



## BISHOP WILTON CE VC PRIMARY SCHOOL

### Policy on Physical Education (PE)

#### 1 Aims and objectives

- 1.1 PE develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. PE promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives.
- 1.2 Our objectives in the teaching of PE are:
- to enable children to develop and explore physical skills with increasing control and coordination through participation in a range of sports;
  - to encourage children to work and play with others in a range of group situations;
  - to develop the way in which children perform skills, and apply rules and conventions, for different activities;
  - to show children how 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.

#### 2 Teaching and learning style

- 2.1 Our P.E. is mainly provided by the specialist company 'School Sports Support'. We use a variety of teaching and learning styles in PE 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 and individual or 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 other children. 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 wide range of resources.
- 2.2 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 (e.g. timed events, such as an 80 m 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. different games);

- providing a range of challenge through the provision of different resources (e.g. different gymnastics equipment).

### **3 PE curriculum planning**

- 3.1 PE is a foundation subject in the National Curriculum. Our school uses the national scheme of work (QCA) as the basis for its curriculum planning in PE. We have adapted the national scheme to the local circumstances of the school. As required, we teach dance in the junior classroom or Francis Scaife sports hall, games outside on the village field and playground and gymnastics at Key Stage 1 when access to a suitable gym is available, such as at Francis Scaife Leisure Centre. In Key Stage 2, we teach dance, games and gymnastics – mainly using the playtrail for balancing and leaping activities, plus two other activities: swimming and water safety, and athletics. We teach aspects of outdoor and adventure activities as incorporated into residential visits such as 'Peak Venture' June 2007. Swimming and water safety is taught in Key Stage 2.
- 3.2 The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader devises this plan in conjunction with teaching colleagues in each year group.
- 3.3 We use the national scheme of work (QCA) as the basis for our medium-term plans. This gives 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. The subject leader keeps and reviews these plans.
- 3.4 Teachers and sports coaches complete plans for PE lessons. This lists the specific learning objectives and expected outcomes, and gives details of how the lesson is to be taught. The teacher or sports coach keeps these individual plans, and the class teacher and subject leader discuss them on an informal basis.
- 3.5 We plan the PE activities 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 progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.

### **4 The Foundation Stage**

- 4.1 We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence, control of the way they move, and care in the handling of tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

### **5 Contribution of PE to teaching in other curriculum areas**

- 5.1 English
- PE contributes to the teaching of English in our school by encouraging children to describe what they have done, and to discuss how they might improve their performance.
- 5.2 Personal, social and health education (PSHE) and citizenship
- PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.
- 5.3 Music

There are many opportunities to develop the children's love of moving to music in dance or exercise to music activities. We value regular input in dance teaching from Woldgate Performing Arts College staff and participate in sponsored exercise to music activities such as 'Jump Rope for Heart'. We also use opportunities to allow the children to experience other forms of exercise such as Tudor dancing. Teaching rhythm through movement is effective and enjoyable. Children also have the opportunity to develop their understanding of expression and dynamics in their response to music through the dance medium.

### 5.3 Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way in which we expect them to work with each other 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 of each other.

## 6 PE and ICT

6.1 Information and communication technology enhances the teaching of PE, where appropriate, in all key stages. In dance and gymnastics, children make video recordings of their performance, and use them to develop their movements and actions. Children use a concept keyboard to record the order of movements in their sequences of work. Music composed on the computer is sometimes used for creative dance. Older children compare each other's performances from recordings, and use these to improve the quality of their own work. A digital camera can record experiences during outdoor activities.

## 7 PE and inclusion

7.1 We teach PE to all children, whatever their ability or individual needs. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; English as an Additional Language (EAL).

7.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – 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 to ensure that our teaching is matched to the child's needs.

7.3 Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE.

7.4 We enable all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school (a sports event at another school, for example), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## 8 Assessment for learning

8.1 Teachers assess children's work in PE by making assessments as they observe them working during lessons. Older pupils are encouraged to evaluate their own work and to

suggest ways in which to improve. Teachers record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement against the National Curriculum levels of attainment. Teachers record this information and use it 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 school's annual report to parents. The teacher passes this information on to the next teacher.

## **9 Resources**

- 9.1 We keep most of our small equipment in the PE shed. This is accessible to children only under adult supervision. The children use the village field for games and athletics activities and the local swimming pool for swimming lessons. The sports hall at Francis Scaife is available for use in the Spring term to develop a course of work to address gymnastic skills and dance activities.

## **10 Health and safety**

- 10.1 It is the general teaching requirement for health and safety that 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 PE 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 PE. The policy of the governing body is that no potentially dangerous jewellery is to be worn for any physical activity.

## **11 Extra-curricular activities**

- 11.1 The school provides a 'sports club' every Tuesday at the end of the school day. This club encourages children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term. When possible (with sufficient children to participate) the school plays fixtures against other local schools. This introduces a competitive element to team games, and allows the 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.

## **12 Monitoring and review**

- 12.1 The coordination and planning of the PE curriculum are the responsibility of the subject leader, who also:
- supports colleagues in their teaching, by keeping informed about current developments in PE and provides a strategic lead and direction for this subject;
  - provides an annual summary report in which s/he evaluates the strengths and weaknesses in PE and indicates areas for further improvement;
  - uses some time to review evidence of the children's work, and to observe PE lessons across the school.
- 12.2 This policy will be reviewed at least every two years.

Alison Halley November 2006

**Signed:**

**Date:**