



HILL WEST
Primary

FOUR OAKS

**PHYSICAL EDUCATION
POLICY**

Hill West Primary School is a member of the Arthur Terry Learning Partnership

HILL WEST PRIMARY SCHOOL

PHYSICAL EDUCATION (PE) POLICY

Hill West Primary School believes that a high-quality physical education curriculum inspires our pupils to excel and succeed in physically demanding activities and competitive sports.

Our mission is to improve and increase the quality and quantity of high quality PE for pupils, to show how PE can enhance pupils' attainment and achievement and to create pathways for them to continue to be active beyond school.

We wish to support our pupils' health and fitness and provide them with opportunities to become physically confident. We want to inspire our pupils to be involved in competitive sport and other activities to help build character and embed values such as good sportsmanship and respect.

AIMS

The national curriculum for physical education aims to ensure all pupils:

- Develop competence to excel in various physical activities.
- Are physically active for sustained periods of time.
- Engage in healthy, competitive sports and activities.
- Lead healthy, active lifestyles.

SUBJECT CONTENT

By the end of each key stage, pupils are expected to know, understand, and apply the matters, skills, and processes specified in the appropriate programme of study.

Key stage 1

Pupils are to develop fundamental movement skills, become progressively capable and confident, and access various opportunities to extend their agility, balance and coordination, individually and with their peers. Engaging in competitive and co-operative physical activities in a range of increasingly challenging situations is vital to their development.

Pupils should be taught to:

- Master basic movement and apply these in a range of activities including:
 - Running.
 - Jumping.
 - Throwing.
 - Catching.
- Developing balance, agility, and coordination.
- Participate in team games and develop simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

Key stage 2

Pupils should continue to apply and develop various skills, learning how to use them differently, and make actions and sequences out of movement. Pupils should enjoy communicating, collaborating and competing with others, and develop an understanding of how to recognise, evaluate, and improve their techniques.

Pupils should be taught to:

- Run, jump, throw and catch in isolation and together.
- Play competitive games, modified where appropriate, and apply basic principles to attack and defend.
- Develop flexibility, strength, technique, control and balance.
- Perform dances using various movements.
- Take part in outdoor and adventurous activities, both individually and as a team.
- Compare their individual performances with previous ones to demonstrate improvement so they can achieve to the best of their ability.

SWIMMING AND WATER SAFETY

All schools must provide swimming instruction in key stage 1 or 2. We provide this for pupils in Year 4. Some children, usually those who cannot swim proficiently will continue to swim during the course of Year 5 and sometimes Year 6.

In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively.
- Perform safe self-rescue in different water-based situations.

ROLES AND RESPONSIBILITIES

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for P.E.
- Reviewing changes to the national curriculum and advising teachers on their implementation
- Monitoring the learning and teaching of P.E., providing support for staff where necessary.
- Ensuring continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues expertise in the subject
- Organising and deployment of resources and carrying out an annual audit of all P.E.-related resources
- Communicating developments in the subject to all teaching staff and the senior leadership team as appropriate
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance
- Advising on the contribution of P.E. to other curriculum areas, including cross curricular and extra-curricular activities
- Reviewing the quality of provision for P.E. and setting new priorities for the development in subsequent years.

The classroom teachers are responsible for:

- Following the guidance set out in this policy.
- Ensuring progression of pupils' P.E. skills, with due regard to the national curriculum.
- Planning lessons effectively ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents
- Undertaking any training that is necessary in order to effectively teach the subject.

The SENDCO is responsible for:

- Liaising with the subject leader in order to implement and develop specialist P.E.-based learning throughout the school.
- Advising staff how best to support pupils' needs
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

PE CURRICULUM PLANNING

Class teachers, work alongside their year group colleagues to prepare a plan for their PE lessons. They will have decided the specific learning objectives for each lesson and will know how the lesson will be taught. Every lesson should begin with a brief warm-up, followed by the main activity, and then a cool down. High expectations are set for pupils; so this starts with progressive and inclusive lesson objectives that set the tone for the lesson and the use of quality primary PE planning.

Lessons should always be purposeful and vigorous. They should facilitate progression of skills and be sufficiently challenging for all pupils. Clear modelling should be taking place throughout all lessons. In PE terms this could be a specific skill, a passage of play, or a compositional idea. Defined teaching points are necessary to check for understanding and show progress. These should be used for each skill or concept taught.

