

Belthorn Academy Primary School



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Belthorn Academy Primary School

Physical Education (PE) Policy

1 Aims and objectives

Physical Education 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 promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus we enable the children to make informed choices about physical activity throughout their lives.

The objectives of teaching PE in our school are:

- to enable children to develop and explore physical skills with increasing control and coordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way children perform skills, apply rules and conventions, for different activities;
- to develop their "moving and thinking" skills through physical activities
- to show children how to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to develop the children's enjoyment of physical activity through creativity and imagination;
- to develop an understanding in children of how to succeed in a range of physical activities, and how to evaluate their own success.

2 Teaching and learning style

At Belthorn we use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of whole-class teaching and individual or group activities. Teachers will invite individuals to model their performance/skill for the other children and encourage the children to evaluate the work of other

children and improve and refine their own work. Within lessons we give the children the opportunity both to collaborate and to compete with each other, using a wide range of resources and equipment both indoors and outdoors.

3 PE curriculum planning

PE is a foundation subject in the National Curriculum. Our school uses the 2014 Lancashire PE Scheme of Work as the basis for its curriculum planning in PE which is supported by the 'TOP' cards, 'Matalan – Games' cards and the Lancashire 'Fundamentals' Scheme of Work.

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, athletics and outdoor and adventure activities.

The curriculum planning in PE is carried out in three phases (long-term overview, medium-term, detailed via subjects and topics, and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader keeps an overview of the objects covered for the year.

We use the Lancashire PE Scheme of Work as the basis for our medium term plans. This gives details, known as 'progressions', of each unit of work for each term. The progressions define what skills and knowledge we teach, and ensure an appropriate balance and distribution of work across each term. The subject leader supports the teaching of these progressions and carries out 'planning checks' each term to ensure the coverage of the scheme.

Class teachers use the plans for each PE activity using the 2014 Lancashire PE scheme and adapt them accordingly for their class. This lists the specific learning objectives and expected outcomes, and gives details of how the progressions can be taught. The PE leader will discuss regularly with the class teacher about the delivery of the scheme progressions, to resolve any general issues (availability of equipment and resources, time tabling etc).

The Lancashire PE Scheme of Work builds 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 scheme refers to its activities as Progressions and not Lessons. This is so teachers can follow the progression of their class and not feel they have to follow the set lessons. The progressions are flexible and designed to meet the needs of the children.

4 The Foundation Stage

The Statutory Framework and Guidance for the Early Years Foundation Stage (2008) is followed in Reception. We recognise children are all competent learners from birth and develop and learn in a wide variety of ways. In Reception, teachers consider the children's needs, interests and stages of development and use all of this information to help plan a challenging and enjoyable experience across all the areas of Learning and development. We support the Early Learning Goals in the seven areas of learning, being:

- Personal, Social and Emotional Development
- Communication and language
- Maths
- Understanding of the world
- Physical Development
- Art and design
- Literacy

These are delivered through purposeful play, with a balance of adult-led and child-initiated activities in the continuous provision areas.

The early learning goals, skills and processes provide the basis for planning throughout the EYFS from birth to five, preparing children for future learning in National Curriculum, Key Stage 1. The educational programme is planned for and assessed against through the teacher's individual children trackers and e-profiling system.

We provide a range of experiences, both indoors and outdoors, which encourage exploration, observation, problem solving, critical thinking and discussion. These activities attract the children's interests and curiosities and the opportunity for shared learning with others.

We encourage the physical development of our children in the reception class as an integral part of play and physical sessions. The Reception teacher follows the guidance from the Developmental Matters Early Years Foundation Stage document. We encourage the children to develop their confidence, skills and knowledge in these areas; moving and handling and health and self-care. During class physical sessions either indoors or outdoors. The teacher will adapt plans, taken from the Lancashire Physical and Creative Development (2012), appropriately for the children, providing regular opportunities for the children to practise, refine and extend the fundamental skills ready for National Curriculum Year 1. Exciting and creative opportunities are given to the children through the topic/theme they are thinking and learning about in the classroom. The challenges and activities allow children to build their confidence and self-esteem as they apply their skills in fun ways. The activity stations are differentiated accordingly and supported where required, using a wide range of resources to

support specific skills. Independence is encouraged continually throughout the sessions, from changing into their PE kits to setting up activity stations safely.

