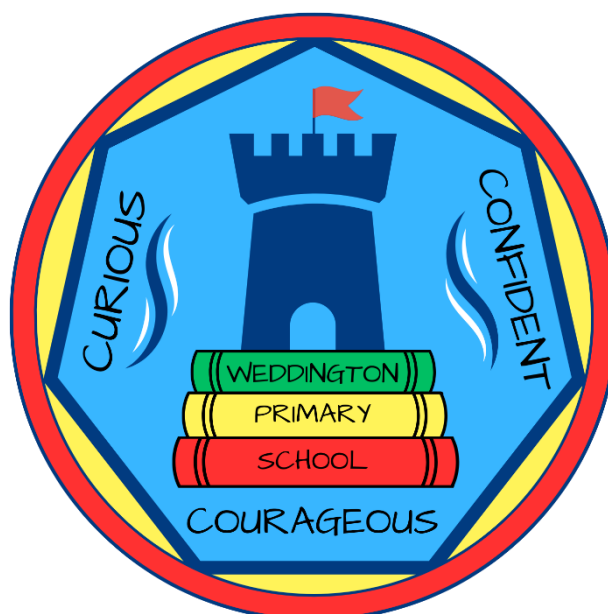


Physical Education Policy



Date:

Chair of Governors signature:



Mindfulness

Perseverance

Respect

Reflection

Truth

Aspiration

Inspiration

Weddington's vision is for all to thrive. 'Weddy' graduates will venture into the wider world as curious, courageous and confident individuals, who are equipped with the tools for continued success

Head teacher signature:

Review Date:



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1. Introduction

At Weddington Primary School, our vision is for all to thrive. 'Weddy' graduates will venture into the wider world as curious, courageous and confident individuals, who are equipped with the tools for continued success.

This policy outlines the learning and teaching, organisation and management of Physical Education at Weddington Primary School.

The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all the teaching staff.

We offer an inclusive, cross-curricular curriculum which promotes and develops pupils' knowledge, understanding and skills. English and Mathematics are central to our creative curriculum as effective communication is an essential foundation for success in all subjects, as too is the appreciation of how important mathematics is. Therefore, our provision enables pupils to apply their skills in a range of purposeful and relevant ways including through our P.E provision.

Physical education lends itself particularly well to lateral thought, transferral of skills and practical experience, providing excellent links with a range of subjects such as Geography, Mathematics and English. Furthermore, teachers are also encouraged to incorporate the use of technology within Physical Education, e.g. using a digital or video camera to record sequences in gymnastics and/or dance for further observation, discussion and evaluation. P.E. contributes to many subjects within the primary curriculum and opportunities will be sought to draw P.E. experience out of a wide range of activities. This will allow children to begin to use and apply P.E. in different contexts.

Our balanced and broadly-based curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepares pupils for the opportunities, responsibilities and experiences of later life. We endeavour to harness the positive impact of Physical Education to promote pupil well-being, physical literacy and healthy living at both the school and community level.

We believe in providing 'Every Child, Every Chance, Every day' and our mission statement is at the heart of our PE lessons.

2. Intent



- To develop competence in the practical skills of a broad range of physical activities (knowing, applying and understanding the matters, skills and processes specified in the relevant programme of study).
- To develop stamina
- To engage in competitive sports and activities
- To lead a healthy and active lifestyle.
- To understand how physical exercise has an impact on our body.

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Implementation

In **KS1** pupils should develop fundamental movement skills, becoming increasingly competent and confident by accessing a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, 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

In **KS2** pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to 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 and learn how to self-evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination



- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance
- Perform dances using 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 is taught in Year 3 only

Pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively
- Perform safe self-rescue in different water-based situations

Weddington Primary School ensures this curriculum is met through ensuring that:

- Year groups 1-6 teach P.E. 2 hours per week.
- Physical development is one of the prime areas of the Early Years Foundation Stage and involves providing opportunities for the children to be active and interactive; and to develop their co-ordination, control and movement. This is provided through structured lessons and through continuous provision and access to a wide range of resources.

The whole school actively promotes the importance of physical activity and making healthy choices in relation to food.

- Water only in water bottles
- No sugary snacks in lunchboxes
- A healthy choice of meals provided by on-site caterers

A typical lesson in Year 1 to 6 is structured as follows:

- Relevant warm-up, skills practice, concluding activity and cool down.
- Teaching key skills
- Implementing the skills through practise and competitive/co-operative activities
- Evaluation
- Progression and continuity.



How we cater for pupils who are more able

Pupils with particular ability and flair for P.E. who work more quickly through the skills map are extended in lessons through the use of more advanced techniques. Football, netball, tennis, gymnastics, dance, cross country, dodgeball, athletics and cricket clubs are offered as extra-curricular activities which extend these pupils.

How we cater for pupils with particular needs

Our well-balanced and planned PE curriculum should meet the physical and social needs of all pupils, allowing all children across the ability spectrum to succeed.

By setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessment, teachers can create a positive and achievement orientated learning environment.

For those for whom English is their second language, care is taken over the way in which tasks are presented and explanations given. Children are encouraged to broaden their vocabulary, enabling them to use appropriate terms and language to describe their own and others performances.

Children with specific physical needs are supported by a TA if appropriate and are encouraged to join in as much as they are physically able. Lessons and activities are adapted to provide inclusion for all.

Class organisation

A variety of teaching and learning methods are used within classes, focusing both on large/small groups and individual instruction. Groups may be organised using a range of criteria, including ability, age and interest. Outdoor activities are taught through cross curricular links in a range of different environments, such as school grounds and school visits/residential trips.

- Class teachers are responsible for the planning, implementation and evaluation of the PE curriculum.
- Weddington staff should attend relevant INSET both inside and outside school, in order to maximise their learning and to develop their knowledge base for PE.
- Half termly plans are developed and discussed by year groups, using the P.E. skills map as a basis.



