

Physical Education Policy

Designated members of staff: G Tucker and R Grosvenor

**Aims**

Physical Education is primarily concerned with the progressive learning of motor skills and techniques. It is also a major contributor towards the physical and emotional development of a child. In reflecting the aims and ethos of the school it provides the opportunity to enhance fitness, self-esteem and confidence.

With emphasis on participation, all children will experience a broad range of individual, paired and team activities, both small team, co-operative and competitive. They will also learn the importance of sportsmanship qualities, whilst accepting both success and failure in competitive environments with good grace.

**How PE is taught at Woodmancote**

The teaching of PE remains of high importance at Woodmancote. Each class is entitled to two hours of PE every week, and this will be delivered by the class teacher. Planning, teaching and assessing is carried out using the new Lancashire Scheme of Work. Teachers from Reception through to Year 6 have access to this document, and plan units of lessons using this scheme. Indoor and outdoor PE lessons are accounted for in this scheme, and units progress and build on previous learning.

**The contribution PE makes to Spiritual, Moral, Social and Cultural Development**

PE has a huge role to play in developing SMSC throughout the school. Opportunities for social development are huge, as team work, communication and encouragement all play a huge part in PE. Moral aspects of PE include accepting defeat, congratulating others and being able to follow and understand rules.

**Teaching PE to children with Special Educational Needs (Inclusion)**

Teachers are encouraged to include all children, regardless of ability and physical need. Teaching assistants may be used if physical support is needed, for example in gymnastic activities. Each year, the SENSCO will take a group of SEN children to a special, inclusive sport event, allowing them an experience of new sports and an opportunity to represent the school.

**Teaching PE to children who are deemed to be Gifted and Talented**

Gifted and talented children are often those selected for school teams. They will represent school in a number of different sports. A 'Maximise Your Potential' programme is run outside of school during the Spring and Summer term, that targets selected children.

**Health and Safety Considerations**

- Teachers make themselves aware of the medical conditions of the children in their PE lessons, and class first aid box must be taken to every PE lesson
- No class is ever left unsupervised.
- Teachers make the class aware of the potential risks at the start of every PE lesson. Specifically, if the children are outdoor, hazards such as slippery surfaces need to be made clear. Likewise, if the lesson is indoor, potential risks with objects on the border of the area need to be made clear
- Teachers position themselves so that the whole class can be seen.
- Although children's experiences are directed, they are flexible enough to ensure no child's level of bodily control is dangerously exceeded.
- Noise is kept to a minimum, especially in gymnastics and dance. A high noise level can distract children and increase the risk of accidents. Children must know the signals used to silence and stop them. A whistle may be used outside.

- If handling a child is necessary to enhance progress, particularly in gymnastics, it should be in a steadying manner that does not put either the child or teacher at risk.
- Children are involved in warming up and cooling down activities conducted by the teacher. Upper key stage 2 children should be encouraged to lead and run warm ups, either in groups or to the whole class. Warm ups should be delivered at the start of a lesson, and cool downs at the end of every session.

### **Resources**

- PE equipment is checked regularly by the PE subject leader and teachers.
- Faults in equipment are reported to the PE subject leader who will organise repair work or purchase of new equipment
- The handling of large equipment is supervised by the teacher. Teachers must be present when collecting and returning equipment and resources from the PE shed.
- To ensure equipment is easily accessible, the outdoor PE shed must be kept tidy at all times. The PE subject leader will tidy and organise this once a year, and then it becomes class teachers responsibility for equipment being returned at the end of a lesson
- New resources and equipment can be requested from class teachers if they feel current equipment is not to a suitable standard. The PE subject leader will be responsible for ordering new equipment.
- Resources should allow high quality teaching, so therefore be age appropriate. Larger, softer equipment should be used in KS1, whereas smaller, harder equipment can be used in KS2.

