



Physical Education Policy

Maximum Effort for Maximum Achievement

1. Aims and Objectives

- 1.1 Physical Education (P.E.) develops pupils' knowledge, skills and understanding of sport, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, gymnastics, swimming and water safety, athletics, team games and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and promotes positive attitudes towards a healthy lifestyle – this enables children to make informed choices about physical activity throughout their lives.
- 1.2 The aims of P.E. 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 and apply rules / conventions for different activities;
 - To increase children's ability to use what they have learnt 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 and improve further
 - To encourage children to be competitive in a safe and fair way, and to learn how to react appropriately in victory and defeat.

2. Teaching and learning style

- 2.1. We use a variety of teaching and learning styles in P.E. lessons. The school's principal aim is to develop children's knowledge, skills and understanding, doing so through a mixture of whole-class teaching and individual / group-based activities. Teachers draw attention to good examples of individual performance as models for other children; the school strongly encourages pupils to evaluate their own work as well as the work of other children, using WWW and EBI models to engender this. Within lessons, pupils are given the opportunity to collaborate and compete with each other, and use a wide range of resources when doing so.
- 2.2. In all classes there are children of differing ability, both academic and physical, and this is recognised through the provision of suitable learning opportunities for all children. The school enables this through careful planning, which matches the challenge of the task to the ability of the individual child. Teaching is adapted to support those that need additional support and extended to provide accelerated learning for those working at the 'more able' end of the scale, with the use of appropriate resources, activities and tasks enabling this; e.g.
- Setting common tasks that are open-ended and can have a variety of results e.g. timed events, such as a 60m sprint;
 - Setting tasks of increasing difficulty, where not all children complete all tasks e.g. the high jump;
 - Grouping children by ability and setting different tasks for each group e.g. during team games;

- Providing a range of challenges through the provision of different resources e.g. different gymnastic equipment

The school employs professional sports coaches (Winger Sports) who deliver at least one PE lesson per week for each class.

3. P.E. curriculum planning

- 3.1. P.E. is a foundation subject in the national curriculum; Buttsbury Junior School uses the *National Curriculum* as its basis for curriculum planning in P.E, and has adapted this to the local circumstances of the school as required. The school teaches dance, gymnastics, athletics and outdoor activities. In Year 4, pupils also have the opportunity to spend three days on a residential trip (at a PGL centre). Year 6 also spend a day at Stubbers and the local ski centre.
- 3.2. The curriculum planning in P.E. is carried out in three phases: long term, medium term, and short term. The long term plan maps out the P.E. activities covered in each term during the key stage, and is worked out by the P.E. subject leader in conjunction with teaching colleagues in each year group.
- 3.3. Our medium term plans give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. .
- 3.4. Class teachers complete a short term plan for each P.E. lesson as part of their weekly planning across each year group. These specific lessons plans list the specific learning objectives for each lesson and give details of how the lessons are taught.
- 3.5. P.E. activities are planned 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).

4. Contribution of P.E. to teaching in other curriculum areas

4.1. Literacy -

P.E. contributes to the teaching of speaking and listening in our school by encouraging children to describe what they have done and discuss how they might improve their performance (linking to the school's marking policy, WWW and EBI principles)

4.2. Computing -

We use ICT to support P.E. teaching when appropriate. In dance and gymnastics, children make video recordings of their performance and use them to develop their movements and actions. Older children compare and evaluate each other's performance from recordings, and use these to improve the quality of their work.

4.3. Personal, social and health education (PSHE) and citizenship-

P.E. contributes to the teaching of PSHE and citizenship by teaching children about the benefits of exercise and healthy eating and how to make informed decisions about things.

4.4. Spiritual, moral, social and cultural development -

The teaching of P.E. offers opportunities to support the social development of our children through the way we expect them to work together 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 cooperate across a range of activities and experiences. Children learn to respect and work with each other and develop a better understanding of themselves and each other.

5. Teaching P.E. to children with special educational needs (SEND)

- 5.1. At Buttsbury Junior School school, P.E. is an inclusive subject that is open to all pupils to participate within. P.E. forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our P.E. teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.
- 5.2. When progress falls significantly outside the expected range, the child may have special educational needs - our assessment process looks at a range of factors (such as classroom organisation, teaching materials, teaching style and differentiation) so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.
- 5.3. We enable children to have access to the full range of activities involved in learning P.E. Where children participate in activities outside our school (for example at another school) we carry out a risk assessment prior to the event, to ensure that the activity is safe and appropriate for all pupils.

6. Assessment and recording

- 6.1. Teachers assess children's work in P.E. by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives ('Can I?') for their lessons. At the end of a unit of work, teachers make a judgement as to whether the child is working towards, has met or exceeded the expectations of each individual unit. They record this information in their assessment files and use the information 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 child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.
- 6.2. The P.E. subject leader keeps photographic and video evidence of children's work which demonstrates what the expected level of achievement is in each area of activity in P.E. in each year of the school.

7. Resources

- 7.1. There is a wide range of resources to support the teaching of P.E. across the school. We keep most of our small equipment in a P.E. store and this is accessible to children only under adult supervision. The main school hall contains a range of apparatus and we expect the children to help set up and put away this equipment as part of their work. By doing so, the

children learn to handle equipment safely. The children use the school playground and field for games and athletics activities, and a local swimming pool for swimming lessons.

8. Health and safety

- 8.1. The general teaching requirement for health and safety 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 P.E. 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 P.E. The policy of the governing body is that *no* jewellery is to be worn for any physical activity and long hair is to be tied back. Spare hair bands are kept in the school office for children that need one.

9. Monitoring and review

- 9.1. The monitoring of the standards of the children's work and the quality of teaching in P.E is the responsibility of the P.E. subject leader. The work of the subject leader also involves supporting colleagues in the teaching of P.E., being informed about current developments in the subject and providing a strategic lead and direction for the subject in school. The P.E. subject leader gives the head teacher an annual summary report in which they evaluate the strengths and weaknesses in the subject and indicate areas for further improvement. The P.E. subject leader has specifically-allocated management time in order to review evidence of the children's work and undertake lesson observations in P.E. teaching across the school.

10. Extra-curricular activities

- 10.1. The school provides a range of activities for children including netball, football, basketball, fencing, dodgeball, tag rugby, tennis, athletics, gymnastics and dance, which take place prior to, during and at the end of the school day. In addition, activities are also run during the school holiday periods. These activities encourage children to further develop their skills in a range of activity areas. The school sends details electronically of the current club activities to parents at the beginning of the term.

The school also plays regular fixtures against other local schools and participates in area knockout competitions. This introduces a competitive element to team games and allows 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. Children then have the opportunity to report the positive aspects and final results to other children in the school.

Monitoring and review

Policy Date: Summer 2016

Review Date: Summer 2019