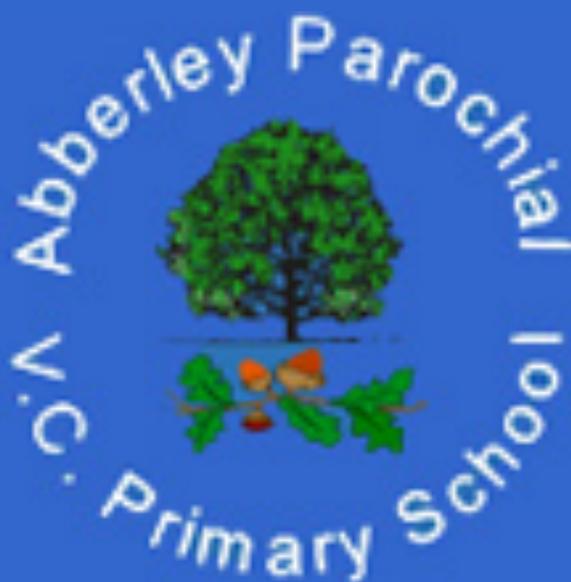


Abberley Parochial V.C. Primary School

Inspiring Hearts and Minds



Physical Education Policy

2015

Biennial Review

Overview

Introduction

Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. Therefore both teachers and children should be aware of its importance. We provide the broad and balanced programme of physical education we believe every child should have; with activities designed to be enjoyable, vigorous, purposeful and regular. Through providing positive experiences, a lifelong interest in physical activity is encouraged. The range of physical activities is wide and includes athletics, dance, games, gymnastics, swimming and outdoor education. A high quality programme is designed to satisfy the needs, abilities and interests of all individual children. At Abberley Primary, each class will receive 2 hours of physical activity per week. Children will also be provided with after-school clubs to broaden the opportunity for sport and exercise activity.

Key Stage 1

- 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.

Key Stage 2

- 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 evaluate and recognise their own success.
- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
- 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.

Aims

1. To promote a healthy and fulfilling lifestyle by developing self-motivation to take part in physical activity outside school as recreation by developing a positive attitude and interest in a wide range of physical activities.
2. Raise awareness of issues regarding health related fitness.
3. To contribute to the physical development of each child: size, strength, fitness, speed, gross and fine motor skills.
4. To contribute to the intellectual development of each child with aesthetic appreciation and understanding of dance and gymnastics.
5. To help establish the individual child's self esteem and confidence.
6. Build strong lunchtime leaders following our Y.E.S. Team scheme that allows children to plan and run their own timetable.
7. To develop social skills (co-operating in groups, playing fairly to rules, mixing with children from other schools).
8. To ensure that every class includes Level 1 competition (competition within the school) at the end of every unit of work.
9. To ensure every child has the opportunity to take part in breakfast and after-school sports clubs, as well as external competitions and tournaments.

Teaching Structure

At Abberley we will:

- Follow a broad and balanced PE curriculum fulfilling the demands of the New National Curriculum.
- Aim to ensure every child moving on to secondary school can swim 25m and has basic water skills.
- Ensure every child has the opportunity to represent Abberley in a competitive sports fixture.
- Aim to develop the fitness of the individual, by ensuring a good pace in lessons and incorporating fitness activities into physical education lessons as appropriate.
- Integrate, where possible; into other curriculum areas (e.g. use of athletics data in ICT and number work in both numeracy and PE lessons), as well as creating topic related PE sessions.
- Develop programmes that meet the needs of all the children, providing equal opportunities – inclusion of SEN and physical disabilities.
- Involve the outside community where possible - e.g. Sports Day - parents, Clubs – Change 4 Life, Inter-school matches – part of school's Cluster.
- We co-ordinate our safeguarding policy with all outside agencies.
- Ensure children wear the expected P.E. kit. for all lessons. (See below). Also, ensure teachers wear appropriate clothing to teach PE lessons and after-school clubs.

- Make allowances for children with disabilities and medical conditions, taking into account children with special needs, through modified and mini versions of games and practices.
- Provide enjoyable experiences, where positive attitudes of sensitivity, co-operation, competition and tolerance may develop.

Planning

Individual lesson plans may be taken directly from available resources and adapted to suit the class. If the class teacher is confident he/she may choose to plan the lessons in their entirety. This is, in many ways, preferable, but teachers should ensure they plan to the weekly learning intentions of the unit of work. This will ensure logical progression throughout the unit of work and means skills will not be taught in isolation and there is a clear end objective. This objective may be realised explicitly in the final lesson. For example, with a performance in Dance, or a full (age appropriate) rules tournament in Games.

