

PE Policy

Rationale

At the Goldstone Federation we believe that P.E is the aspect of the curriculum concerned with the development of physical skills, knowledge and understanding in:

- Games
- Gymnastics
- Dance
- Athletics
- Swimming
- Outdoor and Adventurous Activities

P.E contributes to the overall education of young people by improving their physical development, health and well-being.

Purpose and Aims

The aim of this policy is to clarify and inform all staff, parents, governors, visitors, and pupils how P.E is taught throughout the Goldstone Federation.

We aim that all children will:

- Develop a lasting sense of purpose, achievement and fulfilment in physical activity.
- Develop and explore their physical skills with increasing control, co-ordination and creativity.
- Be able to evaluate the quality and control of their own performance.
- Develop positive attitudes to physical endeavour including perseverance, fair play, sportsmanship, correct application of rules and the ability to cope with success and failure.
- Learn how physical exercise affects the body.
- Understand the need for safe practice in physical activities and know how to achieve this.
- Encounter a positive learning experience which will promote an active and healthy lifestyle.

Equal Opportunities

We believe that all children, irrespective of physical ability, race, gender, creed or stage of achievement have the right to reach their full potential in P.E. We promote a learning environment that enables all children to feel safe and confident, for them to achieve the targets and goals applicable to them.

Encouragement and praise is regularly given through both verbal feedback and the Dojo system to ensure a positive learning experience and to raise self-esteem in order for children to achieve a sense of well-being in later life.

All children will be encouraged to develop:

- Control, co-ordination and mobility.
- Skill and confidence in a range of physical activities.
- An awareness of the physical capabilities of their body.
- Thinking, selecting and applying skills.
- Co-operative skills.

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 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 needs. Where appropriate, children with Special Educational Needs have specific targets relating to P.E. These targets are discussed with the Special Needs Co-ordinator and reviewed with the Learning Support Assistant (if one is assigned). The Learning Support Assistant works with the Teacher to provide activities that encourage and assist the child to meet their individual targets.

Definition of P.E. and content of the curriculum P.E. is a key Area of Learning within the National Curriculum. The fundamental skills, knowledge and concepts of the Learning Area are set out in "The Statutory Requirements for Physical Education at Foundation/Key Stage 1 and Key Stage 2" where they are categorised into 5 areas of activity:

- Games
- Gymnastics
- Dance
- Athletics
- Swimming (Key Stage 2)

Teaching and Learning Styles

We use a variety of teaching and learning styles in P.E. 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. Teachers and coaches draw attention to good examples of individual performance as models for the other children, and we encourage the children to evaluate their own work as well as the work of other children.

Within sequences of lessons we give the children the opportunity both to collaborate and to compete, and they have the opportunity to use a wide range of resources.

In all classes children have a wide range of physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results.
- Setting tasks of increasing difficulty, where not all children complete all tasks.
- Grouping children by ability, and setting different tasks for each group.
- Providing a range of challenges through the provision of different resources.

P.E. in the Foundation Stage

We believe that a young person's development is inseparable from all other aspects of development because they learn from being active and interactive.

Effective Learning involves:

- Giving children plenty of time to explore, experiment and refine movements and actions unhurriedly.
- Providing a safe, well planned and resourced environment.
- Supporting other areas of learning through physical activity.
- Children using and learning through all their senses.
- Building on children's developing skills to promote confidence and independence.

Effective teaching requires:

- Providing opportunities for regular and frequent physical activity indoors and outdoors.
- Ensuring that space is safe to use, and that clothing is safe and sensible.
- Offering a range of stimuli for movement, such as action rhymes, stories, music and props.
- Introducing the vocabulary of movement and words of instruction.
- Teaching skills such as picking up bulky objects, getting onto a slide or responding to signals.
- Providing a range and sufficient quantity of small objects to handle.

Fundamental Movement Skills:

We believe that a child's Fundamental Movement Skills (running, jumping, throwing, agility, balance and co-ordination) are the building blocks for accessing all areas of the P.E. curriculum. These essential skills are introduced and developed in all classes within the school but specifically in the Foundation/Key Stage 1 classes.

