

WARDEN HILL PRIMARY SCHOOL

P.E. Policy

Member of staff responsible	P.E. Team
Governor responsible	Julie Matthews
Sub-Committee responsible	Curriculum
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1	Spring 1997	Original Issue
1.1	Summer '02	Update of last policy
1.2	November 2011	SLG review of policy

A Whole School Policy For Physical Education

Introduction

Warden Hill School believes that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to children's physical and emotional development and health. The physical education curriculum aims to provide our children with increasing self-confidence through an ability to manage themselves successfully in a variety of situations.

A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil's needs and abilities. The schemes of work are based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils.

The schemes of work aim to promote an understanding of the many benefits of exercise, through a balanced range of relevant activities. Physical Education is considered a vehicle to facilitate access to cross-curricular themes, skills and dimensions, rather than a subject concerned exclusively with the acquisition of motor skills and techniques.

Aims

- ❑ To develop an ability to plan a range of movement sequences, organise equipment and apparatus, and begin to design and apply simple rules.
- ❑ To develop an ability to remember, adapt and apply knowledge, skills and concepts in a variety of movement based activities.
- ❑ To promote positive attitudes towards health, hygiene and fitness.
- ❑ To foster an appreciation of safe practice.
- ❑ To develop psychomotor skills through a range of relevant movement based activities.
- ❑ To develop a sense of fair play and sportsmanship.
- ❑ To develop communication skills, encouraging the use of correct terminology and to promote effective co-operation.
- ❑ To foster an enjoyment, and positive attitude to the subject in school.

Objectives

Children will:

- ❑ Participate in a range of psychomotor/movement activities in order to develop personal physical skills. (*Practical attainment*)
- ❑ Become aware of their body in relation to others and their immediate environment and aim to promote quality of movement. (*Kinaesthetics*)
- ❑ Become aware of simple physiological changes that take place in their bodies during exercise. (*Physiology*)
- ❑ Be given opportunities to develop imagination and co-operation to achieve shared goals. (*Teamwork*)
- ❑ Be given opportunities to develop personal characteristics like initiative, self-reliance and self-discipline. (*Self-knowledge*)
- ❑ Be given opportunities to enjoy and succeed in the subject as well as be stimulated and challenged. (*Problem solving*)
- ❑ Be given the opportunity to develop areas of activity of their choice in extra-curricular time.
- ❑ Make full use of the facilities here to prepare mentally and physically for Key Stage 3 and beyond.
- ❑ Be encouraged as PE Chiefs/Leaders to take ownership of the preparation and delivery of PE opportunities.

Organisation

The curriculum in this subject has been organised to ensure that children in both key stages have access to all areas specified in the National Curriculum 2000 and go beyond statutory requirements. We are confident that children following our curriculum have the opportunity to surpass the expectations at the end of each key stage.

Resources

The facilities for the teaching of physical education at Warden Hill are, we believe, excellent. As a primary school we have access to two indoor halls, two outdoor wooden adventure activity areas, two tennis courts, two netball pitches, hard court areas and a grassed playing field incorporating two football pitches.

As well as superb facilities in which to teach, the school also has a well resourced PE store in both key stages, portable football and netball goals, portable tennis nets, portable and fixed gymnastics equipment as well as many mats and benches. The equipment is checked regularly and stock replenished as often as budget allows. Teachers have access to equipment and literature, via the Subject Leadership Team, and can always rely on advice if needed.

The school, when applicable, also employs a specialist-swimming teacher.

Training

Training is available to the staff to help ensure that standards of delivery are high. Specialist members of staff aim to keep abreast of new movements and initiatives (the school continues to foster and develop close links with other local primary and secondary schools ensuring a maximum level of inter school competitions and activities are available to our children). Local coaches are often invited in to work along side teachers and our links with the local secondary school and teacher training university in the area provides specialist physical education students the opportunity to work with primary children. This has helped enormously to raise the standard of teaching in these sporting areas.

Planning

The Physical Education curriculum and schemes of work developed at the school covers all areas of activity outlined as statutory in the PE National Curriculum 2000. Through adopting and adapting the QCA PE Schemes of work, each child covers certain aspects of the curriculum during the child's time at the school. The current schemes of work are being updated and lesson plans are available for the majority of curriculum areas for each year group, if required.

Assessment/Monitoring

Teachers will be required to report levels of achievement in the areas within Physical Education. The Subject Leadership Team will analysis the data to ensure continuity and progression between each key stage and year group. All members of staff will have access to agreed guidelines to equip them to make their judgements. Assessment information will appear on a child's end of year report stating strengths and areas requiring development.

The subject will be monitored and evaluated by the Subject Leadership Team as outlined in the school's development plan for monitoring and assessment.

Inclusion

As stated in the National Curriculum 2000, children with special needs will be included wherever possible in any physical education lesson. If a programme needs to be adapted then the teacher will do this in consultation with the co-ordinator and SENCO (if applicable). This will ensure opportunities for individualised experiences.

Health and Safety

All staff are made aware of The BAALPE publication 'Safe Practice in PE'. All children should be suitably dressed for every PE lesson. Earrings and other jewellery are not acceptable. Teachers must be aware of children under their supervision who have any particular health needs. E.g. Epilepsy, asthma. It should be noted that, in the case of an emergency, phones are within a short distance of all PE lesson locations and First Aid boxes are available from designated areas in the Junior and Infant departments.

Timings

All children from Reception to Year 6 will receive between one and two hours of PE per week depending upon whether they are swimming in that term, which demonstrates the school's commitment to a quality PE curriculum.

Role of the Subject Leadership Team:

The role of the PE Subject Leadership Team involves: -

- ❑ Supporting colleagues in producing flexible schemes of work, with lesson ideas (if applicable) to support its implementation.
- ❑ Supporting colleagues in all aspects of the PE curriculum.
- ❑ Maintaining and replacing equipment.
- ❑ Ensuring areas for lessons are safe.
- ❑ Assisting with record keeping and assessment of the subject.
- ❑ Monitoring the teaching of the subject at school.
- ❑ Attending meetings and courses, which will inform future development of the subject and ensure other staff are aware of courses themselves.
- ❑ Ensuring that pupils have the opportunity to become involved in extra-curricular clubs to further develop skills and talents.
- ❑ Ensure standards remain high in each year group through effective monitoring of the subject.

Teaching Methods

All lessons throughout the school are taught as class groups following the relevant scheme of work. Lessons are normally taught by the class teacher, but some year groups will arrange a member of staff to teach more than one PE class. As mentioned previously, some lessons may on occasion be taught alongside a sports coach. A specialist swimming teacher, along with the class teacher always teaches swimming lessons.

Policy written by Mike Bridgwood and Beccy Courtman