Further Points to Consider

- Insist on correct and safe PE kit - see section in Health and Safety.
- Use both teacher and pupil demonstrations rather than verbal explanation wherever possible - make an effort to vary the children chosen.
- Generally, sit the class down when showing demonstrations. Make sure they are watching and listening.
- Teach boys and girls together - in general insist on mixed groups and sometimes mixed pairs, depending on the activity.
- Select a mixture of competitive and non-competitive activities.
- Provide for lots of activity and maximum involvement - do not play full-sided games (eg 11-a-side football) where the weaker players will have little contact with the ball.
- Mix abilities where appropriate. In games, this will develop the skills of the weaker players and ensure fair competition. In dance and gymnastics, this will encourage less confident children to be more involved in a group activity.
- Encourage honest competition and the idea of doing one's best- work towards children refereeing their own games.
- Choose suitable equipment for the age and ability of the pupils - e.g. in rounders progressing from: throwing the ball, to using wide tennis bats, to using rounders bats.
- Count equipment in and out but use pupils, where possible, to help.
- Question pupils and encourage the class to develop an awareness and understanding of how to use the skills they have learned appropriately - e.g. when to use a bounce pass in netball rather than an overhead pass.
- Encourage independence by ensuring pupils have opportunities to express and develop their own ideas. For example, children creating their own games with their own rules and scoring system.

Resources

There is a wide range of equipment to support the teaching of PE across the school. Most of the outdoor and small equipment such as bats , balls, skipping ropes etc. are kept in the PE shed on the front playground and in the storage cupboard in the Village Hall. Both areas should only be accessible to children under direct adult supervision. The Hall contains a range of large apparatus and we expect children to help set up and put away this apparatus, under staff supervision, as part of their work. By doing so, the children learn to handle apparatus efficiently and safely.

The children use the school field, playground and wildlife area for outdoor activities, the hall for indoor activities and the swimming pool at nearby Abberley Hall for their swimming lessons, with each class timetabled over the year.

At Abberley, the use of ICT in PE is increasingly encouraged to enhance pupil's learning and understanding. The use of tablets, cameras and digital photography can help produce more outstanding and high quality PE in all strands. E.g. using tablets to record children's gymnastics sequences and using special apps that allow them to evaluate their own or others performances can enhance their development significantly. Also the use of Youth Sports Trust's sites and other sporting sites (for instance Youtube) helps provide a wide array of demonstrative videos.

Monitoring

Termly observations and analysis of planning is carried out by the PE co-ordinator to ensure a high level of teaching and tracking. All teachers are given set schemes of work which adhere to the cluster's sporting programme and it ensures that children receive training for as many competitions as possible. This includes progressive tutoring from out of school experts including local clubs and companies. Twilight sessions are organised with the cluster and this results in high quality development to meet a high standard which is shared by all.

Staff Training

- The PE co-ordinator will have access to specific training to support and develop their role.
- All staff will be encouraged to attend courses and review resources alongside the PE co-ordinator.
- The PE co-ordinator will have a program of team-teaching set out through the year to support staff. This will be targeted to newly qualified teachers, new staff and in areas where existing staff feel unconfident.

Health and Safety

PE Kit

In the interests of safety and hygiene teachers must insist on children changing into the following kit for PE lessons. This will ensure consistency and avoid confusion for the children:

- Games and Athletics: Shorts and T-shirt for indoors lessons in the halls (track-suit bottoms and sweatshirts should only be necessary in the playground on a cold day).
- Properly fitting trainers or plimsolls.
- Dance and Gymnastics: As for Games but bare feet when using mats.
- Swimming: Swimming costume, children are NOT allowed to swim in underwear. Abberley Hall pool insists on skin tight trunks rather than shorts.
- Outdoor Activities: Generally as Games, but otherwise clothing appropriate to the activity, old clothes or waterproofs can be worn.
- Teachers should also wear appropriate clothing.
- Jewellery (except stud earrings) must be removed. Teachers will not take responsibility for looking after jewellery.
- Children should bring a note if they are unable to participate through illness or injury. Staff should be vigilant if a pattern of non-participation is established for a variety of reasons (including child protection issues).
- Children not going swimming through illness or injury should stay at school with another class.
- In all other PE lessons children not participating should remain with their class: helping in the lesson or doing PE related work.

Children Without Kit

At the beginning of each term parents will be informed by letter of PE kit requirements and they will have the opportunity to discuss any serious reservations with the Head. A child who has forgotten their kit should first be reminded by the teacher. If it is an ongoing problem an informal conversation with the parents would be appropriate.

