

Wootton-by-Woodstock CE Primary School

Policy for PE

DEFINITION

PE is a foundation subject of the National Curriculum. The school believes that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. The physical education curriculum aims to provide for pupils' increasing self-confidence through an ability to manage themselves successfully in a variety of situations.

A balance of individual, team, co-operative and competitive activities aims to cater for pupils' needs and abilities.

AIMS

The national curriculum for physical education 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, active lives now and in the future

GUIDELINES

The Curriculum

The school bases the PE. curriculum on National Curriculum 2014, RealPE, Partnership events and the school's own long term planning and the Early Years Foundation Stage Curriculum and adapts them for the three mixed aged classes.

The main areas of Physical Education in the school are:

- Gymnastics
- Games – winter and summer
- Dance
- Athletics

In addition, children learn about

- Swimming and water safety
- Outdoor and Adventurous activities

Teaching and Learning

We use a variety of pedagogical approaches in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and level of physical fitness. We do this through a mixture of whole-class teaching and individual/group activities. Teachers 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 others. Within lessons we give the children the opportunity both to collaborate and to compete with each other and they have the

opportunity to use a range of resources. KS1 children develop **fundamental movement** skills through all areas of the PE curriculum. They engage in competitive (both against self and against others) and co-operative physical activities.

KS2 children continue to apply and develop a broader range of skills, learning how to link them to make actions and sequences of movement.

Across the whole school activities and assessments are drawn upon from the RealPE resource packs.

Access to PE

Wootton School premises are restrictive with regard to the PE curriculum. It is important to make maximum use of all available 'spaces' to enable full access to the PE curriculum. Additional lessons of PE are encouraged at appropriate times to compensate for lack of space and freedom of movement in our restricted environment at others.

Woodstock School hall is available to Wootton School on a weekly basis. Teachers take their classes on a rota basis.

The village hall is used for dance, drama, gymnastics or indoor games activities.

The village playing field is used for games and athletics

The Chipping Norton Swimming pool is used for swimming lessons

The school also participates in a wide range of activities organised through the schools' sports partnership enabling children to benefit from the use of other sports facilities across the county

Gymnastics

This is concerned with the management of the body in meeting progressively demanding challenges and problems. Gymnastic lessons may be focussed fully on floor work, with/without mats, or make use of apparatus. The format of each lesson follows a theme such as travelling, body shape, balance or space.

Staff must be familiar with the apparatus available for use at Woodstock Primary and the routines for safe handling. Teachers may seek advice from staff at Woodstock school or the PE coordinator.

Children are taught the correct handling and safety rules. The actual 'putting out and putting away' is an important part of the lesson with the children learning about planning and safety.

Dance

Dance is a social, cultural and emotional form of physical activity and opportunities are given for children to fully experience the creative nature of dance. (see Arts policy)

Dance activities may be taught as discrete areas or within a topic e.g. Indian dance as part of a study on India. Traditional dances such as Maypole dancing and country dancing are taught during the cycle of work.

Games

- In games lessons the emphasis is on the teaching of the skills that can be later applied to the team game situation. Examples of such skills would be:

- trapping a ball with the foot
- kicking a ball
- marking an opponent
- throwing and catching various types of ball
- catching a ball while on the run
- throwing a ball to a moving receiver
- hitting a ball with various types of bats
- developing strategies for striking, fielding and invasion.

In Key Stage 1 children develop simple tactics for attacking and defending. This continues in KS2 with growing emphasis on strategy and competition. **Athletics**
In athletics children develop basic skills in personal prowess which emerge from those developed by the gymnastics and games skills components of the programme and include running, jumping, throwing and catching. The emphasis is on personal endeavour and increasing success.

Pupils in Key Stage 2 work towards standards set by the English Athletics Association and receive appropriate awards for achievement.

