



Physical Education Policy – 2020

Rationale

All aspects of teaching and learning at Jeavons Wood are underpinned by the aims and values represented on our Mission Tree: 'Growing Together'. Here, we state that:

'a passion for learning is one of the most powerful and precious gifts we can offer our children'.

Also, that we will strive to embrace the practices and principles of the Early Years Foundation Stage through which we will:

'provide a creative and dynamic curriculum where children are supported and challenged'.

and which

'supports individuality and autonomy in learning'.

We say that we believe that every child has immeasurable potential and that we have a moral duty to help them recognise this and become:

'successful learners who enjoy learning, make progress and have high expectations of themselves'.

Purpose and Aims

PE develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical Education makes a unique contribution to children's education during all stages of schooling.

Our objectives in the teaching of PE are to:

- enable children to develop and explore a range of sports and physical skills with increasing control and coordination;
- encourage children to work and play with others in a range of group situations;
- develop the way in which children perform skills, and apply rules and conventions, for different activities;
- show children how to improve the quality and control of their performance;
- teach children to recognise and describe how their bodies feel during exercise;

- develop the children's enjoyment of physical activity and sport through creativity and imagination;
- develop an understanding in children of how to succeed in a range of sports and physical activities, and how to evaluate their own success;
- provide specialist support where individual children have particular gifts or talents.

Curriculum Provision

Learning in Physical Education will be achieved through children's involvement in a progressive and comprehensive physical education programme which covers National Curriculum requirements and Development Matters and which takes account of individual interests and needs.

Pupils will have experience of at least five components of the National Curriculum Programmes of Study, (athletics, dance, games, gymnastics, outdoor education and swimming) so that they have every opportunity to meet and exceed the levels of attainment for their age. A curriculum in which there are no barriers to access or opportunity based on race, gender, culture or ability is provided.

Some children have the opportunity to take part in various sporting tournaments that are organised for schools in the Comberton/Cambourne Cluster. Children also have the opportunity to experience team sport through a range of friendly fixtures with different schools in different sports.

An annual Sports Day is held during the summer term as an opportunity to celebrate the children's achievements in athletics and parents are invited to attend. This contains a mixture of both scored and unscored activities, and allows children to win points for their house. A reserve date is set in case of bad weather.

Delivery of Physical Education

All teachers are expected to teach their own class high quality PE. Some of the PE lessons are taught by a PE HLTA Teacher. In some cases when the class teacher is unable to teach their class e.g. PPA or illness, the teacher covering their class will be expected to teach high quality PE. Teaching assistants will be deployed by the class teacher, during the lesson, to ensure maximum benefit for children.

To ensure that all of the teachers are delivering high quality Physical Education, teachers will be monitored and supported by PE co-ordinator. The PE co-ordinator will assess areas for development and ensure teachers receive the support and training required so that they can deliver high quality Physical Education. Areas of development may also be highlighted from completed medium term plans, which PE co-ordinator will review.

Expectations

Foundation will be working towards the Early Learning Goals, and the majority of children will achieve them by the end of the foundation stage.

At Key Stage 1 and Key Stage 2 all children will be working on age related expectations for their year group.

Assessment

Teachers assess children's work in PE by making assessments as they observe them working during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways in which to improve. Teachers record the progress made by children against the learning objectives for their lessons.

At the end of each unit, the teachers assess each child's work against the curriculum objectives for those lessons.

At the end of the year teachers make a judgement against the National Curriculum levels of attainment. These records also enable the teacher to make an annual assessment of progress for each child, as part of the school's annual report to parents and carers. The teacher passes this information on to the next teacher at the end of each year.

PE and inclusion

We teach PE to all children, whatever their ability or individual needs. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. (For further details, see separate policies on Special Educational Needs, Disability Discrimination, Gifted and Talented Children, English as an Additional Language (EAL).

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – equipment, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps to ensure that our teaching is matched to the child's needs.

PE can sometimes contribute to a child's targets as set out in their learning plan. For example, this occurs where an individual target is related to physical development or social interaction. Teachers will have regard to such targets when setting tasks for PE lessons.