We plan the PE activities so that they build 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 planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

Physical Education lessons are delivered thematically in blocked learning time and through weekly subject specific lessons.

ASSESSMENT AND RECORDING

Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement. Their judgements are then used

to inform future planning for each child enabling the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year. Parents will be provided with a written report about their child's progress during the Summer term every year. These will include information on pupil's end of year attainment in PE and may include any areas of strength or areas for development that the teacher may wish to highlight. Progressive learning journeys are used to assess summative and formative progress. The PE subject leader has the overall responsibility for ensuring assessments are recorded termly and kept up to date.

HEALTH AND SAFETY

The general teaching requirement for health and safety applies in this subject. It is every class teacher's responsibility, that 'Health and Safety' issues are considered when using any PE equipment, whether indoors or (see Appendix A) outdoors. We encourage the children to consider their own safety and the safety of other at all times. We expect them to change for PE into the agreed clothing for each activity area. The local 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. Discretionary powers will be used to support pupils of multi-faith who may observe religious beliefs.

All members of staff are aware of the safety procedures laid down in this policy and have access to the document 'Safe Practice and Physical Education and School Sport' (baalpe). There is an annual safety inspection of the gymnastic apparatus. Any concerns regarding the apparatus are reported to the PE co-ordinator.

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 co-ordinator. She supports colleagues in the teaching of PE, as well as keeping them informed about current developments in the subject, and providing a strategic lead and direction for the subject within the school. The PE co-ordinator updates the senior leadership team and curriculum lead on the strengths and weaknesses in the subject and indicates areas for further improvement. It is important that the PE co-ordinator has the opportunity to undertake lesson observations of PE teaching across the school.

SAFETY PROCEDURES IN PE

PE should always take place in a safe environment. In order for this to occur both staff and children need to be aware of potential dangers in each activity and make every effort to minimise these dangers.

Participation – pupils will be expected to participate. However if a child is unable to take part in a lesson due to illness or injury, a letter is required from the parents/carers. If a child has no kit, and is not able to take an active part in the lesson, he/she should still observe the lesson and see the skills taught, and observe and evaluate other class member's performance. If the kit is not brought in for the second time, contact needs to be made with the parent/carer to determine the cause.

Clothing – in the interests of safety the school requires that all pupils are dressed appropriately for PE lessons. Boys – black shorts, school PE top or white T-shirt, white socks, plimsolls or trainers. Girls – black shorts, or knickers, school PE top or white T-shirt, white socks, plimsolls or trainers.

Indoor – Gymnastics and Dance – bare feet (be sure floor is suitable) or plimsolls. No trainers. No working in socks or tights. Pupils should wear some form of footwear from the classroom to the hall.

Outdoor – Athletics, Games, Outdoor and Adventurous Activity – PE kit as stated above. Trainers may be worn. A sweatshirt or tracksuit may be needed in colder weather.

Swimming – towel, swimming costume. We would prefer the girls to wear a one-piece costume, and the boys to wear trunks not shorts (if shorts are worn they must not be long). A swimming cap and goggles are optional. Long hair must be tied back. Each new swimming group is made familiar with the Water Safety Code. Children are supervised in the swimming baths by the class teacher, who is familiar with the current 'Normal Operating Procedures and Emergency Action Plan' and a qualified swimming instructor.

Jewellery - children must remove all jewellery for PE lessons. Ear studs that cannot be removed may be covered with tape, and any piece of jewellery, which cannot be removed because of religious beliefs, should be taped up, or in the case of bracelets, a sweatband, or bandage should be worn over it. Jewellery, which has been removed, must be put in a safe place, it is the child's responsibility. Staff do not accept responsibility for children's valuables.

Hair – All long hair should be tied back.

Changing – children change in the classroom with their class teacher where they are appropriately supervised. However by Years 5 and 6 it may be necessary to review these arrangements to take into account the development of sexual awareness whilst also considering the availability of adequate space and supervision.

Accident procedure – if an accident occurs during a PE lesson it must be recorded in the school Accident Book. If a class teacher is unsure of the nature/extent of the injury the child must not be

moved, and a second opinion sort (from a qualified first aider). If the injury requires the child to be taken to hospital, the parents/carers will be informed immediately.