

Orchard Primary School Physical Education Policy

- 1. Introduction**
- 2. Rationale**
- 3. Scope**
- 4. Principles**
- 5. Aims**
 - 5.1 General**
 - 5.2 Specific**
- 6. Provision**
 - 6.1 Early Years**
 - 6.2 Key Stage 1**
 - 6.3 Key Stage 2**
 - 6.4 Swimming**
- 7. Cross-curricular Links**
- 8. Assessment**
- 9. Role of Manager**
- 10. Role of Class Teacher**
- 11. Performance Indicators**
- 12. Equal Opportunities**
- 13. Parental Involvement**
- 14. P.E Uniform**
- 15. Health and safety**
- 16. Governing body**

Orchard Primary School Physical Education Policy

1. INTRODUCTION

The study of Physical Education (P.E) equips pupils with the ability to develop physical competence and confidence and to use skills to perform in a range of activities. It promotes physical skilfulness, physical development and knowledge of the body in action. P.E teaches pupils about their capabilities, their potential and their limitations. It also involves learning with others and respecting them.

P.E provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes a positive attitude towards an active and healthy lifestyle. Pupils learn how to think in different ways to suit a wide variety of activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activities.

The National Curriculum order for P.E describes what must be taught in each key stage. Orchard Primary School follows the Programmes of Study, which provides detailed guidance for the implementation of the National Curriculum for P.E. This ensures continuity and progression in the teaching of P.E. In early years the curriculum is guided by the Early Learning Goals.

This policy follows a whole school format and rationale.

2. RATIONALE

All school policies form a corporate, public and accountable statement of intent. As a primary school it is very important to create an agreed whole school approach of which staff, children, parents, governors and other agencies have a clear understanding. This policy is the formal statement of intent for P.E. It reflects the essential part that P.E plays in the education of our pupils. It is important that a positive attitude towards P.E is encouraged amongst all our pupils in order to foster self-confidence and a sense of achievement. The policy also facilitates how we, as a school, meet the legal requirements of recent Education Acts and National Curriculum Requirements.

3. SCOPE

This statement of policy relates to all pupils, staff, parents and governors of Orchard Primary School. The age range of pupils must be acknowledged in the creation of policy and the development of the P.E curriculum.

4. PRINCIPLES

The principles of Orchard Primary School for P.E are:

- Policy and provision are evaluated and reviewed regularly
- Resources of time, people and equipment are planned, budgeted for and detailed when appropriate in the School Development Plan.
- The governing body of Orchard Primary School discharge their statutory responsibility with regard to P.E
- Cross curricular links will be highlighted where appropriate
- Planning of P.E ensures continuity and progression across all year groups and key stages

5. AIMS

5.1 General

Although relating specifically to P.E our aims for the subject are also in line with the school's general aims.

We aim to provide the pupils with a P.E curriculum which will produce individuals who are independent, creative, confident, responsible, able to work as a team and competent when performing a range of activities. We also aim to provide a stimulating environment and adequate resources so that pupils can develop their P.E skills to their full potential.

5.2 Specific

1. To develop, through the teaching of specific skills, competence and confidence in a wide range of Physical Education activities.
2. To promote physical development and, through successful participation in physical activities, teach children the social and recreational benefits of such activities whilst at school and throughout life.
3. To develop the ability to understand and appreciate the artistic quality of movement, thus enriching the powers of imagination and rhythm of children.
4. To develop an appreciation of the concepts of fair play, honest competition and good sportsmanship.
5. To develop physical competence so that pupils are able to move efficiently, effectively and safely in all physical activities.
6. To develop the child's ability to work co-operatively with others, encouraging qualities such as commitment, integrity, sportsmanship, tactics and enthusiasm.
7. To encourage self-esteem through the acquisition of physical competence and poise, and develop self confidence and the ability to cope with failure in activities through understanding the capabilities and limitations of oneself and others.
8. To promote a healthy lifestyle and encourage children to participate in lifelong physical activity, and to understand the importance of exercising the body.
9. To provide and encourage participation in extra curricular activities.
10. To promote safe practice in all sporting activities inside and outside curriculum time.

6. PROVISION

Pupils are provided with a variety of opportunities to develop and extend their P.E skills in and across each phase of education.