Children follow a Long Term Plan which is monitored and evaluated by teachers, PE lead and by a specialist sports coaching company (Activ Sports)

Areas of Activity

Dance

Dance is an art form which is concerned with developing control, co-ordination and versatility in the use of the body. It helps to maintain flexibility, develop strength and aesthetic awareness and the appreciation of beauty and quality in movement.

Composition, performance and appreciation are the three components of dance. All are inter-related and will usually be taught together.

Aims

- To develop control, co-ordination, balance and poise in basic actions of travelling, elevation and stillness.
- To enable children to learn to enrich movements by varying shape, size, direction, level, speed, tension and continuity .
- To experience and respond to a variety of stimuli, including music.
- To explore moods, express feelings and ideas and create simple characters and narratives in movement.

- To create dances with clear beginnings, middles and ends.
- To use techniques and styles to communicate meanings and ideas.
- To give children the opportunity to describe, interpret and evaluate all aspects of dance, choreography, performance and content production.
- To experience examples of traditional/folk dances from different countries.

Games

Games and competitive sports are an essential part of the Physical Education Programme.

They involve children participating individually, in a team, co-operatively and are concerned with skills, tactics and principles of play.

Aims

- To provide experience of a variety of different games including; invasion games such as football, netball and hockey, net and ball games such as tennis and volley ball and striking and fielding games such as cricket and rounders.
- To gain understanding of common skills and principles, including attack and defence in all types of game
- To provide games practices that help improve skills.
- To develop own games, rules and scoring systems.
- To experience a variety of roles in each game including umpiring.
- To play and understand small-sided versions of recognised games
- To learn more advanced techniques and tactics in selected games and how to analyse them in order to improve performance.
- To experience the full sided version of a game and play in different positions in competitive situations.

Gymnastics

In gymnastics the focus is on the body. We are concerned with acquiring control, coordination and versatility. Strength is developed and flexibility is maintained. The natural actions involved include; leaping, balancing, inverting, climbing, rolling and swinging.

Pupils work alone, with partners and in small groups, sharing ideas, carefully sharing space and helping one another to lift, carry, place and use apparatus.

Aims

- To experience many ways of performing basic actions.
- To improve control of individual actions through repeated practice.

- To learn to link together a series of actions on floor and apparatus and to be able to repeat them.
- To learn how to lift, carry and position apparatus.
- To learn to emphasise elements such as changing shape, speed and direction in a longer series of actions in response to a task.
- To understand and be able to show how body tension, clarity of shape and extension influence quality.
- To understand and develop aesthetic qualities such as contrast, variety and repetition in more complex sequences.
- To demonstrate sequences with or without contact in partner work.
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Swimming (Key Stage 2)

Programme delivered by class teachers in conjunction with the PE lead and qualified swimming coach from within the school. Where possible external may be used to further support the school.

Swimming is a crucial survival skill and an essential prerequisite for a range of activities in and around water. It provides an excellent form of all-round exercise and can contribute to the development of flexibility, strength, and stamina.

Children are given a baseline assessment before being placed into groups and these groups are constantly developed and amended depending on need. All children are assessed on their ability to swim 25m in Y6 and this data is reported on the school website under the school sport funding analysis.

Aims

- To develop safety and confidence in the water.
- To know and understand the basic principles of water safety.
- To learn the fundamentals of recognised strokes and a variety of general water skills.
- That all children at the end of Key Stage 2 can swim at least 25 metres.

Athletics

In Athletics the focus is upon developing a variety of natural physical actions like running, jumping and throwing. The activities provide excellent opportunities for promoting physical fitness and understanding of how the body works.

Aims

- To experience and participate in running, jumping and throwing activities.