Accidents

For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes the First Aid trained staff should accompany the children to apply first aid. Every session should allow a First-Aider to be at hand, either in the session or close by.

For serious accidents (head injuries, serious cuts or suspected fractures) the teacher should stay with the child and send the teaching assistant or two responsible

children to inform the school office. After the incident the teacher must complete an accident report form which is available in the office.

Medical Conditions

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary.

Risk Assessments

Swimming sessions have been risk assessed and there is a guidance sheet (found in Staff Shared) which all staff have access to and this is given to supply teachers taking classes swimming by a member of the leadership team. The premises have been risk assessed by the site manager. All playgrounds and halls (including apparatus) will be safety checked annually by a specialist company (Gymfix). All risk assessments of outside or after-school sessions are to be risk assessed by the staff who are attending.

Equipment and Resources

Small equipment is checked by the subject leader on an ongoing basis. If any defect is found in any of the PE equipment this must be reported immediately to the PE co-ordinator and taken out of use. Children should be made aware of safe handling of the PE equipment and should be taught the established method of carrying gymnastics apparatus (to ensure consistency throughout the school).

Gymnastics equipment for all classes is kept in the hall. All Games equipment is kept in the PE shed on the middle playground (the key is available from the School Office). There are also a selection of balls in the green metal container located by the shed.

Any new equipment required can be ordered through the PE Co-ordinator. The PE and Sport grant has meant that the school has already invested in new equipment to be used during playtimes and in PE lessons.

Inclusion

Inclusion in Physical Education means that all children have access to and are given confidence in the 6 activity areas, regardless of race, gender and ability. We should aim to create an environment in which all children learn to respect and value each other and each other's interests. This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.
- Structuring activities so all are fully involved. For instance, a team cannot score in a bench ball game until all the team has touched the ball.
- Giving all the children an opportunity to share their work. For instance, allowing time at the end of a gymnastics lesson for the whole class to perform their sequences.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Considering ways in which to support ESL children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
- Recognising the dangers of stereotyping. For example, expecting dynamic work from boys in gymnastics and neat and controlled work from girls.
- Recognising the need to extend more able pupils and, if necessary, referring them to the subject leader and gifted and talented co-ordinator. They may then be further extended.

Recording and Assessment

The PE Curriculum Framework will serve as a record of the broad topics covered (units of work) in each activity area for subsequent teachers to refer to. In line with overall school policy, teachers should make notes of significant achievement against the progression maps for each PE unit. During swimming lessons, distances achieved and National Swim Awards passed should be noted and the PE coordinator informed - ASA certificates will then be presented in assembly. However, end-of-year reports should remain firmly focused on qualitative judgements based on observation of achievement and progress made.

The following criteria should be taken into account and questions answered:

- Pupil record of participation.
- The overall physical skill and ability of the pupil.
- The ability of a child to select an appropriate response to a task.
- The ability to appreciate and evaluate the performances of self and others.

- How well the child interacts with other members of the class. Does he/she: cooperate, dominate, and withdraw?
- Is the child motivated and enthusiastic?
- Does the child have any particular aptitudes or talents?
- What work has the class covered in the year?
- Has the child any specific problems which need to be addressed?

Extra-Curricular Sport

Provision

Abberley is fully committed to providing extra-curricular sporting opportunities. These include:

- Clubs (breakfast and after-school) available to all age groups and in a range of activities.
- Competition against other primary schools in a wide range of sports through local school arrangements.
- Friendly matches against other schools/groups.
- Exhibiting work. For example a dance performance in assembly or attendance at a gymnastics festival.
- Short Tennis, football and ballet classes before and after the school day.

Outside Agencies

These include:

- Participation in local sports leagues (primarily the Primary School Games and cluster) with other primary schools.
- Visits, and liaison with, outdoor education centres and agencies.
- Liaison with the local School Sport Co-ordinator at Chantry.
- Liaison the Healthy School practitioners.
- Links with Abberley Hall.

It is the responsibility of any outside agency to administer first aid and to send all children home at the end of the session. In order to ensure safety of children, all outside agencies must sign After-School Agreement form.

Monitoring and Review

The governing body reviews this policy every two years. The Governors may, however, review the policy earlier than this if the government introduces new regulations or curriculum, or if the governing body receives recommendations on how the policy might be improved.

This policy was reviewed and drawn up by Mr. A. Sharpe in November 2015.

It was adopted by the Governors in November 2015

Its implementation is seen as the responsibility of all staff.

It will be monitored for effectiveness by the Headteacher on behalf of the Governors.

This policy is scheduled for review in 2017

Signed: _____ (Headteacher)

Date: _____

Signed: _____ (Subject Governor)

Date: _____