



St. Ethelbert's Primary School

Policy for Physical Education

"I serve Jesus with my body, heart, mind and soul."

Serviam means 'I serve'. Jesus Christ has taught us that it is more blessed to serve than to be served. At St Ethelbert's school, following our Catholic faith, we serve the whole person – mind, heart, body and soul.

Body – because we care for our wellbeing, our parish neighbourhood and our environment.

Heart – because we teach love and respect for all.

Mind – because we believe in excellent education.

Soul – because we learn to pray and become closer to God as his children.

RATIONALE

Physical education provides a unique learning opportunity. It develops pupils' physical competence and confidence through physical activity. It promotes pupils' understanding of physical development and their body in action. Physical education provides the skills for pupils to use their body efficiently and promotes the importance of active, fit and healthy lifestyles. Pupils learn to think creatively and to work both individually and collectively to make decisions and solve problems. Physical education is experienced in a safe and supportive environment using a variety of teaching and learning styles makes an important contribution to a pupil's physical and emotional well being.

AIMS

St Ethelbert's Primary School aims to teach pupils to become physically educated by giving them opportunities to:

- Develop competence to excel in a broad range of physical activities.
- Analyse and evaluate their own and others performance to lead to improvement both in physical and cognitive abilities.
- Develop their understanding of being active for sustained periods of time and lead healthy, active lives.
- Develop problem solving skills and interpersonal skills, which will have much wider application.
- Engage in competitive sports and activities.
- Develop, recognise and ensure safe practice.
- Develop positive attitudes.

Learning Outcomes

The outcomes are derived from the aims and will guide the planning process and will form the basis for assessment of the pupils and evaluation of the policy. Pupils will have access to a broad and balanced PE curriculum through which they will have opportunity to develop their knowledge skills and understanding.

Develop competence to excel in a broad range of physical activities

- Pupils demonstrate a range of skills.
- They are able to consolidate existing skills and gain new ones.
- They show increasing control and co-ordination leading to consistency and quality.
- Pupils are increasingly able to plan and adapt activities both individually and when working with others.
- They are able to use strategies and tactics and improve their understanding of composition in a variety of situations.
- They will begin to develop their understanding of some of the principles underpinning their performance and are able to transfer some basic skills and understanding from one activity to another.
- They are able to apply rules and conventions appropriate for the activity.

Analyse and evaluate their own and others performance to lead to improvement both in physical and cognitive abilities

- Pupils understand what constitutes an effective performance.
- They are able to suggest improvements and comment constructively on their own and others performance.

Develop their understanding of being active for sustained periods of time and lead healthy, active lives

- Understanding the effects of exercise on the body in the short term.
- Understand the importance of warming up and preparing appropriately for a variety of activities.
- Selecting and engaging in regular physical activity.
- Understand why physical activity is good for their health and well being.

Develop problem solving skills and interpersonal skills, which will have a much wider application

- Pupils are able to think imaginatively and demonstrate creativity in their work.
- They are able to work individually and with others to resolve problems.
- They are able to express opinions and begin to appreciate the opinions of others.
- They are developing leadership skills.

Engage in competitive sports and activities

- Being aware of opportunities both in school and in local clubs and the community which cater for primary age children.

Develop, recognise and ensure safe practice

- Understand the importance of wearing the appropriate clothing for the activity.
- Know the importance of basic hygiene practices with regard to their health and safety in PE and sport.
- Pupils are aware of others and their space and how they can move and work both personally and in relation to their environment and others.
- They are able to articulate key features of safe practice.

Develop positive attitudes

- Pupils exhibit such personal qualities as perseverance, self worth and well-being
- They understand the importance of fair play and the etiquette associated with sport.
- They are able to meet appropriate challenges and work through solutions.
- They are increasing in confidence in their approach to physical activity.

PRINCIPLES OF LEARNING, TEACHING & INCLUSION

Teachers will adopt a range of teaching styles in order to engage all pupils in the learning. The national curriculum is the starting point for planning the curriculum to meet the needs of the pupils. In planning the curriculum regard will be given to the following principles:

Setting suitable learning challenges

- Aim to give every pupil the opportunity to experience success in learning and to achieve high standards.
- Take a flexible approach taking into account any gaps of learning and to meet individual needs.

Responding to pupils diverse learning needs

- Teachers will set high expectations and provide all pupils with opportunities to achieve.
- Teachers will be aware that pupils bring with them a range of experiences and take these into account when planning the curriculum.

Overcoming potential barriers to learning

- In PE the barriers to learning can range from physical capabilities to issues around changing, difficulties with language and comprehension or attitude and expectation. Things might act as barriers to a few or many pupils and will be addressed through planning and differentiation.

Equal opportunities

- Pupils will have equal opportunities to access, take part in and succeed in PE and sport. All pupils regardless of race, culture, gender, physical activity or learning disability, social origins or physical stature are entitled to be included and achieve. Every pupil has an entitlement to a broad and balanced curriculum, equal curriculum time, access to extra curricular activities and use of resources and facilities. St Ethelberts School's policy is to enable all pupils to experience success. Sensitive and informed grouping of pupils, for example, mentor, ability, social and random groupings will ensure all pupils will contribute, be actively and physically involved and be challenged appropriately. Resources and facilities will also support children's age, stage and ability.

