



## P.E. Policy

### Rationale: What is P.E.?

P.E. is the only subject that is concerned exclusively with the development of the 'physical' child. It involves the development of the physical skills, knowledge and understanding in games, dance, athletics, outdoor adventurous activities and swimming. P.E. has a high profile in school and contributes to the school's aims and ethos through providing opportunities for developing independence, team work and raising self esteem. All children are expected to take part in the full range of activities appropriate to their abilities regardless of gender. Gender typical attitudes are challenged.

### Principles

P.E. is important because;

- Physical activity can provide challenge and fulfilment throughout life
- Good habits of exercise contribute to a healthy lifestyle
- Knowledge and understanding of all areas of activity increases enjoyment as a spectator and contributes to cultural understanding
- Regular exercise is important for physical growth, leading to a greater mechanical strength in bones and muscles and improving cardiovascular system.

P.E. is a foundation subject in the National Curriculum and requires six areas of activity.

- |                                  |                   |
|----------------------------------|-------------------|
| ➤ Games                          | Key Stage 1 and 2 |
| ➤ Gymnastics                     | Key Stage 1 and 2 |
| ➤ Dance                          | Key Stage 1 and 2 |
| ➤ Athletics                      | Key Stage 2       |
| ➤ Outdoor & adventurous activity | Key Stage 2       |
| ➤ Swimming                       | Key Stage 2       |

We aim to provide two hours of quality P.E. per week for our children as required by the PESSCL strategy.

### Aims

Through the teaching of P.E. we aim to:

- Promote physical activity through enthusiasm, enjoyment and success
- Promote physical development and improve natural abilities
- Develop an understanding of the body's needs and the effects of physical activity thus promoting a healthy lifestyle
- Develop positive attitudes to physical endeavour including perseverance, fair play and sporting behaviour, and the ability to cope with success and failure
- Develop aesthetic and creative awareness of movement
- Develop understanding and acceptance of the need for rules

- Develop personal and interpersonal skills in a practical way where discipline, safety and consideration for others become a natural habit.

### **Objectives**

To encourage;

- Perseverance
- Co-operation
- Safety in performance
- Safety awareness
- Careful listening and carrying out of instructions
- Quiet working when appropriate
- Self-expression
- Quality of movement, shape and performance
- Enjoyment

To develop;

- Body awareness
- Spatial awareness
- Aesthetic awareness
- Games skills
- Water survival and swimming skills
- The making of games
- The playing of specified games
- The ability to use equipment and space appropriately and safely

### **Strategies for the teaching and learning of P.E.**

- The P.E. curriculum is organised mainly as a subject outside the topic framework, although links are made across the curriculum
- I.T. is used throughout P.E. as a resource and for the purpose of evaluation, demonstration of skills, and assessment.
- P.E. is timetabled due to the need for the hall or outdoor space both mornings and afternoons. It is taught to each class twice weekly through the year. All children also receive weekly swimming instruction at West Wight Sports Centre.
- Not all areas of activity are covered each term. A balance is sought across the year between 'own body' P.E. (gymnastics and dance) and 'control' P.E. (games, athletics, outdoor and adventurous activity). In Key Stage 2 a balance is sought between the three types of games - invasion, striking and fielding and net and wall.
- Apart from swimming, P.E. is taught by class teachers. We have guest coaches and experts throughout the year, arranged through the Sports Unit and School Sports Co-ordinator
- A variety of teaching and learning strategies should be used to foster independent learning, open-ended tasks, demonstrations, step-by-step, teacher directed, skills practices, minor games etc.
- Over the term teachers should ensure that they cover the four strands of knowledge, skills and understanding; acquiring and developing skills, selecting and applying skills, evaluating and improving performance and knowledge and understanding of fitness and health.

## **Groupings**

A variety of groupings should be used: usually groups are taught in mixed ability and mixed gender classes. At times it is beneficial to group according to ability e.g. swimming. Sports Unit have been CRB checked. No other coaches are permitted to work with the children.