### **Clothing/Uniform**

- Jewellery (including watches) is removed before a session begins. Simple ear studs can only remain in for the first six weeks after ear piercing but must be taped over.
- Children work in bare feet in the hall. Plimsolls may be worn if appropriate, for example when governed by a medical condition. Trainers are wore when taking part in outdoor PE lessons.
- All children change for PE ensuring a positive attitude to personal hygiene. Black or blue shorts and white t-shirts are worn. Running trainers, tracksuits bottoms and jumpers are suitable for outdoor activities, particularly in the winter months.
- Spare kit can be provided from the PE cupboard.
- Long hair is tied back.
- Staff have a specific PE uniform (polo shirt and hoody), and should wear this when teaching PE. Staff have the option of coming to school wearing PE kit, or change into PE kit once at school. PE kit must only be worn if teaching/assisting in PE, and not for any other subject.
- Children who miss PE lessons for medical reasons should have a message from their parents.
- Wherever possible, teachers are encouraged to involve all pupils who have no kit, either by sharing PE kit from their peers, or wearing suitable uniform.

### **Teaching and learning strategies**

In order to achieve high quality PE a variety of teaching and learning strategies are used, including

Teacher and child demonstration

Copying

Repetition

Experimentation and performing

Observation

Self and peer evaluation

- Each lesson should include the following four strands (see appendix 1)
  - ❖ Acquiring and developing skills
  - ❖ Selecting and applying skills
  - ❖ Evaluating and improving
  - ❖ Knowledge of fitness and health

- The teacher's voice directs and controls.
- Children are expected to observe and listen attentively during sessions.
- Teachers are sensitive to the children's individual needs and plan units of work and lessons accordingly. The Lancashire Scheme of Work allows a 'core task' to be taught at the start of each unit, which allows the teacher to have a 'baseline' of the needs of his/her class prior to teaching the unit.
- It is often advisable to group children by ability to help ensure they access these appropriate learning opportunities.

Continuity and progression is provided by the Lancashire scheme of work. It ensures a progression of skills from Reception to Year 6.

Differentiation and ability grouping within classes can also be achieved by teachers using the STEPS model to provide varied learning experiences to suit the abilities of all children. (See appendix 2)

### **Assessment and Recording**

Teachers continuously assess children's performance through observation of work, questioning and discussion. This assessment is linked to the 'core task' that is delivered at the start of each unit. Teachers use this assessment to pass information onto the next year's teacher. Assessments will be recorded on a tracking grid, accessible on the school's server under 'PE'

### **Areas of Study:**

#### **Gymnastics**

Large pieces of apparatus are stored in the hall and small pieces in the PE store. Children get out their own apparatus under supervision from a teacher. At Key Stage 1 this may only involve the smaller pieces.

The wall bars and ropes are set up under close supervision from the teacher

Gym mats and other items are lifted or carried (not dragged) by a suitable number of children. (minimum 2 children to a mat)

The springboard is lifted and carried by the class teacher.

The order for putting up equipment is: mats - benches -larger apparatus. Equipment should be put away in reverse order.

#### **Dance**

Dance is taught using a variety of music. Lancashire Scheme of Work provides the music that follows each dance unit. The intention in dance is to give children the opportunity to express themselves through movement using the five elements of dance, namely travelling, jumping, turning, stillness and gesture to convey moods or ideas. Reception Dance Units are cross-curricular, linked whenever possible to their curriculum.

#### **Games**

Games is taught to either a whole class or across classes where teachers work together with children from the other class. This enables teachers to teach to their strengths and to share expertise and thus enriches the experience of the children. It also enables the children to work with peers from outside their own class. The emphasis is on the development of specific skills within practice sessions, and then implementing these skills tactically in game situations.

#### **Athletics/Fundamental Movement Skills**

In Key Stage 1 children are taught to develop skills through a range of activities including running, jumping, throwing, skipping and work with small apparatus, eg balls and beanbags. Emphasis is also on teamwork with some preparation for sports day.