We enable all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school (e.g. a sports event at

another school), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Teaching and Learning Guidelines

Good practice in Physical Education involves:

- a shared philosophy concerning values, practice, policies and procedures
- providing a balanced range of experiences and activities which are progressive and developmental. These will be related to National Curriculum Programmes of Study, Cambridgeshire Schemes of Work and LCP PE. As required, we teach dance, games and gymnastics at Key Stage 1. In Key Stage 2, we teach compulsory dance, games and gymnastics, plus two other activities: swimming and water safety, and athletics.
- an ongoing process of observation, analysis, review and recording achievement
- an ongoing policy for staff development and adequate resourcing and review of facilities in order to deliver the Physical Education Curriculum
- an enthusiastic commitment to the values of the subject
- PE kit, appropriate to the activity, worn by children and staff

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader devises this plan in conjunction with teaching colleagues in each year group.

- We have medium-term plans that give the details of each unit of work for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans.
- 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 progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.

The Early Years 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 Early Years Foundation Stage, 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, control of the way they move, and care in the handling of 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.

Contribution of PE to teaching in other curriculum areas

- English

PE contributes to the teaching of English in our school by encouraging children to describe what they have done, and to discuss how they might improve their performance.

- Mathematics

PE contributes to the teaching of mathematics by encouraging children to measure and record what they do accurately.

- Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of PSHE and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. They also gain experience in working as part of a team or being a team leader. It can also play an important part in promoting a child's self-esteem.

- Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way in which we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and performance. Their work enables them to develop a respect for other children's levels of ability, and encourages them to cooperate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

PE and ICT

- Information and communication technology enhances the teaching of PE, where appropriate, in all key stages. In dance and gymnastics, children can make video recordings of their performance, and use them to develop their movements and actions. Older children compare each other's performances from recordings, and use these to improve the quality of their own work. A digital camera can be used to record experiences during outdoor activities.

Learning Resources

There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help to set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field for games and athletics activities, and the local swimming pool for swimming lessons

Safe Practice

Safety should be paramount when planning physical education activities and risk assessment and safety issues, where appropriate, should be addressed in medium term planning.

Pupils should wear suitable clothing and understand the safety risks involved in wearing inappropriate clothing or footwear. The policy of the governing body is that no potentially dangerous jewellery is to be worn for any physical activity. Jewellery is prohibited and earrings have to be removed. They are not allowed to be taped; only in exceptional circumstances is the child allowed to keep earrings in, in which case the curriculum will need to be adapted so that no equipment or contact is made with that child. During cold weather tracksuits can be worn for outdoor games. If PE kit has been forgotten children may borrow spare kit kept in school for this purpose. If the kit is repeatedly forgotten, parents will be informed by letter. All staff involved in the lesson, including support staff, should also wear appropriate PE kit.

In the event of extreme weather, PE is at the discretion of the teacher. Light rain and wind should not prevent PE taking place.

Regular checks should be made on all equipment. The co-ordinator makes frequent visual checks for wear and tear, and all staff should be responsible for reporting to the co-ordinator if any items show faults. Any items constituting a danger should be taken out of use immediately.

All large items of equipment are inspected annually by an independent safety expert.

Pupils should be taught how to move and use apparatus safely under the supervision of a teacher or responsible adult, made aware of safe practice when undertaking any activity, and how to improve their own abilities to assess risks. Indoor and Outdoor PE lessons have been risk assessed, and teachers are expected to check both these, and the publication, 'Safe Practice in Physical Education and Sport,' when evaluating the safety of any given activity.

Extra-curricular activities

The school provides a range of PE-related activities for children at the end of the school day. These encourage children to develop further their skills in a range of the activity areas. The school sends details of the current club activities to parents and carers at the beginning of each term. The school also plays regular fixtures against other local schools. This introduces a competitive element to team games, and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and cooperation amongst our children.

Monitoring & Review

- The coordination and planning of the PE curriculum are the responsibility of the subject leader, who also:
 - supports colleagues in their teaching, by keeping informed about current developments in PE and provides a strategic lead and direction for this subject;
 - The quality of teaching and learning in PE is monitored and evaluated by the Head teacher as part of the school's agreed cycle of monitoring and review.

This policy will be reviewed at least every three years or sooner if necessary.

Reviewed: January 2020

By: Lizzie Gleek (PE Subject Leader)