

DREW PRIMARY SCHOOL PE POLICY



'Learning today for tomorrow's world'

Agreed at Governing Body Meeting on:

Signed Headteacher:

Signed Chair of Governors:

Rationale

We, at Drew Primary school, believe that physical education experienced in a safe and supportive environment, is a vital and unique contributor to a pupil's physical development and well-being. The physical education curriculum is intended to provide increasing self-confidence in the pupils' ability to manage themselves and their bodies in a variety of situations. Progressive learning objectives, combined with a variety of teaching approaches, should provide stimulating, enjoyable and challenging learning for all pupils. Through the selection of differentiated and logically developed tasks it is intended that all pupils, irrespective of their ability, will enjoy success and learn skills that will equip them for enjoyment of leisure activities for life.

A balance of individual and group; co-operative and competitive activities caters for the preferences, strengths and needs of each pupil. Such activities, experienced within a range of areas of activity provide a broad base of movement knowledge, skill and understanding and aim to promote an ability to work independently and to respond appropriately to others with tolerance, empathy, a sense of fair play, team spirit and good sportsmanship.

Pupils should be provided with opportunities to develop their creative and expressive abilities through improvisation and problem solving. Pupils will be encouraged to appreciate the importance of a healthy and fit body and should understand those factors which influence health and fitness.

We promote and develop safe practices in physical activities and provide equal opportunities for all children to achieve their full potential.

Physical education contributes to a wide area of learning and is integrated into the whole school planning.

Aims

Through a high quality physical education programme, the school aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy and active lives.

Staffing

At Drew Primary School a PE specialist will lead the teaching of physical education & extra-curricular activities supported by sports specialist and class teachers where applicable.

The PE/ Sport Subject Leader is responsible for:

- Ensuring the NC 2014 framework is implemented.
- Developing good classroom practice.
- Working closely with the Deputy Head and SENCO.
- Organising sports days.
- Managing the budget based on the needs identified through the monitoring and evaluation of the subject and the whole school development plan.
- Auditing, ordering and reviewing resources.
- Accessing any funding available that may enhance the quality of PE within the school.
- Attending courses to further own professional development and providing information and support for colleagues.
- Monitoring classroom practice and planning to ensure high quality delivery and setting future targets.
- Extending relationships within the local community. E.g. Schools, community and voluntary sports clubs.
- Keeping up to date with and implementing any Local Authority developments where appropriate.

Facilities

- Hall, with gymnastic wall bars, moveable benches, stacking tables, mats & ladders.
- Playground zoned for activities with climbing frame and games area

Resources

All PE sports equipment is stored in the PE storeroom located in the hall. The door is to be kept locked at all times.

P.E. Time allocation

Everyone aspires to giving children at Drew an opportunity to take part in 2 hours of physical activity each week.

Children in years 3 & 4 will receive swimming lessons throughout the year enabling them to meet the 25m requirement.

Outdoor adventurous activities are blocked and children are given opportunities for climbing, abseiling and canoeing.

Non participants

P.E. is a very important part of children's development and everyone takes part in the lessons unless excused with a note or a medical problem. These children will watch the lesson to keep up with progress of the class. They may take part by scoring or assessing others. If children forget their P.E. kit this will be recorded and monitored and they will be given spare P.E. kit if available. Parents will be informed by letter if the problem is regular.

Health and Safety factors in P.E.

1. Appropriate clothing for P.E.

- White t-shirt
- Blue or black tracksuit bottoms/shorts.
- Suitable trainers or plimsolls (bare feet for gymnastics)
- Staff should wear suitable footwear and clothes which allow freedom of movement.

2. All jewellery must be removed.

3. Long hair should be tied back.

4. Children must work in a safe and suitable environment:-

- No unnecessary furniture is in the hall.
- A clean and splinter-free floor is available for bare feet in gymnastics.
- A safe outdoor surface for playing outside games.
- Floor markings are a reasonable distance from corners and stairs.

5. Suitable and safe organisation of apparatus means:-

- Easily accessible gymnastic apparatus spread around the hall: not blocking fire doors.
- Children are taught how to lift apparatus safely under supervision.

6. Risk assessment

- These are available for playground and hall use as well as for visits and away matches. When children take part in swimming and outdoor adventurous activities the risk assessments for the activities are gained from the specialist instructors.
- Annual safety checks and repairs are carried out on gymnastic equipment and staff are responsible for checking apparatus as it is taken out each lesson.
- If a potential hazard is identified it is immediately taken out of use and reported to the site manager
- Teachers and pupils help to identify possible hazards in lessons. Teachers discuss with pupils how much risk the hazard is and what can be done to reduce the risk so nobody gets harmed.

7. Procedure for accidents.

In the event of a **minor accident** (cuts, bumps and grazes) the injured child should be taken to school office by a TA and will ask for The Welfare Officer.

If another adult is not present the injured child should be escorted to the school office by an identified responsible child. The responsible child will be instructed not to leave the child until a member of staff or The Welfare Officer is present.

In the event of a **serious accident** for example, immobilisation, the child will be instructed to wait in a designated area. The TA or a responsible child will call The Welfare Officer or a member of senior leadership team to the scene to assess injury and take further action accordingly.

