

SHERINGHAM COMMUNITY PRIMARY & NURSERY SCHOOL

PHYSICAL EDUCATION (P.E.) POLICY

2017/2018



Aims and Objectives

The aim of Physical Education is systematically to develop physical competence so that children are able to move efficiently, effectively and safely and understand what they are doing. The outcome - physical literacy - is as important to children's education and development as numeracy and literacy.

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 is designed to satisfy the needs, abilities and interests of all individual children.

Each P.E. lesson at Sheringham Community Primary School should contain elements of

Pupils should 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. Pupils should be taught to: 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, rounder's 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. (New National Curriculum)

To develop the ability to work independently, and communicate with and respond positively towards others whilst making a positive contribution to their own and others learning [*working alone and with others*].

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. • By raising awareness of issues regarding Health Related Fitness.

2. To contribute to the physical development of each child: size, strength, fitness, speed, gross and fine motor skills.

3. To contribute to the intellectual development of each child: • aesthetic appreciation and understanding of Dance and Gymnastics.

4. To help establish the individual child's self esteem and confidence. To develop social skills (co-operating in groups, playing fairly to rules, mixing with children from other schools).

5. To ensure that every class includes Level 1 competition (competition within the school) at the end of every unit of work. 6. To ensure every child has the opportunity to take part in breakfast and after school sports clubs, as well as external competitions.

Entitlement & Planning:

The school aims to provide all pupils with the full entitlement of two hours high quality Physical Education a week. This is delivered through two lessons of 1 hour duration. One of these is delivered through two High level P.E. instructors. Units of work are blocked so that for a set period of time all the lessons are on the same area of activity e.g. Six weeks on gymnastics. This is now recognised as the most effective way of promoting learning in P.E.

Foundation Stage:

Physical development is essential to the children in the Reception classes. As part of the Foundation Stage of the national Curriculum we relate the physical development of the children to the objectives set out at the Desirable Outcomes and the Early Learning Goals. Whilst the children in the Nursery building are part-time there is insufficient time for them to be engaged in physical development at the same level. They, however, have opportunities to use ride-on toys and other tools and resources that enable them to develop their fine and gross motor skills.

Key Stages 1 & 2

Each year group is timetabled so that they can access the hall, the canteen and the outdoor spaces for two 1 hour sessions a week. Year groups are expected to arrange the teaching of the P.E. units to make best use of the space allocation.

Where appropriate P.E. is organised in themes to promote greater cross-curricular planning, teaching and learning.

At key stage 2, swimming is taught by a County appointed Swimming Instructor with 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 and Athletic Activities are taught provided through residential trips to Hill Top and How Hill activity centres.

Wet weather and alternate planning

If the teacher feels that that the outside P.E. areas are too dangerous for P.E. to take place, (i.e. in the case of heavy rain, icy playground or high winds) the lesson should take place in the hall or the canteen. If this is not possible then it is recommended that they deliver a P.E. lesson in their own classroom by using the "Active classrooms" or "Activator cards" that are available on the school network. (Staff only - PE - Active classrooms.)

Teaching and Learning Style

We use a variety of teaching and learning styles in P.E. lessons. Our principal aim is to give the children the opportunity to develop their knowledge, skills and understanding and we do this through a mixture of whole class teaching and individual/group activities. Teachers draw attention to good examples of performance's as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Different areas of Physical Education offer the children chances to both collaborate and compete with each other, and they have the opportunity to use a range of resources as they progress through the school.

In all classes there are children of different physical ability. We recognise this fact and strive to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results e.g. throwing bean bags into a hoop, or basket balls through a net.
- Setting different tasks for groups or individuals who are of similar ability through different games.

Children in years R and 1 should change for P.E. in their own classroom under the supervision of their class teacher or TA. In years 2 to 6, we recognise that children can become sensitive about their bodies and therefore girls and boys change separately; boys in one classroom and girls in another. (The changing rooms are also used when required.)

Lessons should aim to satisfy as many of the 10 High Quality outcomes as possible. The presence of these within lessons will ensure that P.E., provision within Sheringham Primary is of high quality. The 10 outcomes are:

1. Children show commitment to P.E. and school sport
2. Children understand what they are doing.
3. Children know that P.E. is part of an active lifestyle.
4. Children are confident in lessons.
5. Children have the skill and control to take part.
6. Children are willing to take part in different activities.
7. Children have ideas and make decisions.
8. Children want to improve and achieve.
9. Children have stamina, suppleness and strength.
10. Children enjoy P.E. and school sport.

The use of digital cameras and other forms of I.C.T. is encouraged as a way of recording children's work and as a tool for showing expected outcomes at suitable times during a lesson.

The Foundation Stage

Physical development is essential to the children in the Reception classes. As part of the Foundation Stage of the national Curriculum we relate the physical development of the children to the objectives set out in the Early Learning Goals. Whilst the children in the Nursery building are part-time there is insufficient time for them to be engaged in physical development at the same level. They, however, have opportunities to use ride-on toys and other tools and resources that enable them to develop their fine and gross motor skills. They will also be taught once a week by the High Quality PE Instructor as part of the school's PPA arrangements.

Contribution of P.E. in other curriculum areas.

These are some examples of how P.E. can be taught in a cross-curricular way. This is not exhaustive as teachers are encouraged to make links between subjects whenever possible.

English

P.E. 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.

Personal, Social and Health Education (PSHE) and Citizenship

P.E. contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

Spiritual, Moral, Social and Cultural Development

The teaching of P.E. offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate 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.

Science

In years 1, 3 and 5, children follow science units related to having and maintaining healthy lifestyles. Knowledge of health and fitness provides an obvious link between the two subjects, which has been taken further in year three with a cross curricular healthy unit that mixes P.E. with science and D&T.