Lessons follow the Programmes of Study. The teaching of P.E at Orchard Primary School provides opportunities for:

- Group work
- Paired work
- Whole class teaching
- Individual work

Pupils engage in:

- Working from a range of starting point
- Investigating different ways in which their body can move
- Using a variety of P.E equipment
- Performing in front of others
- Talking about their performances.
- Competitive games
- Team work
- Consolidation of basic skills
- Using ICT to record their work

At Orchard Primary School we recognise the importance of establishing a safe environment when using P.E equipment. We ensure that pupils are aware of any dangers associated with the equipment and how to carry and use the equipment appropriately before the key areas in the Programmes of Study are fully explored. We use the correct scientific vocabulary when planning to help determine the appropriate terminology to use in our teaching and children are expected to use it in their explanations.

P.E can contribute to other subjects and it is important the children are given opportunities to apply and use their P.E skills to have a more practical/physical understanding of links with other subjects.

We endeavour at all times to set work that is challenging, motivating and encourages the pupils to talk about what they have been doing.

6.1 Early Years

During early years, children explore P.E in ‘Physical development’. There are opportunities for all children to develop and practise their fine and gross motor skills and to increase their understanding of how their bodies work and what they need to do to be healthy and safe.

See Curriculum Guidance for the Foundation Stage (Early Learning Goals).

6.2 Key Stage 1

During Key Stage 1, Pupils build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to work and play with other pupils in pairs and small groups. By watching, listening and experimenting, they develop their skills in movement and co-ordination, and enjoy expressing and testing themselves in a variety of situations.

See NC KS1 teaching programme.

6.3 Key Stage 2

During Key Stage 2, Pupils enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. They enjoy communicating collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.

See NC KS2 teaching programme.

6.4 Swimming

Non-statutory in KS1 but Statutory in KS2

7. CROSS-CURRICULAR LINKS

When planning the short term teaching programme, teachers are asked to include references to links with other areas of the curriculum. PE provides opportunities to promote:

- **Spiritual Development**

Helping pupils to gain a sense of achievement and develop a positive image towards themselves.

- **Moral Development**

Helping children to gain a sense of fair play, develop positive sporting behaviour, and how to conduct themselves in sporting competitions.

- **Social Development**

Helping pupils develop social skills through involvement in activities which promote teamwork, responsibility, collaboration, commitment and loyalty.

- **Cultural Development**

Helping pupils to experience the significance of the activities they take part in.

- **Communication**

Involving pupils in activities, which promote the use of verbal and non-verbal communication, and providing feedback to others.

- **Numeracy**

Involving pupils in measuring and calculating distances, speed, heart beat and using measuring equipment.

- **IT**

Collecting data, analysing it and setting improvement targets, eg. In running and jumping.

- **Science**

Learning how the skeleton and muscles support and protect the body. Understanding the importance of exercise for good health. Learning about the effect of exercise and rest on the pulse rate.

8. ASSESSMENT

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class.

In our school we are continually assessing our pupils and recording their progress. We see assessment as an integral part of the teaching process and strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress.

Information for assessment will be gathered in various ways: by observing the children as they perform and by talking to the children about their work. Teachers will use these assessments to plan further work.

The P.E curriculum is divided into units of work, this ensures continuity throughout the school.

Pupils' achievements are measured according to the NC levels. The teacher will analyse pupils' progress throughout the unit of work and teacher assessments take place at the end of each unit of work and each child will be given a NC level.

Assessment sheets can be found at the back of the P.E LCP recourse file. Alternatively teachers can use a more pupil friendly assessment sheet which is attached to the end of the document.

9. ROLE OF CO-ORDINATOR

The P.E Co-ordinator is responsible for co-ordinating P.E provision through the school. This includes:

- Ensuring continuity and progression from year group to year group
- Providing all members of staff with guidelines and a scheme of work to show how aims are to be achieved and how the variety of all aspects of P.E is to be taught
- Advising on in-service training to staff where appropriate. This will be in line with the needs identified in the Development Plan and within the confines of the school budget
- Advising and supporting colleagues in the implementation and assessment of P.E throughout the school
- Assisting with requisition and maintenance of resources required for the teaching of P.E. Again this will be within the confines of the school budget