Additional Educational needs

- Pupils with additional educational needs will be entitled to the same access to physical education and sport as their peers. In planning lessons teachers will identify challenges for all pupils, modifying and adapting the task and/or equipment to include all pupils. Additional support will be given where it is needed and liaison with the SENCo will be sought. For pupils whose attainment is below the expected levels at the key stage a greater degree of differentiation will be necessary and the programme will provide the context and a resource for planning learning that is appropriate to the requirements of the pupil.

Gifted and Talented

- For pupils whose abilities exceed the expected levels of attainment teachers will plan suitability challenging work. Teachers may draw on work from later key stages to provide extension work and giving greater depth or breadth of knowledge, skills and understanding. Where a child has a particular ability in one sport it will be necessary to work with parents and coaches for the pupil in school to help the child manage the sporting and academic studies.

Key skills

- PE offers an additional dimension to the whole school curriculum and the wider life of the school. PE has particular links with health education, personal and social education, PSHE, and key skills (including literacy, numeracy, computing, language and communication skills and working with others). The dance element of the physical education curriculum will also enhance and enrich, complement and intensify experiences within the arts curriculum and across the school. Teachers will give pupils the opportunity to make the connections and develop these key skills through their work in PE.

Continuity and progression

- The curriculum offered in PE will provide a framework for progression taking account of pupil's needs and abilities.

Subject Content at Key Stage 1

The National Curriculum states that pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns

Subject Content at Key Stage 2

The National Curriculum states that pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop a understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvements to achieve their personal best

St Ethelbert's will also provide swimming opportunities at Key Stage 2.

ASSESSMENT RECORDING AND REPORTING

Assessment for learning

Opportunities for assessment will be identified during planning and pupils will receive ongoing teacher assessment. Teachers will also use assessment to inform future planning for groups and individuals. Teacher assessment will be directly related to the learning objectives and to the four strands of learning in the national curriculum for each key stage. Pupils will be actively engaged in self assessment and in setting targets for improvement. Effective feedback from teachers is essential in supporting and developing pupil's knowledge skills and understanding and consolidating their learning.

Assessment of learning

Summative assessment will also be made based on the ongoing assessments and related to the attainment targets and the level descriptors.

Statutory requirements

There is no requirement to assess and formally record assessments at key stages one and two. However, there is a need to report to parents both orally and in writing pupils progress using the criteria in the level descriptors and based on the expectations for the age and stage of the pupil.

LEADERSHIP

The core purpose of the subject leader is to provide professional leadership and management for the subject and to secure high quality teaching, improved standards of learning and achievement for all pupils. Subject leaders must have knowledge, which is in part subject specific and part generic and take responsibility for keeping up to date with developments in PE and other aspects relating to their role.

The subject leader:

Will provide strategic planning, direction and development of physical education

- Ensure that the policies and plans reflect the ethos of the school
- Is responsible for developing a long term curriculum plan based on the national curriculum programmes of study.
- Support other staff to develop and build their confidence in teaching PE
- Will evaluate the effectiveness of the physical education curriculum

Will secure and sustain effective teaching of PE and evaluate the standards of learning and achievement

- Will monitor standards of teaching and learning using a range of strategies including lesson observation, reviewing, planning and talking with staff and pupils.
- Will ensure curriculum coverage, continuity and progression, taking into account the needs of all pupils.
- Ensure that teachers are clear about teaching objectives in lessons and can communicate this to pupils.
- Set expectations and targets for staff and pupils in relation to standards of achievement and the quality of teaching.
- Develop effective links with parents and the local community in order to extend and enhance the understanding and development of the subject.

Will lead and manage staff

- Help to build constructive working relationships when working in PE and sport.
- Support staff to evaluate and develop their practice.
- Lead professional development of the subject and help identify opportunities for continuing professional development to meet the needs of staff and the school
- Will ensure that staff and governors are informed and involved in developments, policies, plans and priorities and the success in meeting these.

Will identify and support efficient and effective deployment of staff and resources

- Will establish staff and resource needs
- Will have a PE development plan, which will support the school development plan.
- Ensure the effective management and organisation of learning resources.
- Support the development of the learning environment to create a stimulating for teaching and learning.
- Work hard to ensure that there is safe practice and that risks are assessed and managed.

Health and safety

- It is essential to secure safe practice and to ensure that all routine procedures are agreed and consistently adhered to by all staff. These procedures will include organisation within the lesson as well as before and after the lesson when changing and moving to and from the working area; pupils' kit and equipment, resources including storage and safety; pupils' responsibilities and management of safe practice and the withdrawal of pupils.
- The front junior playgrounds are on a slope and children are not to be asked to jog backwards in this area to protect from falling backwards.
- It is essential that pupils are taught skills and operate within appropriate ground rules to enable them to participate safely and confidently within PE. Pupils are expected to work in a safe manner and know what this means.
- All staff will plan their work with the safety of pupils in mind and support can be sought from the subject leader to ensure that this is the case and that risks have been assessed and are managed effectively.

**Miss V Rees
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