

Clutton Primary School



Physical Education Policy

Rationale

At Clutton we seek to offer a high quality physical education curriculum which inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. Children need to be provided with opportunities to become physically confident in a way which supports their health, fitness, love of the outdoors and sense of adventure, sowing the seeds of a long lasting positive approach to sport and exercise. Opportunities to compete in sport and other activities build character and help to embed values such as fairness, respect, cooperation and a sense of being a good member of a team.

Aims

In our approach to PE both as a curriculum subject and as extra curricular activity our aim is for all children to:

- develop competence to excel in a broad range of physical activities
- be physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives
- develop a range of problem solving skills
- establish self esteem through the development of physical confidence
- develop inter-personal skills by becoming aware of their roles as team members and groups and taking account of others ideas and suggestions
- engage themselves in new physical activities

School Curriculum

Key Stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident, and access a broad range of opportunities to extend their ability, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and others) and cooperative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements such as running, jumping, throwing and catching as well as developing balance, agility and coordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key Stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports. They should learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and well as in combination
- play competitive games, modified where appropriate such as badminton, basketball, cricket, football, hockey, netball, rounders, tag rugby and tennis and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance through dance, athletics and gymnastics
- perform dances in a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Swimming and Water Safety

- Swimming instruction takes place for pupils in Key Stage 2 with all children being involved in a 10 session (5 hour) course at the South Wansdyke Leisure Centre in Midsomer Norton. The children are divided into instruction groups according to ability and work on activities designed to improve their:
 - confidence of being in the water
 - stroke making ability
 - strength and swimming stamina
 - water safety

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.

The Foundation Stage

We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle 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.

Planning & Assessment

Long term Planning

Long term planning reflects the Programme of Study set out in the new National Curriculum. Teachers assess children's work in PE by observing them working during lessons. They may record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers assess the attainment of children enabling them 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, as well as to the subject co-ordinator who may adapt future units of work for particular cohorts of children.

Medium/Short term Planning

The learning objectives of lesson planning focus upon the development of specific skills and abilities inherent in the sports and activities listed in the Programme of Study referred to above. The class teacher keeps these individual plans, and can adapt the lessons as desired. The plans are annotated accordingly.

Cross Curricular Links

Physical Education is taught as a discrete subject although there are links with other curriculum areas such as the human body and healthy living aspects of Science and orienteering in Maths and Geography.

Teaching Methods

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/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 there are children of differing physical ability. While recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child by:

- setting common tasks that are open-ended and can have a variety of results
- setting tasks of increasing difficulty, where not all children complete all tasks
- grouping children by ability and setting different tasks for each group
- providing a range of challenge through the provision of different resources.

An approximate time of 90 minutes per week is spent on the teaching of P.E across both Key Stages, with further time blocked for swimming.

Marking

See feedback policy

Reporting

Parents receive an annual report in which there is a summary of their child's effort and progress in Physical Education throughout the year.

Equal Opportunities

See equal opportunities policy

Homework

See homework policy (Homework is not normally set in this subject area)

Health & Safety

See health and safety policy

Role of the Coordinator

To demonstrate good practice in the teaching of physical education.

- To support colleagues.
- To monitor the planning and delivery of PE teaching in the school through:
 - lesson observations,
 - talking with children and staff,
 - updating staff on latest guidelines, initiatives and professional development opportunities
 - monitoring pupil participation in extra curricular sport and physical activity
 - ensuring resources and equipment are periodically updated, available and well organised
 - organising and leading extra curricular sport
 - providing an active link between the school and the local sports partnership

A yearly action plan will identify areas for development and detail how these will be addressed.

SEN/Gifted & Talented Pupils

We teach Physical Education to all children, whatever their ability. PE forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual Education Plans (IEPs).

All children irrespective of ability are offered the opportunity taking part in extra curricular inter and intra school sporting competition and physical activity. In Year 6 Gifted and Talented pupils are offered the opportunity of taking part in a sports leadership course organized by the local sports partnership.

Monitoring & Review

This policy will be reviewed every two years

Russell Tanner, Coordinator February 2015

Review: February 2017