At Key Stage 2 specific skills are taught either as a whole class or as a year group. These include running, throwing, long jump, shuttle and baton relay. Children are encouraged to measure and record their progress in these areas using suitable equipment and emphasis is on improving individual and team performance and technique.

Both Key Stages have a sports day in the summer term. These events provide the opportunity for children to measure their performance against that of others, both as an individual and part of a team.

### **Net/Wall Games**

Net and Wall Game activities are taught in both KS1 and KS2. Activities such as tennis and badminton are developed each year, with techniques and skills taught before tactics and competition is introduced.

### **Outdoor and adventurous activities**

School excursions provide children with many of the essential activities associated with outdoor education. Residential visits in Year 6 and Year 4 provides children with the opportunity to experience such activities as abseiling, climbing, canoeing, archery, team building work and raft building.

### **Swimming**

See Appendix 3

### **Monitoring and Evaluating this Subject Area**

PE is monitored annually by the subject leader. Lesson observations will focus on the quality of teaching, and also notify the subject leader as to who might benefit from outside CPD. Planning is monitored and evaluated, to ensure teachers are following

Accompanying teachers should always be available at the poolside for any emergency and assistance and where necessary to assist instructors.

Awards are available. Letters are sent to parents notifying them of their child's success and the option to purchase badges and certificates.

### **Safeguarding**

*'We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:*

*\* The content of the curriculum.*

*\* The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.*

*\* The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.*

*\* Liaison with other agencies that support the pupil such as social care, Child and Adult Mental Health Service, education welfare service and educational psychology service.*

*\* Ensuring that, where a pupil who has a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.'*

## Equal Opportunities

*‘ At Woodmancote we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Our belief is that by having a sense of Belonging, children will Aspire to Achieve all that they are capable of.’*

### Review:

This policy will be reviewed at 3 yearly intervals

The chair of governors and headteacher are responsible for the review.

### Related Documents:

5.1 A Guide to the Law for School Governors: Community Schools February 2004

Date accepted May 1995

Date reviewed February 1997

Updated February 2001

Updated February 2005

Updated June 2006

Updated January 2010

Signed:..... (Chair of Teaching and Learning)

Review: January 2013

Reviewed: January 2015

Updated: January 2016

## Appendix 1

### The 4 Strands - what we want the children to learn

<p><b><u>Acquiring and Developing Skills</u></b></p> <p>Share whole picture with children, ie what the lessons are building up to</p> <p>Learning objective (displayed) Vocabulary / visual charts of stretches/rolls/jumps displayed (Success Criteria) Appropriate pitch/level (group by ability which may be different for gym, throwing, running...) Don't get stuck in this quarter; move on from teacher led/instruction into S&amp;A - only 5 out of 23 minutes were children active in observed lesson! Will be more A &amp; D in lesson 1 than lesson 4</p>	<p><b><u>Selecting and Applying skills.</u></b> <b><u>Tactics and compositions/sequences</u></b></p> <p>Practice skills in other areas/context/ small sided game Time to explore ideas Model ideas (teacher and children) Teach each other sequences (see handout) Progression and differentiation STEP framework</p>
<p><b><u>Evaluating and Improving</u></b> (own and other children's work so both self and peer assessment)</p> <p>Children in pairs observe and comment on each other (no need to stop half the class to observe - remember the 5 mins!) Children refer to LO and SC (visual charts and vocabulary displayed; teacher demo...) Use vocabulary/ pictures to know how to reach next stage</p> <p>Video end of unit sequence/performance Photograph</p> <p>Paired evaluating/observation frees up teacher to</p> <ol style="list-style-type: none"> <li>1. observe pairs</li> <li>2. suggest 1 pair observes another</li> <li>3. work with a pair</li> </ol>	<p><b><u>Knowledge/Understanding of Fitness/Health</u></b></p> <p>Convey importance of warm up/cool down Warm up: aerobic then stretch Know what muscles need to warm up for certain activity Rules/ safety Being active Importance of breakfast for PE</p> <p><b><u>Every Child Matters</u></b> Active Enjoy - incl teamwork/co-operation Adhere to rules Good sport - winning and losing</p>

