



PE Policy

The purpose of this document

This policy reflects the school values and philosophy in relation to the teaching of Physical Education. It sets out the framework within which the teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the Scheme of Work, which sets out in detail what pupils in different year groups will be taught. This document is intended for all teaching staff and non-teaching staff with classroom responsibilities, School Governors, parents, inspection teams, L.E.A. advisors and interested others. Copies are provided to School Staff and the Governing Body. A copy is kept in the School's Policies & Guidelines Handbook.

The importance of PE in the curriculum.

PE develops pupil's physical competence and confidence. It promotes physical skill, development and knowledge of the body and provides opportunities for children to be creative, competitive and to face challenges as individuals, in group and in teams. It is also essential in promoting a positive attitude towards active and healthy lifestyles. Through PE pupils learn how to plan, perform and evaluate their work, enabling them to improve their quality and effectiveness. Through this process, they discover their aptitude, abilities and preferences and how to make choices about getting involved in lifelong physical activity.

What are our aims in teaching PE.

- To ensure children are confident, safe and enjoy physical activity.
- To develop a range of physical skills, strength and stamina.
- To develop an ability to select, link and apply skills, tactics and compositional ideas and perform them with control, co-ordination and fluency.
- To improve observational skills and the ability to evaluate their own and others work and use this skill to improve performance.
- To develop a sense of fair play and sportsmanship
- To cooperate and work successfully /collaboratively with others ~~in pairs/as part of a team~~
- To express ideas in dance form and appreciate the aesthetic qualities of movement
- To motivate and retain a lifelong interest in PE and to recognise the importance of living and maintaining a healthy lifestyle (See link with PSHE guidelines).

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Question – is this required in policy? Or could it just direct to National Curriculum?

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Curriculum Requirements

Key Stage One

The National Curriculum requires a child at the end of Key Stage One to be able to:

- Plan and perform simple skills safely
- Improve their skills by practicing alone and with others
- Talk and make simple judgments about what they have done.
- Recognise and describe changes to their bodies due to exercise.

Key Stage Two.

The National Curriculum requires a child at the end of Key Stage Two to be able to:

- Find imaginative solutions to challenges experienced in different activities
- Practise, improve and refine performances with increased control and accuracy.
- Work safely and alone with others
- Make simple judgements about their own and peers performances using information to improve the quality of their own work.
- Sustain energetic activity over a period of time, demonstrating an understanding of the effects of this on the body.

Foundation Stage

By the end of the foundation stage children should be able to:

- Move spontaneously, imaginatively and confidently showing control, coordination and awareness of space.
- Use small and large equipment, showing a range of basic skills
- Recognise the importance of keeping healthy and those things which contribute to this.
- Recognise the changes that happen to their bodies.
- Repeat, link and adapt simple movements and comment on their work.

A separate document is available outlining requirements and effective strategies to ensure progression towards the Early Learning Goals from the age of three to the end of the Foundation Stage.

Planning the PE Curriculum

Planning is the responsibility of the Class Teacher together with help from the PE Co-ordinator.

Planning is used to:

- set clear achievable goals;
- ensure work is matched to pupils' abilities, experience and interests.
- ensure progression, continuity and subject coverage throughout the school;
- provide criteria for assessment and evaluation of teaching and learning.
- ensure that a balance of all 4 aspects of the National Curriculum are taught in PE lessons.

At Brookhurst, the Suffolk Scheme of work is used, which outlines medium and short term planning for KS1 and KS2. This is also referenced to TOPS cards, many of which are available in school for addition ideas and activities.

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Physical development in the Foundation Stage is about improving skills of control, co-ordination, manipulation and movement of both gross and fine motor development. It helps children gain confidence and develops a positive sense of well being. Particular attention is paid to:

- Planning activities to offer appropriate physical challenges
- Providing sufficient space indoors and outdoors to set up activities
- Allowing sufficient time for children to explore the equipment
- Providing a range of resources
- Introducing the language of movement.

As the Class Teacher plans the teaching of PE, they will consider how the curriculum will be differentiated. Consideration will be given to:

- 1) pupil groupings, e.g. ability or mixed ability groups; or group, paired or individual activities;
- 2) resources, e.g. different equipment for different levels of ability;
- 3) pupil activity, e.g. different group tasks, different pupil roles and responsibilities, different allocations of time and variation of pace within the lesson to meet the needs of different levels of ability, including children who can not access the curriculum due to physical disability.
- 4) other opportunities, e.g. extra-curricular activities, club links and interest groups, for the development of excellence.

ICT should be used to support the PE curriculum, allowing children to record, plan and evaluate their work. Suggestions can be found in the National Curriculum handbook for primary teachers p.130-133.

Entitlement

All pupils are entitled to a progressive and comprehensive physical programme that covers the National Curriculum requirements. Pupils will access the Curricular aims through participating in

- Dance
- Games - hockey, football, rugby, netball and cricket
- Gymnastics
- Athletics
- Swimming

N.B. Outdoor and adventurous activities - although not part of the PE curriculum this may be covered in Geography and other areas of the curriculum, including residential trips.

Swimming

~~The school has its own pool, which is available for use by KS1/children requiring physiotherapy during the Spring, Summer and Autumn terms. See 'Safe Practice in Physical Education' (baalpe) 2004 edition for health and Safety issues. Copy held by coordinator.~~

Year Three - all children in Year Three go swimming weekly ~~during the Autumn and Spring terms throughout the year.~~ A nominal fee is paid to cover transport to the leisure centre. The aim is for all children to achieve the minimum requirement of 25metres unaided. ~~During the Summer term all juniors who cannot swim 25metres confidently are offered the opportunity to go swimming.~~

Time Allocation

In order to meet the National target of ~~80~~75% of children receiving 2 hours of quality PE time a week, children in KS1 and KS2 have one indoor and one outdoor session lasting 40 minutes each. On the three days a week where PE is not taught, each class performs fit for learning exercises for at least

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10 minutes. This target is also met by offering children extensive extra curriculum activities, throughout the year.

