

# **Churchside Federation**

# **Physical Education Policy**

Adopted : June 2018

## 1. The Nature of Physical Education

1.1 The Federation believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. A broad and balanced physical education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and logically developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness. This work is closely aligned with the school's policy on PHSE/Paths.

## 2. Aims

The Federation's aims for Physical Education are:

2.1. To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency ***[acquiring and developing]***.

2.2 To develop an increasing ability to select, link and apply skills, tactics and compositional ideas ***[selecting and applying]***.

2.3 To improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance ***[improving and evaluating]***.

2.4 To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising ***[knowledge and understanding of fitness and health]***.

2.5 To develop the ability to work independently, in pairs and groups and communicate with and respond positively towards others, developing appropriate sporting attitudes and 'fair play' ***[working alone and with others]***.

2.6 To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being ***[applying safety principles]***.

## 3. Teaching and Learning

### Planning

3.1 Teachers use a variety of resources with the Val Sabin scheme of work in Gymnastics, Dance and Games at Key Stages 1 and 2, being available at Mundford. The subject leader (SL) will look at the Yearly Plan and recommend suggested activities to take place within the six half terms. These are suggestions only and individual class teachers will be expected to

improvise in light of prevailing factors. The (SL) will provide 3 termly updates which allows for curriculum review in relation to content, progression, continuity, teaching and learning. Individual lessons should be evaluated to inform planning and ensure differentiation.

***At key stage 2, swimming is taught by the Swimming Instructor with teaching support from the staff. Information on progress, assessment of attainment is provided by this person in consultation with the class teacher.***

***Outdoor and Adventurous Activities are taught for KS2(Year 6) who have a week's residential course at YMCA Lakeside in June each year.***

3.2 Teachers must ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas and fitness and health.

3.3 Planning is carried out at three levels:

**Long Term** This consists of a whole school plan which maps coverage of the areas of study ensuring continuity and progression between classes, year groups and key stages.

**Medium Term** (Half-termly/Termly Scheme of Work). Clearly planned programmes of study to ensure appropriate differentiation and the balance of content through each term and the whole year.

**Short Term** A breakdown of the P.E. activities in which children will be engaged.

#### **4. Range and Balance of Activities**

4.1 The Federation aims to provide a wide range of physical activity for every pupil, not simply playing traditional sporting games, but teaching skills which can then be applied through different P.E. activities.

Teaching styles and strategies should vary to match children's different interests, abilities and learning styles.

The range of activities can include the following:

- Demonstration by the teacher
- Demonstration using ICT
- Demonstration by a pupil or group of pupils.
- Reinforcing skills individually, in pairs or in small groups.
- Reflection of experiences to ensure skills can be improved.
- Small sided games
- The opportunity for pupils to referee/umpire (but not as an alternative to active participation).

#### **5. Pupil Groupings/Differentiation**

5.1 Physical education across the Federation will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs

Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils.

## **6. Assessment and Recording**

### **6.1 Assessment**

Assessment procedures will be used to ensure that activities are directed and developed at the child's learning level, thus allowing appropriate progression. Such procedures include the following:

- Observing pupils at work individually and as groups.
- Questioning, talking and listening to pupils.
- An assessment of pupils' general understanding and level of ability of the activities in which they have been involved.

### **6.2 External Assessment**

Swimming Certificates are also awarded to pupils as they make appropriate progress.

### **6.3 Recording**

Recording of individual progress and ability is made by the teacher using Assessment sheets provided by the SL in Athletics, Dance, Games and Gymnastics. ICT can also be used to record their achievements and to enhance learning. This could include digital photography and video.

## **7. Reporting to Parents**

7.1 Each Spring Term parents are offered the opportunity to discuss their child's progress at Parents' Evening and each Summer Term, parents receive a written report. The report will focus on a child's progress and effort in P.E. activity.

## **8. Special Educational Needs**

8.1 The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. Some pupils may need specialist equipment and approaches or alternative and adapted activities, and in exceptional circumstances, with a statement of special educational needs. Any classroom support provided must extend into physical education lessons as appropriate. Teachers and Adults Other Than Teachers (AOTTs) working with the children will be made aware of any pupils who have special educational needs or medical conditions. The SENCO will liaise with all staff to ensure all pupils' needs are met in relation to teaching and learning in PE.

## **9. Links with the curriculum**

9.1 It is important to allow children time to make links with other areas of the curriculum as these are valuable and can help to reinforce their learning.

## **10. Equal Opportunities/Inclusion**

10.1 Every pupil has equal access to physical education. Learning experiences are differentiated in such a way as to meet the needs of all pupils.

All pupils across the Federation have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities. Regardless of age, race, gender or ability, all of our pupils have an equal opportunity to an education in that is appropriate to their needs.