Differentiation including Gifted and Talented:

Physical education in the school 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

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 to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists, or 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 (A.O.T.T.s) working with the children will be made aware of any pupils who have special educational needs or medical conditions. The SENDCO will liaise with all staff to ensure all pupils' needs are met in relation to teaching and learning in P.E... The QCA document "Physical Education - Planning, teaching and assessing the curriculum for pupils with learning difficulties" (2001) is available to all staff.

A 'gifted and talented' group has an extra lesson every week to help them develop the fundamentals of agility, balance, co-ordination and speed and the application of tactics

to team sports. They are also provided for with an extensive range of sports teams and activities.

Equal Opportunities and Inclusion:

Every pupil has equal access to national curriculum physical education. Learning experiences are differentiated in such a way as to meet the needs of all pupils. The school will take care to ensure potential barriers to any group, such as gender stereotypes will be removed. All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

Children from Sheringham Woodfields School can receive inclusion within P.E. lessons at Sheringham Community Primary School (S.C.P.S). When they are included, they are continually supported by a member of staff from Woodfields. The teacher from S.C.P.S. will provide a short report regarding the work covered and progress made to aid with the child's statement review as necessary.

Assessment and Reporting:

Assessment is normally carried out by teachers in the course of the normal class activity. Formative assessment and summative assessment methods will be used. The school will utilise the contextual core tasks identified by QCA in combination with formative assessment to arrive at end of unit levels of attainment. Teachers will complete an assessment form based on the Val Sabin outcomes that will identify those children working below, at and above expectations for the relevant units of study. A copy of this form will be passed to the P.E. co-ordinator at the end of the term. These will allow a picture to be built up of the pupils' progress, any areas of strength or weakness. Individuals will be set challenges appropriate to their attainment and will be involved in making judgements on their own progress - suggesting how they need to improve.

Pupils will be given the opportunities to provide evidence of their knowledge, skills and understanding by contextual tasks, performances and questioning. Knowledge and understanding must underpin the skill demonstrated, this is best achieved through contextual tasks and not in isolation. (Lessons are not the only place that pupils demonstrate their knowledge, skills and understanding, wherever practicable staff will consider pupil's outside interests e.g. Lunch-time or after school clubs, local teams etc.)

In accordance with the school's policy parents will receive a written report on all aspects of a pupil's school work at the end of the summer term. This will include P.E. and should indicate to the parents the range of activities covered and areas of personal

strength and weakness. It will also indicate to the parents whether the individual is working in line with, above or below national expectations.

Resources

There is a wide range of resources to support the teaching of P.E. across the school. We keep most of our equipment in the P.E. store and the external metal container which are only accessible to children under adult supervision. When time allows children are expected to help set up and put away equipment as part of their work, thus, the children learn how to handle equipment safely. The children use the concrete playgrounds, hall and astro-turf for various physical activities and the nearby Splash Leisure Pool for swimming lessons.

Safe Practice:

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. This school follows the "Safe Practice in Physical Education and School Sport -2004" guidance provided by B.A.A.L.P.E. . and Norfolk LEA. A copy of the B.A.A.L.P.E. manual is held by the P.E. co-ordinator. (P.E. Subject leaders must make all staff teaching P.E. aware of these and share the appropriate risk assessments with staff - as indicated).

All pupils must be taught how to handle and carry apparatus, resources appropriately. (Training is available from the P.E. Adviser) They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.

Specific guidance on all areas of activities is given by LEA guidance is available on the website. The P.E. Coordinator will provide all staff teaching P.E. with the appropriate guidance and access to the risk assessments. Safe Practice Poster should be displayed where staff teaching P.E. will be able to study it. This is also available on the Norfolk P.E. website. Members of staff who lack confidence in teaching areas of activities will be supported by access to INSET training either in school or on appropriate courses delivered by approved County staff.

P.E. kit and jewellery:

We expect them to change for P.E. into the agreed clothing for each activity. The teachers are to set a good example by wearing appropriate clothing when teaching P.E...

All jewellery should be removed for every P.E. lesson. This includes watches and all earrings. If a child is unable to remove their own earrings, then they will be unable to take part in the lesson. We recommend to parents that if children are to have their ears pierced, that it is done at the beginning of the summer holidays so that no P.E. lessons are missed.

Extra-curricular activities

Teams are selected from these clubs to represent the school in football, cricket and netball for both friendly matches and participation in local leagues and tournaments. Where possible, there will be both A and B teams to provide greater opportunities for children to participate. Children in Y3 to 6 have the opportunity to participate in the annual school swimming gala (Once a 25m certificate has been achieved in lessons at school), which is held at Splash leisure centre in Sheringham.

P.E. based extra curricular clubs that are run within the school include:

- Football - Boys and girls from Year R - 6
- Cricket - Boys and girls in Year5 & 6
- Netball - Boys & girls Year5 & 6
- Rugby - Year 5 & 6
- Tennis - Year R - 6
- Running - Year 3-6
- Basketball - Year 5&6
- Circuit Training - Year 3 - 6
- Dance Combat - Year 3 - 6
- Yoga - Year 3 - 6
- Hockey - Year 3 - 6
- Athletics Year 1 - 3
- Street Dance

Club Links

The school is a committed member of the North Norfolk Schools Partnership for the development of the teaching of high quality P.E. and is trying to increase the range of opportunities open to all children in a wider range of sports and activities.

The school is hoping to maintain active links with Cromer Squash Club and Sheringham Golf club. Coaches from each organisation have been into the school to assist with delivering sessions in their respective sports. The staff are always working to maintain these links, whilst trying to establish further links with sports clubs in the community.

Signed: _____

Date: _____

Matthew Groves July 2012
(P.E. Co-ordinators)