## Appendix 2

### STEP Framework

STEP Framework		How to achieve the learning outcome:
S	<p><b>SPACE</b></p> <p>Size - level - direction - environment - shape - surface</p>	
T	<p><b>TASK</b></p> <p>Individual - common - differentiated</p>	
E	<p><b>EQUIPMENT</b></p> <p>Size - shape - property - texture-stimulus</p>	
P	<p><b>PEOPLE</b></p> <p>Individual - pairs - small groups</p> <p>Ability - gender - size - mixed - relationships</p>	

### Appendix 3

Swimming is taught during ten sessions from various year groups across the school. This may change each academic year. The children are primarily encouraged to achieve the National Curriculum requirement:

- Swim unaided at least 25 metres and demonstrate an understanding of water safety.

At Key Stage 1 the children follow the suggested Programme of Study outlined by the National Curriculum:

- Be taught the codes of hygiene and courtesy for using swimming pools.
- Be given opportunities to develop confidence in water; be taught how to rest in water, how to float and to adopt support positions.
- Explore the elements of movement in the water through simple games.

At Key Stage 2 children follow a programme specified by the qualified instructors at Pittville Swimming Baths.

The following procedures are strictly adhered to before arrival at the pool.

- The teacher takes the register at school before leaving in order to know how many children are in his/her care.
- The children are supervised on and off the coach.
- The children are not allowed to consume food or drink on the coach.
- The children use the toilet and shower prior to entering the poolside.

#### Teachers' Responsibilities at the Swimming Pool

##### Emergency procedures

Emergency Procedures must be practised at least once per term and the pupils understand the response required of them e.g. clearing the pool.

##### Duty of care

The duty of care for pupils involved in swimming remains at all times with the teacher. Specialist instructors are employed to teach all swimming lessons. They also provide essential life saving cover. It is necessary for teachers and instructors to enjoy good communication and to understand that the teacher has the responsibility for monitoring the progress of the pupils regardless of who directs the session.

Teachers should ensure that:-

- They keep an accurate register of pupils' attendance of the pool.
- Pupils' are "fit to swim" i.e. that pupils with skin or ear infections do not swim.
- Shoulder length hair is held back.
- Jewellery is removed - including ear studs. (bangles/discs worn for medical, religious or cultural reasons should be retained only if covered).
- Pupils are familiar with behaviour at the pool which promotes safety.
- There is a teacher at the swimming pool to provide any necessary assistance, even when pool instructors provide all the teaching. This teacher must not enter the water if this leaves no supervising adult on the poolside.
- The teacher and/or instructor are able to see all pupils throughout the lesson. The bottom of the pool should be clearly visible.
- The pool staff are informed of pupils who need special consideration e.g. medical conditions, behavioural difficulties, those who are particularly nervous.
- Goggles may be worn.

##### Teaching

Teachers and adult helpers must be confident that they:

- Can organise the pupils in the space available and could enter the water in the depth in which the pupils are working.
- Have sufficient knowledge to promote pupils' water confidence and efficient strokes.
- Wear appropriate clothing and change their footwear for the poolside.
- Carry a whistle at all times.
- Do not allow pupils to enter the water until they are told to do so.
- Do not allow pupils to throw bricks into the water from the poolside.

#### **Pupil teacher ratios**

- Maximum 1:12 a normal group, increasing to 1:20 for improved to competent swimmers.
- Teaching group sizes should be reduced as age, intelligence, experience or disability requires, in order to provide **safe teaching at all times**.
- The instructor/teacher must count the number of pupils in their own group **in and out** of the pool.
- Accompanying teachers should always be available at the poolside for any emergency and assistance and where necessary to assist instructors.