## **11. Health and Safety**

11.1 Safety in Physical Education is an integral part of the teaching and learning process. Teaching staff and pupils must be aware and responsible for their own safety and that of others, based upon the principles of careful observation and self-discipline. General safety rules covering all aspects of P.E. are:

- All pupils must be fully aware that they should not begin an activity until the teacher is present.
- Appropriate clothing and footwear should be worn at all times. Studded footwear or trainers with a good grip are advised for outdoor winter activities. This is the responsibility of the pupil and parents, NOT the teacher.
- Pupils should be encouraged to dress appropriately, particularly during cold weather. A cold child will quickly become inactive, bored and potentially discouraged from enjoying P.E. and Games activities. However, safety should not be compromised with certain activities, e.g. hockey where the wearing of gloves can result in the grip of the stick being lost.
- Clothing with buckles, jewellery and watches should not be worn during P.E. lessons. Long hair should be tied up.
- Items of clothing should not be left within the working area.
- Tops should be tucked in so that they cannot catch on equipment and apparatus.
- During Educational Gymnastics, bare feet are preferred to plimsolls or trainers as they offer greater sensitivity and grip.
- Pupils should be taught how to handle equipment and apparatus safely both independently and as part of a group
- All apparatus should be checked by staff before being used by children. Any defects identified should be reported to the school head teacher as soon as possible and pupils should be prevented from using such apparatus until the fault is rectified.
- Pupils should be taught how to space themselves to avoid collisions.
- Pupils should learn and fully understand signals (voice, whistle etc.) which instruct them to stop an activity or dismount from the apparatus safely.
- Unnecessary furniture should be removed from the working area. If it is not possible, or impractical, children should be reminded of its presence and ways of avoiding contact with it.

## **12. Risk Assessment**

12.1 All areas used for physical activity should be assessed using the Federation's Risk Assessment Forms. All off-site physical activity needs a risk assessment form completed, including coach transport, venue and other facilities used.

## **13. Time Allocation**

13.1 The Federation aims to provide all pupils with the entitlement of one and a half hours high quality Physical Education a week. Units of work can be blocked in most year groups so that for a set period of time, all the lessons are on the same area of activity e.g. five weeks on gymnastics. All classes participate in the Daily Mile at least 3 times per week.

#### **14. Foundation Stage:**

14.1 Physical Activities are provided using structured teaching sessions and unlimited access to the outside area to ensure children achieve the Early Learning Goals.

**Key Stage 1** (1-2 lessons per week)

**Key Stage 2** (1-2 lessons per week)

14.2 Years 5 and 6 plan for a 30 minute swimming lesson for the Autumn and Spring Terms.

14.3 Each class is timetabled so that they can access the hall for the duration of the unit that they are studying. Year 6 pupils are timetabled to outside activities such as Outdoor and Adventures in the Summer Term for one week at Lakeside in Cumbria.

#### **15. Staff Continued Professional Development (CPD)**

15.1 All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the SL or through other training. All staff who attends any CPD course must provide feedback/ disseminate the information. The SL remains available to offer advice and assistance.

#### **16. Out of School Hours Learning**

16.1 The Federation offer a **wide range of after school activities through Premier Sport**. These are open to any pupil in the relevant year group. Staff will notify pupils of any cancellation, rearrangements of clubs as soon as possible. Taekwondo also takes place at Gooderstone.

#### **17. Resources**

##### **17.1 Resourced Items- Resources Room-Mundford**

Both schools have access to Centrally Resourced Items which can be shared across the Federation including Val Sabin Units in Games, Gymnastics and Dance at Key Stage 1 and 2, Tops Play Resources, Tops Swimming File, Kwik Cricket Resources, Howzat in the Classroom and Miscellaneous Activity information folders.

##### **17.2 Resourced Items – “PE cupboards”-Available at/ can be shared across both schools**

Basketballs

Bats

Bean Bags

Boomwhacker Sound Tubes

Canes  
Coloured spots and Coloured Marker Cones  
Foam Balls  
Gymnastics: Balance Beam  
Benches  
Floor mats: large/small (blue)  
Individual (coloured)  
Planks  
Stools: large, medium and small  
Vaulting box  
Hoops  
Netballs  
Parachute  
Quoits  
Rubber Balls  
Skipping Ropes  
Skittles  
Space Balls (SEN to aid catching and throwing)  
Speed Stackers  
Speed Ladders  
Tri golf equipment  
Team bands  
Team bibs  
Team Kits  
Vinyl balls

### **17.3 Centrally Resourced Items – ‘PE Shed’ - Available at/to be shared across both schools**

Badminton racquets/shuttlecocks  
Cricket balls  
Cricket bats (Kwik cricket)  
Cricket Tees  
Football Nets  
Footballs (leather and vinyl)  
Hockey sticks (plastic and wooden)  
Hurdles  
Kinder balls  
Pole markers  
Relay Batons  
Rounders Balls  
Rounders Bats  
Rugby Balls  
Rugby Tags  
Skipping Ropes  
Short Tennis Ball  
Short Tennis bases  
Short Tennis nets

Short Tennis racquets

Team bibs

Tennis Balls

Vortex

### **18. On-going Liaison.**

18.1 The SL will attend DNEAT Subject leader meetings to meet with colleagues across the Federation to build knowledge, expertise and ensure Churchside Federation remains at the forefront of providing the best quality PE provision. .