- To develop and practise the basic skills leading to the different athletic events - to learn how to measure, compare and improve performance.
- To experience competition.
- To learn about the effects of exercise upon physical health and fitness.
- Co-ordination

The role of the P.E. co-ordinator is to:

- Take the lead in policy development.
- Take responsibility for the purchase and organisation of central resources for P.E including reporting on the financial spending of the school sport premium.
- Give support to colleagues where appropriate.
- Keep up to date with development in P.E. through attending relevant training.
- Organise an annual whole school competitive sports day for the school to coincide with School Games Week.
- Organise an annual Multi ever sports day across Federation schools.

Competitive Sport

Our school is represented in various inter-school competitions as an extension of classwork and extended provision at local, and regional and level through the School Games Competitions. Most events are confined to the children in Key Stage 2 as this is the focus of the School Games however there are some exceptions such as Hockey, Dodgeball, Gymnastics, X-Country and Football.

Planning

Teachers are required to work through their planning with the support of the PE lead and additional coaches. Plans should be part of the Long Term Planning for each class within the school.

Organisation

P.E. is a firmly timetabled element of the curriculum because of the need to use hall/outside space/venues. PE. is taught throughout the school year but not all areas of activity are covered each term.

Timetable

All classes within the school are timetabled for two hall sessions per week of at least 60 minutes duration. Furthermore all classes are encouraged to make use of outdoor spaces where available and weather permitting using activities such as Daily Mile and Active Learning (formerly Maths of the Day).

Additional Sports Clubs and Provision

- Swimming for KS2 pupils on a specific half term basis.
- After School Dance - Julia Holding
- Alternative Sports e.g. Fencing - Premier Sports
- Activ Sports Club - Jason Roberts
- Airborne Gymnastics - Jason Tucker
- Bike Club: Summer Term - Mr Rushton

Participation in the North Shropshire Football League

- Boys School Football Team - Mr Rushton / Mrs Morris
- Girls School Football Team - Mr Rushton / Mrs Morris

Assessment

At school, we believe that it is crucial to monitor each child's progress in each aspect of the learning area.

Suitable tasks for assessment include:

- Practical tasks directly observed by the teacher.
- Small group discussions related to a practical task.
- Specific assignments for individual pupils.

A record of children's progress and achievement in P.E. is included in a written report which is given annually to Parents/Carers.

Resources

There is a wide range of resources to support the teaching of P.E. across the school. We keep most of our equipment in the outdoor P.E. store, and this is should only be accessible to adults or nominated PE Shed monitors (Sports Leaders). The 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 so doing, the children learn to handle equipment safely.

The children use the school field for games and athletics activities when the weather allows and have the ability to use the Tennis Courts and large

football pitch across from the school. In addition the school uses Newport swimming pool for swimming lessons.

'Sports Leaders are in charge of collecting equipment at play times and setting up the equipment when teaching activities to younger children.

Teachers and Mid-day Supervisors are also available to monitor this in the playground.

School Facilities.

Hall

P.E. Storeroom

1 Grass Football Pitch

Trim Trail

Fitness Trail

Exercise Equipment

Tarmac Playgrounds including Multi purpose court

Forest School

Also available:

Swimming Pool - Newport Swimming Pool

Hinstock Tennis Club

Hinstock Cricket Club

Maurice Chandeler Sports Centre

Health and Safety

Clothing - all children should have a change of clothes for P.E ideally school

P.E Kit (bright blue top, shorts, trainers).

Teachers are expected to set a good example by wearing appropriate clothing when teaching P.E.

Where children are to participate in activities outside our school (a sports event at another school, for example) we ensure that a risk assessment is carried out prior to the activity.

Where possible, and appropriate, Learning Support Assistants, Mid-day Supervisors and Teaching Staff are trained in basic First Aid. Specific training is given to staff members in how to deal and treat specific health problems or allergies. Necessary and Care Plans are taken to Physical Education activities within and outside the school.

Apparatus is checked annually to ensure safety in P.E.

This policy should be shared amongst staff and coaches in school.

Signed PE Lead.....

Signed Headteacher

Signed Governors.....