8. Medical & Physical conditions

The PE/Sports Leader will liaise with the welfare team and made aware of children with medical problems which may affect their ability to participate or may be adversely affected by physical activity (e.g. asthma).

Children with verrucas

- must wear a swimming sock in the pool.
- must wear plimsolls and socks in the hall.

9. Behaviour

Basic rules regarding behaviour are established and adhered to (e.g. stopping immediately in response to a given command or signal, never using a piece of equipment without being told to do so).

Planning

The schemes of work for each activity in P.E. have been developed in order to ensure continuity, development and progression as per National curriculum 2014 requirements. The Drew PE curriculum, long term, medium and short term plans can be found on the shared staff drive within the PE folder.

Swimming is taught to years 3 and 4 at Newham Leisure Centre and taught by specialist teachers. Greenwich Leisure Limited is responsible for swimming lessons and provides a handbook.

Athletics skills are taught in key stage 2. Children increase levels of competency through use of a National award scheme which earns them badges.

Outdoor adventurous activities are taught by specialist teachers on school journey for year 6.

Teaching and Learning

- Lessons will be planned to provide challenge for the more able pupils and appropriate levels of support in order for all pupils to make progress.
- Learning objectives and success criteria are shared throughout PE lessons.
- The learning environment will enable all pupils to recognise their own and others' strengths and areas for improvement and provide them with appropriate tasks to improve and succeed.
- A variety of teaching styles will be used to engage the variety learners providing them with the opportunity to learn from visual, auditory and kinesthetic activities.
- Lessons will provide appropriate activities which enable pupils to develop as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators.

Cross-Curricular

Opportunities within our P.E. curriculum are used to support cross curricular learning. For example:

- **ICT:** To aid the teaching of key skills, peer assessment, analysis of performance, self-evaluation, record of progress and as a stimulus. Various resources are available e.g. iPads, digital camera, internet resources, video clips etc.
- **Literacy:** Speaking and listening skills are prompted through evaluating and appraising work produced by themselves and their peers. Children are encouraged to offer constructive criticism and discuss methods to improve their work. Literacy is also promoted through the children recording their sequences, games and ideas as reminders; or as a working document for other groups of children to use. Additionally, in

groups forming words by creating shapes of various letters using their bodies.

- **Numeracy:** Elements of problem solving are approached through creating dance sequences and new games. Dance and gymnastics also extends opportunities for shapes and patterns (symmetrical/non symmetrical). At key Stage one number work is evident through practical games and warm up tasks.
- **Science & Personal, Social and Health Education; and Citizenship (P.S.H.C.E.):**
Physical Education contributes to the children's personal and social skills throughout the subject, encouraging children to interact with all and abiding by game rules. It offers the children opportunities to develop acceptable behaviour in a variety of situations. Health education is promoted through delivering the benefits of exercise and healthy eating. Physical Education gives the children the opportunity to experience how their body works in different situations.
- **Spiritual, Moral and Cultural Development:**
The structure of our Physical Education curriculum, and after school clubs, sets expectations for all children to work with all children irrespective of race, sex or ability. This enables the children to gain respect for everyone therefore gaining a better understanding of themselves and others.

Physical development in Foundation stage

Within the foundation stage P.E. is taught two times a week. This aims to improve skills of co-ordination, control, manipulation and movement. Children gain confidence and benefit positively by being healthy and active.

Effective physical development enables children to develop a positive sense of well-being. Young children's physical development is inseparable from all other aspects of development as they learn through being active and interactive.

On a daily basis, weather permitting, children have access to a small outdoor area. Whenever, possible children are also taken in small groups into the main playground to use bikes, scooters, balls, hoops and balancing equipment.

Differentiation and Special needs

The short term planning of physical education units of work addresses the need for differentiation. Within each of the areas of activity, broad task setting allows for differentiation by outcome. Differentiation by task can also be used – here the more able child can be challenged by extending the specific task and the less physically able can be encouraged to achieve success by breaking the task down into simple progressive stages, to be addressed as appropriate or be given a different task.

In games, differentiation can also be achieved through choice and use of

- Appropriate equipment; sizes and hardness of balls is varied.
- Differing group sizes

For the small proportion of children who may need more specialist provision the T.A. is available for individual help to aid achievement and the I.E.P. will be followed to enable inclusion. Material can be selected from different key stages and presented in a suitable context for the child's age.

Adults Supporting Learning

Additional support staff (ASL) will be used during curriculum and non curriculum time in order to:

- Support the delivery of high quality PE.
- Enrich or enhance an activity pupils are undertaking.
- Provide training opportunities for staff.
- Contribute towards the National Competition Framework.

Assessment in P.E.

The main method of gathering evidence and assessing achievement in P.E. is made by a continuous process of teacher observation. This is informed assessment based on knowledge of the pupil and the content of the work.

Judgements are made on the ability of the children to plan, perform and evaluate in P.E. These judgements are made by both the teacher and the pupils themselves and digital photography can be used as a useful tool for this purpose.

Parents are kept informed of progress in the end of school report and are invited to sports days and fixtures where they can see their children participating. Certificates are awarded for achievements. Assemblies are used to celebrate success within PE and school sport.