- Lesson plans should be developed in a cross curricular way, using a variety of teaching methods, to ensure a balanced programme of work, allowing all pupils to develop their interest and to succeed.

To ensure this, the following factors should be taken into consideration:

- Previous knowledge and experience.
- Skills needed.
- Organisational strategies.
- Facilities (wet weather contingency plans) and equipment.
- Safety precautions.

4. Progression of skills and Assessment

For each curriculum area, we identify key 'Milestones' which are essential skills that we strive for all pupils to achieve. Milestone 1 relates to end of Key Stage 1 expectations; Milestone 2 relates to end of year 4 expectations and Milestone 3 related to end of Key stage 2 expectations.

Teachers make judgements based on their knowledge of each pupil and evidence from their work to assess whether pupils are **beginning** to master the skills, **secure** or **exceeding** expectations.

Assessment will take place at three connected levels: short-term, medium-term and long-term. These assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessment.

Short-term assessments

This is often of a verbal nature in P.E. with peer, self and teacher assessment. Photos or video should be used as evidence.

Medium-term assessments

Through a continuous process of observation, the teacher is able to use the skills assessment grid to identify which skills have been achieved.

Long-term assessments

A formal assessment is given in the end of year reports to parents and carers. This formative report provides details



of the child's progress, strengths and weaknesses in P.E.

Support and challenge

For pupils who are struggling to meet the age-related expectations, teachers will plan activities to enable pupils to achieve the earlier milestone or in the case of pupils in Key stage 1 key preceding targets which are recorded as P4-P8. For pupils who are exceeding Milestone 3, activities will be planned for pupils to work towards achievement milestones from Key Stage 3.

5. Characteristics of effective learning

Effective learning of Physical Education will be characterised by the following:

- The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long term health and well-being.
- The ability to take the initiative and become excellent young leaders, organising and officiating,
- evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.
- Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography.
- The ability to effectively evaluate their own and others performance and to improve it, developing an ability to work independently for extended periods of time without the need of guidance or support.
- To develop physical literacy giving our children the motivation, confidence, physical competence, knowledge, and understanding they need to value and engage in physical activities throughout their lives.
- The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.

6. Roles

Role of the Co-ordinator

- Write, implement and review subject leader maintenance plans.
- Ensure teachers are familiar with the National Curriculum and help them to plan lessons and keep an overview of the Long-Term Curriculum Map and progression of skills for their subject.



- Lead by example in the way they teach in their own classroom and teach demonstration lesson.
- Keep up to date with the National Agenda and prepare, organise and lead training, with the support of the Head Teacher (when required)
- Monitor standards of learning and teaching (through lesson observation and pupil interviews) with a view to identifying the support they need.
- Monitor and Moderate Assessments and keep an overview of standards and identifying target areas for improvement.
- Identify opportunities for pupils who are gifted or a talented, to pursue their abilities.
- Audit and order resources.

Role of the Head teacher

- Lead, manage and monitor the implementation of the P.E. curriculum including monitoring teaching plans and the quality of teaching in classrooms.
- With the P.E. governor, keep the governing body informed about the progress of the P.E. curriculum.
- Pass on information to subject leaders regarding new initiatives and training opportunities.
- Oversee curriculum budgets and allocate budget on a needs basis.

7. Safety

Pupil Safety

- All participants should wear appropriate 'kit' comprising of shorts and T-shirt (tucked in) and black pumps. Bare feet are required for the topic, 'Gymnastics'. For outdoor sessions, a tracksuit may be worn during the winter months with black pumps or trainers. All long hair should be tied back. **TEACHERS MUST ALSO WEAR APPROPRIATE KIT AND FOOTWEAR.**
- During PE lessons **no jewellery** should be worn. In the event of a child having recently had their ears pierced and studs worn which cannot be removed by the child, a note must be received from the parents/guardian informing the teacher when they will be removed and until then medical tape must be applied until that time by the parents at home.
- Teachers should be aware of any children with medical conditions, asthma etc., which should be noted in the class register. Inhalers / medical equipment to be taken outside or to the hall for P.E. lessons.
- Teachers should know the school's 'First Aiders' and where they can be found.

Equipment Safety

- The apparatus must be checked before use to ensure that it is in good working order.
- Apparatus in need of repair should be marked accordingly and put away where it cannot be used, until repaired.
- All apparatus should be carried from place to place rather than being dragged, thus preserving the apparatus, and minimising the risk of damage to the floor. Between 2 and 4 children should carry

the
benches





depending on the age and size of the children. At least 2 children should carry mats to their destination.

- Apparatus should not be placed too near walls, radiators, etc. - sufficient space must be allowed for landing, etc.
- Pupils **must** be taught to handle apparatus correctly, although such handling must only take place with the teacher's permission, under the teacher's supervision, and be checked by the teacher prior to the apparatus being used.
- Mats should not be put underneath apparatus and children should be taught to not rely on mats as a safety barrier.
- Ensure that all floors are clean, dry and clear of litter, etc. Do not start the lesson if you think the floor is too dirty.
- Check that the hall is adequately heated and well lit, and that the surrounding chairs, tables, objects, etc. are safely stored and well clear of any fire exits. Try to restrict the activity to a one metre boundary from the surroundings.

8. Resources

The PE cupboard (access to which is on the Yr 3 / 4 playground) is well equipped. Other equipment is based in two storage containers for specific year 5/6 equipment and for KS1. Equipment should be collected and returned by a member of staff (not a child/children) and put back in the labelled places.

The equipment is checked and maintained regularly, including an annual inspection of apparatus by an outside contractor. Any faulty equipment should be reported to the P.E. Co-ordinator.