Swimming and water safety

Swimming takes place during the autumn terms for year groups 3-6. Lessons are delivered in an intensive block of ten over a two week period. Led by the swimming instructors all children have the opportunity to develop their water confidence, water safety and swimming skills under the supervision of the class teachers and teaching assistants. It is the schools aim and a National requirement that all children are able to swim twenty-five metres by the time they leave Primary school. Children are taught a range of swimming strokes and to perform safe self-rescue in different water-based situations.

Progression and Differentiation

In all classes there are children of differing physical abilities and ages. In recognition of 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 open-ended challenges for individual improvement e.g. timed events or counting how many.... you can do.
- Setting tasks which have stepped levels of difficulty
- Grouping children by ability and setting different tasks for each group e.g. different games.
- Providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment, or larger balls.
- Providing TA support
- Providing alternative activities for SEND/More Able children.

Resources to support differentiation include Top Sport cards, FA cards, Change4Life challenge cards and athletics awards.

I.C.T.

When appropriate ICT is used to support PE teaching. In dance and gymnastics children make film recordings of their performance and use them to evaluate and develop their movements and actions. Smartboards are used to illustrate examples of skills and techniques. iPad are used to capture still images such as balances in gymnastics. Recorded images may be added to pupil profiles as a record of achievement.

Assessment

Work is assessed according to the School Assessment Policy, the Teachers Standardised Assessment Policy and the resources in RealPE Foundation children are assessed using the EYFS guidance as part of the Physical Development strand of the curriculum. Achievement in PE may be included in the annual written reports which are sent home to parents.

Resources

RealPE is used as the overarching teaching resource for the learning of fundamental skills. Each classroom houses boxes of resources relevant for the age groups in the class. However, all resources may be used by all when appropriate to do so. Resources are stored in the PE shed. Storage boxes are labelled, and shelves are labelled so that there should be no doubt about where equipment is stored. It is a whole staff responsibility to maintain the resources and keep the store tidy. All children should be taught to put equipment away safely and in its proper place. A step ladder is provided specifically so that equipment can be returned to its rightful place on the upper shelves. PE equipment should not be used during playtimes except under the direction of staff. Playtime equipment is stored separately in the Oxford blue boxes to the right of the entrance door. This is also clearly labelled. Teaching resources including schemes of work are kept in the resource cupboard. Resources to support equal opportunities/SEND are available in the PE store. E.g. ramps for ball skills, large bell ball
Broken, damaged or worn equipment must be disposed of. Please let the PE leader know when items need replacing.

Monitoring and Evaluation

The school monitors and evaluates on a continuous basis through reviewing:

- Lesson observations and the quality of teaching
- The quality and effectiveness of long, medium and short term planning
- The quality and consistency of assessing and learning
- The quality of resources to support learning
- Data
- Questionnaires and discussions with staff/children/parents.

Professional Development

Adults are given the opportunity to attend INSET and take part in other relevant projects that allow professional development to take place.

Equal Opportunities

All teaching and learning opportunities are available to all irrespective of religion or belief, race, nationality, ethnicity, gender, sexual orientation, age, ability or disability, opinion or family background. Please see related policies for Equality, SEND and Inclusion.

Health and Safety

The teaching of PE enables the children to gain a deeper understanding of health and physical fitness. In addition, staff are expected to teach children about safety in relation to safe storage of equipment and the hazards associated with reaching for items at height, and the risks of slips, trips and falls as well as the risks of falling objects when items are stored incorrectly.

Please see Health and Safety Policy and the staff handbook

Spiritual, Moral, Social and Cultural

Spiritual: Developing a sense of joy in physical movement and how we interact with the environment through sporting pursuits.

Moral: The ability to recognise that when rules are broken the team/ player must meet the consequences. To understand on what ground disqualification s appropriate; what is fair and just.

Social: Use a range of social skills in sporting contexts such as team collaboration and sportsmanship, examine how sport may bring people together locally or globally.

Cultural: Understand the origins of traditional dances and games and how sport enhances British culture and crosses global boundaries.

Agreed: October 2016

Subject Leader: V. Lucas

To be Reviewed: October 2020