

## **Woolenwick Junior School** **Physical Education Policy V1**

Policy Name	Physical education
Created by	School / Sam Barnes
Responsibility of	School Improvement
Reviewed by	SB
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Cycle	3 years
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### **Version History**

Version	Amendments	Date	Author
V1	Original document		SB

### **Aims**

The main aim of the curriculum at Woolenwick Junior School is to build the children's confidence and skills in the critical skills of problem solving, decision making, leadership, communication, competition, creative thinking, critical thinking, management and organisation.

Our Physical Education Curriculum plays an essential role in developing these skills as PE offers the opportunities for children to:

- Become skilful and intelligent performers
- Acquire and develop skills, performing with increased physical competence and confidence, in a range of physical activities and contexts
- Develop their ideas in a creative way
- Set targets for themselves and compete against others, individually and as team members
- Understand what it takes to persevere, succeed and acknowledge others success
- Respond to a variety of challenges in a range of physical contexts and environments
- Take initiative, lead activity and focus on improving aspects of their own performance
- Discover their own aptitudes and preferences for different activities
- Make informed choices about the importance of exercise in their lives
- Develop positive attitudes to participation in physical activity

### **Objectives**

Children should:

- Enjoy communication, collaborating and competing with other
- Enjoy being active and showing what they can do

- Practice a range of new skills across a range of activities that include games, gymnastics, dance, athletics and swimming in years 3 and 4
- Learn consistency by repeating their movements and skills until their performance is clearer, more accurate and controlled over time
- Pace themselves in challenges and activities such as athletics and swimming
- Use creativity in performing dances, planning gymnastic sequences, responding to problem-solving and challenging activities
- Know how to improve aspects of the quality of their work
- And increasingly help themselves and others perform effectively
- Know what activity is important to their health and well being
- Understand the rules and conventions of taking part in different activities safely

### **Key Skills**

Children should learn new skills across a range of activities that include invasion, net/wall and striking and fielding games, gymnastics, dance, athletic skills and swimming in years 3 and 4

Pupils should develop their knowledge, skills and understanding through:

- Acquiring and developing skills
- Selecting and applying skills, tactics and compositional skills
- Evaluating and improving performance
- Knowledge and understanding of fitness and health

There should be a balance between personal activity and self-improvement and competition

There should be opportunities for children to work individually, in small groups, in teams and in competitions which pupils make up for themselves.

This is supported by additional opportunities offered through OHSL clubs and school teams

Through the Stevenage Sporting Futures Partnership there are enrichment opportunities and competition both within the local 'family' of schools and across the town.

### **Time Allocation**

- Children have the entitlement to 2 hours PE and sport per week.
- The hall is timetabled for 2 sessions per class per week and the timetable for outdoor PE.
- Invasion, net/wall and striking and fielding games, gymnastics, dance and athletic skills will be given equal time weighting. They will be taught in ½ termly blocks
- Swimming is taught throughout Years 3 and 4 at Stevenage swimming Pool. Classes receive weekly 30 minute sessions.
- Outdoor PE takes place throughout the year.
- PE is rarely cancelled
- The school values regular and frequent lessons to develop children's skills and abilities. On no account should PE used as a sanction.

### **Planning**

- The long term planning identifies the units to be taught. These are identified in the PE Scheme of Work (see appendix 1)
- The units of work identify the medium term plan and the short term plans. Teachers should annotate the short-term planning to identify the differentiation and take into account previous assessment.

- All lessons should include a warm up, skill development, application of this skill and a warm down.
- Children should be expected to organise and layout apparatus and equipment.

### **Equal Opportunities**

All children should be provided with equal opportunities to participate in a curriculum in, which there are no barriers to access based on race, sex, culture or ability.

PE lessons should aim to provide quality experiences, which challenge children.

The PE policy is supported by the school's Equal Opportunities Policy

### **Safety**

- Safety should be paramount when planning PE activities.
- All teaching and non-teaching staff should be aware of the following document and know where it is located in the school.