The school is also looking at how it can achieve the '5 hour offer' that the government is targeting all schools to make by 2010.

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Out of Schools Hours Learning (OSHL)

We believe that extra curricular activities are an important part of a child's primary education as they enable children to develop particular skills and further their interest in one or more activities. They help to produce a competitive element to team games and promote cooperation and fair play. Activities offered are inclusive and are offered to children of all abilities. Some activities are aimed at specific year groups and clubs vary throughout the year. They may include:

- Football
- Netball
- Cross country
- Athletics
- Dance
- Multi-sports
- Tag Rugby

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~~Brookhurst is also involved in the Children's University Programme which offers modules of activities not included in the curriculum.~~

Assessment, Recording and Reporting.

Assessment, recording and reporting are important elements in ensuring that sound progression is made by children in PE. In order to facilitate transmission of information, progress is monitored in 3 units each year, which across the Key Stages ensures children are assessed against the four aspects of National Curriculum. Class Teachers use the Assessment Sheets recommended in the Scheme of Work for assessment purposes (see also Assessment Policy) and PE work in the form of photographs are kept by the Co-ordinator. A comment is made by the teacher in the end of year reports, which provides information on how their child has progressed.

Staff Development and Adults other than teachers (AOTT'S)

Staff development needs are met by:

- Attending training courses in specified areas
- Attending In- School training sessions
- Observation and feedback by Co-ordinators

At Brookhurst we also recognize that in order to develop and sustain good quality PE and sport provision we need to involve AOTT'S both in curricular time and OSHL. We encourage teaching assistants, where applicable, parents and specialist club coaches to offer their expertise to enhance our PE curriculum. All adults will know the emergency procedures and will have been certified by the Criminal Records Bureau.

The role of the PE Co-ordinator

The PE Co-ordinator is responsible for the development and monitoring of the PE curriculum. S/he plans work with teachers and reviews and contributes to their planning. S/he is responsible for updating the School's Policy and Scheme of Work, and Subject Action Plan in line with the School Development Plan.

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S/he assists staff by leading staff meetings; planning and leading in-service training activities; providing consultancy and advice, supporting staff in the classroom; specifying and ordering resources; co-ordinating staff requests for resources and monitoring and maintaining the condition and availability of resources.

In monitoring and evaluating s/he analyses pupils' access to the subject; reviews teachers' plans; observes classroom practice and monitors levels of achievement in the subject.

Resources and accommodation

Ideas to supplement the scheme of work are kept on shelves in the resources room.

Outdoor Games Equipment is in a locked cupboard opposite the swimming pool, the key is kept in the office. ~~(to be updated as soon as new cupboard is complete)~~

Gymnastic and indoor games equipment is located in the hall.

~~Swimming pool key and an intercom system are kept in the school office~~

Equal Opportunities

All children have the same access to PE activities regardless of their gender, race or cultural background.

Special Educational Needs

In accordance with the Special Needs Policy, children with special educational needs are included in all lessons.

Wherever practicable, provision will be made for pupils with special educational needs, where it affects their ability to take part in PE lessons. They may have sensory difficulties, physical difficulties, cognitive limitations, and/or emotional and behavioural disorders. It is the responsibility of the Class Teacher to ensure that any special equipment for a lesson is available to such children. If teachers need any special equipment they must bring this to the attention of the PE Co-ordinator and the Special Needs Co-ordinator. Modifications will be made in consultation with support staff and physiotherapists

It is important to concentrate on pupils' abilities and needs, not on their disabilities. At times it may be appropriate to have the help of a Support Assistant to assist with the management of a particular child during PE.

Pupils of low ability will receive constant reassurance and patience to help improve their confidence.

Clothing

A change of clothing is important for P.E., partly for reasons of hygiene but also to ensure that the clothing is suited to the physical activity.

Plimsols/trainers, shorts and a T shirt or a tracksuit are appropriate for indoor/outdoor activities and a swimming costume/shorts and a towel for swimming. Goggles may be worn if a letter is received from a parent requesting this. See 'Safe Practice in Physical Education' (baalpe) ~~2009~~2004 edition health and Safety issues. Copy held by ~~head teacher~~ ~~co-ordinator~~.

If children forget their PE kit on three occasions, a letter will go home to parents reminding them that PE is part of the school curriculum and that children must have appropriate clothing.

All jewellery except for stud earrings ~~or religious symbols~~ must be removed during PE lessons or covered if they are unable to remove them.

Safety and Accident Procedures.

It is the responsibility of the class teacher to monitor the safety of the children at all times during the PE lesson. Children are taught how to use and handle equipment safely and are aware of the

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procedures if there is an emergency. Students are allowed to teach PE lessons provided that the teacher is responsible for that class is present to provide direct supervision.

In the event of an accident, the following procedures must be followed:

- Stop the class and sit them down quietly, making sure they are not in any danger.
- Send a message to another teacher for help using the red triangle ~~located in the hall~~.
- If necessary the injured children should be seen by the school's designated first aid person and by a senior colleague who will make the decision about further treatment.
- The teacher in charge must fill in an accident form available from the office or record their injury in the first aid book.
- An injury to the head must be reported to the class teacher and a letter sent home to the parents.

Written by - ~~Emma Goodfellow/Anna Archer~~Jason Anslow

Review date ~~Autumn term 2008~~