10. ROLE OF CLASS TEACHER

- To ensure progression in the acquisition of P.E skills with due regard to the National Curriculum for P.E
- To develop and update skills, knowledge and understanding of P.E
- To identify INSET needs in P.E and take advantage of training opportunities
- To keep appropriate on-going records
- To plan effectively for P.E (with year group partners), liaising with co-ordinator when necessary.
- To inform parents of pupils' progress, achievements and attainment
- To ensure that children are safe and aware of how to use the apparatus properly

11. PERFORMANCE INDICATORS

Performance Indicators, which are the criteria for success of the school's P.E policy at Orchard Primary School are:

- At KS2: Y4-most pupils should achieve L3; Y6-most pupils should achieve L4
- At KS1: Y2- most pupils should achieve L2
- Children enjoy P.E
- Children talk confidently about what they are doing in P.E
- P.E work is displayed in the school

12. EQUAL OPPORTUNITIES

In accordance with the school's Equal Opportunities Policy, all children at Orchard Primary School must be given full access to the National Curriculum. Staff endeavour to help all children to reach their full potential irrespective of race, gender, age or ability. Teachers refer to Individual Education Plans when planning to ensure the needs of SEN pupils are met and that children receiving EMAG support are being catered for.

Learning support assistants, learning support teachers and external agencies are employed to support children with Special Educational Needs, as outlined in their IEP's.

Monitoring takes place by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

13. PARENTAL INVOLVEMENT

At Orchard Primary School we encourage parents to be involved by:

- Inviting them into school twice yearly to discuss the progress of their child
- Organising curriculum evenings for parents or circulating information via school newsletters when significant changes have been/are made to the P.E curriculum
- Encouraging parents to help in lessons
- Holding workshops for parents focusing on areas of P.E

14. P.E UNIFORM

The Orchard P.E uniform will consist of a white polo collared shirt with black jogging trousers and plimsolls.

During swimming the girls should wear a black T-shirt with long black leggings. Boys should wear long black shorts that cover from the navel to just below the knees.

15. HEALTH and SAFETY

It is the class teacher's responsibility to ensure that the children are working in a safe environment. Below is a check list of health and safety issues:

- Are the children wearing footwear and clothing that are safe and help their learning?
- Has all jewellery been removed, hair tied back and earring taped over?
- Is the space safe and clear enough to work with?
- Are the children aware of others in the class when they are moving and working?
- Is there enough space to play games, so that the chance of collisions is reduced?
- Have all the children warmed up and cooled down properly?
- Do the children know how to lift and move apparatus safely?
- Is the equipment the right size and weight for the children?
- Has the apparatus been positioned safely (not too close to other apparatus or a wall)?
- Are there enough mats and have they been placed in intended landing areas?
- Do the children know the rules and what they are supposed to do?

The health and safety questions below are related specifically to swimming.

- Is there a lifeguard present at the pool?
- Is the swimming instructor available?
- Are all medications on hand if needed?
- Is there a first aid kit available at all times?
- Are the children supervised in the changing rooms?
- Have all the children showered?
- Do the children and staff know what to do in the case of an emergency/evacuation?
- Have all staff read a copy of the LEA swimming guidelines for schools?

A risk assessment checklist should also be carried out for every P.E lesson. This can be found in the LCP Scheme of Work for P.E.

16. GOVERNING BODY

The governors are encouraged to visit the school termly to talk with the subject coordinator and when possible, observe some daily P.E lessons reporting back to the governing body.

This policy was agreed by the Governing body in September 2015 and will be reviewed in September 2017.

ORCHARD PRIMARY SCHOOL

Guidance for Staff

INTRODUCTION

The National Curriculum level descriptions in P.E show progression in the four aspects of the knowledge, skills and understanding set out in the Programme of Study.

- Acquiring and developing skills
- Selecting and applying skills, tactics and compositional ideas
- Evaluating and improving performance
- Knowledge and understanding of fitness and health.

Children develop these aspects as they through a range of dance, games and gymnastics activities.

Progression towards a standard method of ‘Acquiring and developing skills’

REASONS FOR ACQUIRING AND DEVELOPING SKILLS

- To explore basic skills, actions and ideas
- To develop an increased understanding of basic skills
- To remember and repeat simple skills
- To develop control and co-ordination
- To be more consistent in control and quality.
- To gain new skills

WHEN ARE CHILDREN READY TO ACQUIRE AND DEVELOP SKILLS?