## **Adults other than teachers (AOTTs)**

AOTTs can bring expertise to lessons, for staff development and extension of children's skills. Teaching assistants may be used to support the children in P.E. lessons but they are not to be left in sole charge of a P.E. lesson. Teaching assistants help to accompany children to swimming lessons. AOTTs must be supervised at all times if they have not been CRB checked. All coaches provided by the SSCO and the Sports Unit are CRB checked, other coaches should be checked through the SSCO.

## **Inclusion**

Pupils with special needs are able to develop their confidence and express their feelings through physical activity, where they may not in more academic subjects.

We acknowledge

- Pupils with learning difficulties who may find opportunities to excel
- Pupils with special physical needs who may need specialised resources and extra support
- Gifted and talented pupils who may need more challenge.

Teachers should be aware of pupils' differing abilities and differentiate tasks according to needs.

## **Celebration**

Excellence and achievement is celebrated through:

- Display walls
- Participation in tournaments
- Performance in class sessions and sharing assembly
- An annual Sports Day involving all pupils
- The awarding of certificates.

## **Progress and Continuity**

- Planning in the Foundation Stage is taken from the EYFS
- Val Sabin's schemes are followed for the teaching of gymnastics and dance
- Top Play cards are used to supplement the game scheme
- Medium term plans are drawn up by the class teacher and the P.E. co-ordinator.
- National Curriculum level statements are accepted as the norm for each year group.

## **Out of School Hours (OHSL)**

- Take a leading role in developing, implementing, monitoring, reviewing and updating the P.E. policy and guidelines
- Take a leading role in developing schemes of work designed to ensure continuity and progression in P.E. throughout the school
- Support colleagues with planning, teaching and assessing
- Monitor teaching and learning in P.E. and advise the Head teacher of development needed.
- Help to arrange staff development in conjunction with the SSCO
- Order, organise and monitor equipment and resources for safety and replacement

- Liaise with other members of staff to identify needs for budgeting
- Instigate and co-ordinate applications for funding from supporting organisations to use to extend P.E. and sports provision
- Keep up-to-date with new developments and disseminate information to colleagues as appropriate
- Liaise with other P.E. co-ordinators and outside organisations
- Co-ordinate visits by guest coaches.

### **Assessment, Recording and Reporting**

- Feedback to pupils about their own progress takes place in context of the P.E. lesson
- Formative assessments are made by the class teachers' observations during P.E. lessons
- Record keeping should be kept to a minimum. It should not be time- consuming or interfere with teaching activities
- Summative assessment is carried out at the end of the year with support from the SSCO and using levelling tick sheets based on the N.C. level descriptors, e.g. IW P.E. Assessment Guidance.
- Reporting to parents takes place during Parents' Evenings and annually through a written report. Comments include; control, co-ordination and mobility; skills and confidence in a range of physical capabilities of the body; co-operative skills, sporting behaviour and enjoyment; any particular skill, talent or difficulty.

### **Resources**

The Governors and Head teacher are responsible for setting the budget. All resources are held centrally in the P.E. store. They are used solely for the teaching of P.E. Equipment for playtime is stored separately. It is monitored by all staff and breakages are reported to the P.E. Co-ordinator. Time is a valuable resource so children are encouraged to change quickly; lessons are conducted in a disciplined manner; children are trained to put equipment safely back in its correct place under adult supervision.

### **Health and Safety**

P.E. is a potentially hazardous subject. All teachers and helpers should be aware of safety procedures, including procedures for fire.

- Children must wear suitable clothing for P.E. -the school P.E. consists of navy shorts and a PE top which contains the school logo. Children are not to wear school trousers or shoes for any activity.
- All jewellery must be removed for P.E. and games lessons. Recently pierced ears should have a plaster on them
- Long hair should be tied back
- Children must work in a safe and suitable environment - see risk assessments for P.E.
- Other documentation which should be used as reference for health & safety include; Health & Safety policy; Playground policy and BAALPE Safety guidelines.

June 2009 PB

Signed \_\_\_\_\_ Date \_\_\_\_\_

Review \_\_\_\_\_