#### **Safe Practice in Physical Education (2000) – BAALPE**

##### **ISBN 1-87-122811-5**

- This document can be found in the PE Co-ordinator's file in the staff room.
- Risk assessments should be included in lesson plans, and safety aspects should be considered with the children prior to the task.
- Children should develop their own abilities to assess risks.
- First aid equipment is available, and all staff should know what to do and who to call for assistance in the event of an accident.
- Inhalers for children suffering from asthma must be readily accessible. Children should be responsible for their own inhalers (see Asthma Policy)
- Staff should be aware of medical conditions which may affect or limit a student's ability to participate in physical activity. Such information can be found in the school's register located in the staff room.
- Children should be taught how to move and use apparatus safely under the supervision of a teacher or responsible adult. (See Apparatus Handling Document, Appendix 1.1)
- Children should be made aware of safe practice when undertaking any PE activity, (e.g. not lifting hockey stick, not jumping or running in front of others, etc).
- Children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery.
- Good class control is fundamental to safety.

### **Equipment Safety**

- Regular checks should be made on all equipment. The Co-ordinator should make frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the Co-ordinator when any items need replacing or repairing. Any items constituting a danger should be taken out of use immediately.
- All large items of PE equipment are inspected annually by an independent safety officer under a contract. ('Continental Sports' undertake this task, usually in the summer term).

### **PE Kit**

- All children should have a PE kit, which is different from the clothes and footwear worn during the remainder of the day.
- It should consist of a T-shirt and shorts, or a leotard, and trainers.
- These should be named and kept in a named bag in the cloakroom during the week and taken home at weekends and holidays for washing.
- Tracksuits may also be worn for outdoor activities in cold weather.
- Bare feet for gymnastics and dance produces better quality work

- Swimming kit should be brought to school on the day when swimming lessons take place and taken home afterwards. Goggles should be discouraged unless on medical advice.
- No jewellery is to be worn for PE activities, including swimming lessons and the extra-curricular programme. Long hair should also be tied back and, for swimming lessons, children should be encouraged to wear swimming hats.
- Children who persistently forget PE kit should be reminded of the importance of PE and, if necessary, a letter should be sent to their parents asking for their co-operation. Spare clothing is available in school.
- In the summer, children are encouraged to wear hats and sun cream.
- Children should only miss PE lessons on health grounds, if this is requested by their parents, either by direct contact with the school or in a note to the teacher.
- Non participants should be included in the lessons. They can take the role of an evaluator.
- Teachers are expected to wear suitable clothing and footwear for teaching PE.

### **Differentiation**

- As all children have differing needs, abilities and interests, it is necessary to develop differentiated tasks so that all children are appropriately challenged to achieve successful outcomes.
- Children's self-confidence in their abilities within PE is crucial, and teachers must be sensitive to the range of demands, which may be made.
- Differentiated learning tasks must be identified on the short-term plans.
- Teachers decide pupil groupings for PE. These may be sometimes by ability, behaviour and or friendship. (Literacy and Numeracy groups are seldom used.)
- Children knowing their 'PE groups' helps the organisation of lessons, particularly in small group games and dance and gymnastics compositional work.

### **Storage**

- Games equipment is kept in the PE cupboard in the hall.
- Gymnastics equipment is stored in the hall itself.
- Only staff should go into the PE cupboard and collect equipment. Children should not be in there unsupervised.

### **#Stevenage Sporting Futures**

Woolenwick Junior School is a member of the Stevenage Sporting Futures Partnership.

The Partnership supports the development of PE by

- Improving the quality of teaching by providing staff training and development opportunities either through external training or in house coaching
- Enriching the curriculum by providing links with external sports clubs
- Provide opportunities for enrichment through family or town based competitions and festivals
- Improving the quality of teaching and learning resources available in school

#Name may change

### **Staff Development**

- Opportunities should be taken by the PE co-ordinator, and colleagues where possible, to attend courses in order to keep up to date. They should then give summaries of information to the rest of the staff and draw attention to any new safety guidelines published by the LEA or national agencies.

- Opportunities for training and development including coaching of teaching are available through the Stevenage Sporting Futures Partnership
- Targets related to teaching and learning of PE and sport may be set within the Performance Management Process

### **Assessment**

- Recording every aspect of individual children's progress is neither necessary nor desirable. Records should be selective and brief. They should be fit for purpose.
- Teachers should use end of session assessment to ensure that activities in the next lesson meet the needs and skills of the children
- Teachers should also complete the end of unit assessment based on the QCA Scheme of Work. This identifies those children who may have significantly underachieved or exceeded expectations of the unit.