Dance

- Can they respond to different stimuli?
- Do they understand what rhythm is?
- Do they know how to follow simple instructions?
- Can they perform simple movement patterns?
- Are they aware that there are different levels and directions?
- Do they have ideas and feelings?

Games

- Can they use equipment safely?
- Can they use a ball?
- Can they work as a team?
- Do they understand that games have rules?
- Are they aware of competition?

Gymnastics

- Can they use a space safely?
- Can they perform basic skills in travelling?
- Are they aware of the space above and below them?
- Can they carry the equipment safely?

Swimming

- Can they move in water?
- Can they float and move without swimming aids?

The above lists are not exhaustive but are a guide for the teacher to judge when a child is ready to move on to developing skills in P.E.

Progression towards a standard method of ‘Selecting and applying skills, tactics and compositional ideas’

REASONS FOR SELECTING AND APPLYING COMPOSITIONAL IDEAS

- To know how to apply skills and actions

- To be able to combine skills and actions
- To vary the way they perform skills
- To use simple tactics and movement phrases
- To apply rules and conventions for different activities
- To adapt the skills and strategies they have learnt
- To improve their effectiveness of strategies
- To develop knowledge of the principles behind strategies

WHEN ARE CHILDREN READY FOR SELECTING AND APPLYING COMPOSITIONAL IDEAS?

Dance

- Can they move imaginatively to different stimuli?
- Can they change the rhythm of their movements?
- Can they change the speed, level and direction of their movements?
- Can they perform dance movement patterns?
- Can they perform dances from different times, places and cultures?
- Can they express their ideas and feelings?

Games

- Can they use equipment in different ways?
- Can they travel with equipment?
- Can they develop skills for net, striking/fielding and invasion type games?
- Can they follow the rules for a game?
- Can they play with a competitive nature?
- Do they use simple tactics for attacking and defending?
- Do they work with others to organise and keep the games going?

Gymnastics

- Can they find a space safely on the floor and on apparatus?
- Are they developing their range of skills and actions?
- Can they link actions and skills in short movement phrases?
- Do they show a clear structure to their sequences i.e. beginning, middle and end?
- Do they show contrast in direction level and speed?

Swimming

- Can they propel themselves in water using different swimming aids, arm and leg actions and basic strokes?
- Can they lie on their front and back?
- Can they swim unaided?

The above lists are not exhaustive but are a guide for the teacher to judge when a child is ready to move on to selecting and applying compositional ideas in P.E.

Progression towards a standard method of 'Evaluating and improving performance'

REASONS FOR EVALUATING AND IMPROVING PERFORMANCE

- To describe what they have done
- To observe describe and copy what others have done
- To use what they have learnt to improve the quality and control of their work
- To identify what makes a performance effective
- To suggest improvements
- To review what they have done
- To help them develop their ideas
- To be able to describe their work and explain what they have done
- To learn to reflect critically when evaluating their own work
- To compare their work with other children

WHEN ARE CHILDREN READY FOR EVALUATING AND IMPROVING PERFORMANCE?

Dance and gymnastics

- Have they performed their sequence to others?
- Have they seen others perform?
- Can they express what they liked or disliked about a performance?
- Can they suggest what they would change in a performance?
- Can they suggest how they would change their performance?
- Can they express why they would want to change their performance?
- Can they communicate their ideas and feelings?

Games

- How can they improve their skills for net, striking/fielding and invasion type games?
- Would they add or change the rules in order for a more competitive game?
- How can they change their tactics for better attacking and defending?
- Can they change their team member's position to improve their team's game play?

Swimming

- Can they suggest a different stroke?
- Can they suggest how they can make themselves swim faster?

Progression towards a standard method of 'Knowledge and understanding of fitness and health'

REASONS FOR KNOWLEDGE AND UNDERSTANDING OF FITNESS AND HEALTH

- To understand the importance of being active
- To recognise how their bodies feel during different activities
- To describe how they feel during different activities.
- To learn how exercise affects the body
- To compare their work with other children.
- To understand the importance of warming up and cooling down for different activities
- To recognise why wearing appropriate clothing and being hygienic is good for their health and safety

WHEN ARE CHILDREN READY FOR KNOWLEDGE AND UNDERSTANDING OF FITNESS AND HEALTH?

- Are they aware of how their bodies feel?
- Are they aware of the space around them?
- Are they aware of risks involved?
- Are they aware of the importance of keeping fit and healthy?