ability of the child. Both qualified teachers and qualified sports coaches teach PE lessons.

PE Curriculum Planning

Our school uses the National Curriculum and Get Set 4+ PE units of work as a basis for its curriculum planning in PE. We have adapted the National scheme to the local circumstances of the school and try to enhance PE through a thematic approach. As required we teach dance, games and gymnastics at Key Stage 1. In Key Stage Two we teach compulsory dance, games and gymnastics, plus two other activities: swimming, athletics and outdoor pursuits. Outdoor pursuits take place in year five and six when children attend an off-site location for a residential trip.

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 medium term gives details of set objectives that are taken from the National Curriculum Document or QCA and are to be achieved throughout each half term. Class teachers complete a weekly planner, which will note the specific learning objective and outcome for PE. Teachers will then use our schools lesson evaluation policy to evaluate as assess learning.

Foundation Stage

We encourage the Physical development of our children in nursery and reception as an integral part of their work through child initiated and adult directed activities. This is related to the objectives set out in the Foundation Stage Document and aims to meets the early learning goals. The children in

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the Foundation Stage also have set times when they participate in a formal PE lesson in the hall which helps to develop their confidence and ability to prepare them for Key Stage one.

Entitlement, Equal Opportunities and Inclusion

We teach PE to all children, regardless of their ability, age, gender or race. PE forms part of the school curriculum, which requires us to teach a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils with SEN, Disability Non-Discrimination and Access; Gifted and Talented; English as an additional language (EAL). Practitioners will look at a range of factors- equipment, teaching styles, differentiation, adult support that will enable the child to learn more effectively. Children that are gifted and talented in PE will be challenged to further their progress. EAL pupils will receive further support through careful explanation, or visual aids or clear demonstration.

With regards to SEN, interventions will lead to the creation of an individual Education Plan (IEP) for children with special educational needs. The IEP may include specific targets relating to PE, which will be considered by the teacher.

ICT

We use ICT to support teaching where appropriate. In dance and gymnastics children will have opportunity to make video recordings of their performance, helping them to develop their own and peers movements and actions. Children may also use the Internet or media to investigate different styles of dance prior to a theme.

Management Information

The monitoring of the standards of the children's work and the quality of the teaching in PE is the responsibility of the class teachers and PE subject leader. A yearly action plan and report is written by the subject coordinator in conjunction with the head teacher to evaluate strengths and weaknesses in the subject and will help to indicate areas for further improvement. The PE coordinator undertakes lesson observations and planning reviews to assist with this analysis, and this will be fed back to other staff through staff meetings. Professional development takes place through staff meetings, twilights and specialist training, following a survey to identify areas for development.

Assessment

Teachers and Coaches assess children's work in PE by making assessments through observations during lessons and by children's answers during teacher inputs. They record the progress made and use it to plan the future teaching of the subject. Planning is annotated to show coverage and development as lessons are taught. These records enable the teacher to make an annual assessment of progress for each child in the form of a report to parents.
How pupil achievement is going to be assessed and monitored against the school targets.

Monitoring and Review

Subject coordinators will prioritize key skills to be addressed in their action planning. This is monitored and reviewed annually. Throughout the year, subject leaders will ensure through the monitoring of teaching and planning that progression and key skills are covered.

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Learning Out of School Hours

There are opportunities for children to develop in Physical activity through a number of after school activities. This is available to different year groups each term and is open to both boys and girls. The out of hours learning is a mixture of competitive and non-competitive activity and is appropriate for all pupils who attend.

Health and Safety

- *Health and safety is covered in PE in the National Curriculum and is taught throughout the two key stages.
- *We encourage the children to always consider their own safety and the safety of others.
- *Children wear appropriate clothing and footwear during PE.
- *The organisation of children and resources will need to be carefully thought out before each PE lesson and advice and demonstration on how to carry and store equipment is given by the teacher.
- *The school relationships policy should be strictly adhered to during all practical activities.
- *Safety guidance is enforced when visiting the swimming baths or off-site location.
- *A risk assessment is carried out when visiting any off-site location.
- *Staff is constantly aware of the health and safety issues in PE

Home School Links

The school aims to operate to promote good health and therefore enforces healthy packed lunch rules and provides a healthy lunch for the children who have school dinners. Children will be regularly updated on new initiatives and a curriculum forecast is sent home to parents on a termly basis. Parent's evenings are held each term and a written report summarises achievement in the summer term.

Effective and Efficient Deployment of resources

PE is delivered in context throughout the curriculum and teachers try to adopt a thematic approach where appropriate. Teachers plan taking weather and available resources into consideration, for example outdoor space. The hall contains a range of large and small apparatus and each class has two timetabled slots to ensure the efficient use of space throughout the school. Children have access to a local swimming pool, which is used on a rota basis in KS2.

School has access to local sports centres and parks and training grounds when taking part in after school competition and intra school competition. This includes: Everton Sports Centre.

Residential and off site visits take place throughout the school year.

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Cross-curricular links

PE provides many opportunities for cross-curricular links. Examples include PSHE when children will be given opportunities to learn about the benefits of exercise and healthy eating. The teaching of PE also offers opportunities to support the social development of children as they learn to work together as a pair or as part of a team. The school follows thematic approach and this is implemented in PE where appropriate. Dance provides a variety of opportunities for this kind of approach.

Equal Opportunities and Inclusion

Teachers, Coaches and Support staff should treat all children as individuals with their own abilities, difficulties and attitudes, as stated in the school inclusion policy. The main aim should always be to create an environment in which, from the earliest age, children and their teachers learn to respect each other. The P.E. curriculum should enable all children to benefit. There will be no barriers to access or opportunity based on race, sex, religion, ethnic group, culture or ability. Consideration will be given to those with special educational needs, whether they have disabilities or a particular talent. The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials.

Safeguarding in PE

In all areas of PE safety guidelines should be strictly adhered to, to promote safe practice and fulfil the safety requirements of the National Curriculum. Health and safety is an integral part of pupils' learning in PE and they are taught to recognise and take some level of responsibility for their own safety. They are taught to recognise and be aware of hazards that are present from an early age.