5 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, reflect and discuss how they might improve their performance.

Personal, social and health education (PSHE) and citizenship

PE 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.

The school also been awarded the Healthy school strand of both the National and Lancashire Healthy schools and encompasses the philosophy behind this.

Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way 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 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. Music is often used as an enhancement in dance as well as images and video clips displayed on the newly fitted large screen in the hall. The screen also now allows teachers to show instantly children's performances for them to reflect on and improve.

6 PE and ICT

Information and communication technology enhances the teaching of PE, where appropriate, in all key stages. In dance and gymnastics children make video recordings of their performance and take photographs, and use them to develop their movements and actions. Older children will compare each other's performances from recordings, and use these to improve the quality of their own work. With the installation of a large TV screen in the hall, teachers can now offer this opportunity instantly by attaching the digital camera/Samsung galaxy tab 2 to the TV point for groups or the whole class to view and reflect on.

7 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: Special Educational Needs; Disability Non-Discrimination and Access; Gifted and Talented; 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 and Early Years profiling Scales, allows us to consider each child's attainment and progress against expected levels. This helps ensure that our teaching is matched to the child's specific needs.

Children, who are on the SEN register, will have an SEN support plan. This support plan may include, as appropriate, specific targets relating to PE. Children who are identified as Gifted and Talented in PE will also have provision made to encourage them to develop their talents.

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

If children are not able to take part in the PE lesson due to illness or an injury, they should still take part in evaluating their peers work, and if possible complete a task which relates to the unit. We do not allow children to simply sit and watch.

8 Assessment for learning

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 to improve. Teachers note the progress made by children against the learning objectives for their lessons. At the end of a progressive unit of work, teachers make a judgement against the child's achievements against the Core Tasks. These are outlined in the Lancashire PE Scheme of Work and link with the National Curriculum levels of attainment. Teachers record this information and use it to plan the future work of each child. 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. The teacher passes this information on to the next teacher at the end of each year. These assessments made against the Core Tasks are also passed on to the PE Leader so they can review the children's attainment. The children are also encouraged to assess their own progression using a tick sheet format.

Physical Education KLIPS are now used to assess PE. Teachers assess termly against the KLIPS and form a judgment of entering, developing, secure or secure plus.

The PE subject leader regularly observes lessons to ensure effective delivery against the Lancashire PE Scheme and to view the expected level of achievement in each area of PE in each year of the school. The PE leader feeds back their observations to the teacher and constructive advice and support where required, questions the children's thought on activities and review class attainment against the levels.

9 Resources

There is a wide range of resources to support the teaching of PE across the school. We keep our equipment in the PE store and the benches in the hall, and these are accessible to the children only under adult supervision. We expect the children to help set up and put away this equipment as part of their work, after building up their safety awareness and skills when manoeuvring, lifting and carrying equipment. By doing so, the children learn to handle equipment safely and apply these skills to their everyday lives. The children use the school field and playground for games and athletics activities, the school hall for dance and gymnastics and the local swimming pool for swimming lessons.

10 Health and safety and uniform

It is the general teaching requirement for health and safety that applies to this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no jewellery is to be worn for any physical activity.

Uniform

Indoor- blue shorts, white t-shirt and pumps

Outdoor- black or blue sports pants, white t-shirt, trainers/pumps

Ear rings- children can wear small studs for PE although must put plasters over the top.

If children forget their kit, then they should take off their shoes and socks as well as their jumper and complete the activities alongside their class. If the lesson is outside, they should do it in their uniform. There are spare kits available, but these may not be the correct size for all the children. A letter will be sent home reminding parents that PE kits should be kept in school.

11 Extra-curricular activities

The school provides a range of PE-related activities for children at dinner time and at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term. The school also plays regular fixtures against other local schools. This introduces and develops 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.

Example of activities range to cover both Key Stages:
Multi-skills, Dodgeball, Football, Cricket, Netball, Dance, Gymnastics, Tag Rugby.

12 Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for PE in the school. The subject leader gives the Head teacher when requested an annual summary report in which she/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. The PE subject leader has specially-allocated, regular management time in order to undertake lesson observations of PE teaching across the school, speak with the children, support teachers in the delivery of activities, order equipment and collect assessments.

This policy will be reviewed at least every three years.

Signed: C.H.Dugdale

Date: 7th March 2018

Review Date March 2020

Signed: _____
Chair of governors