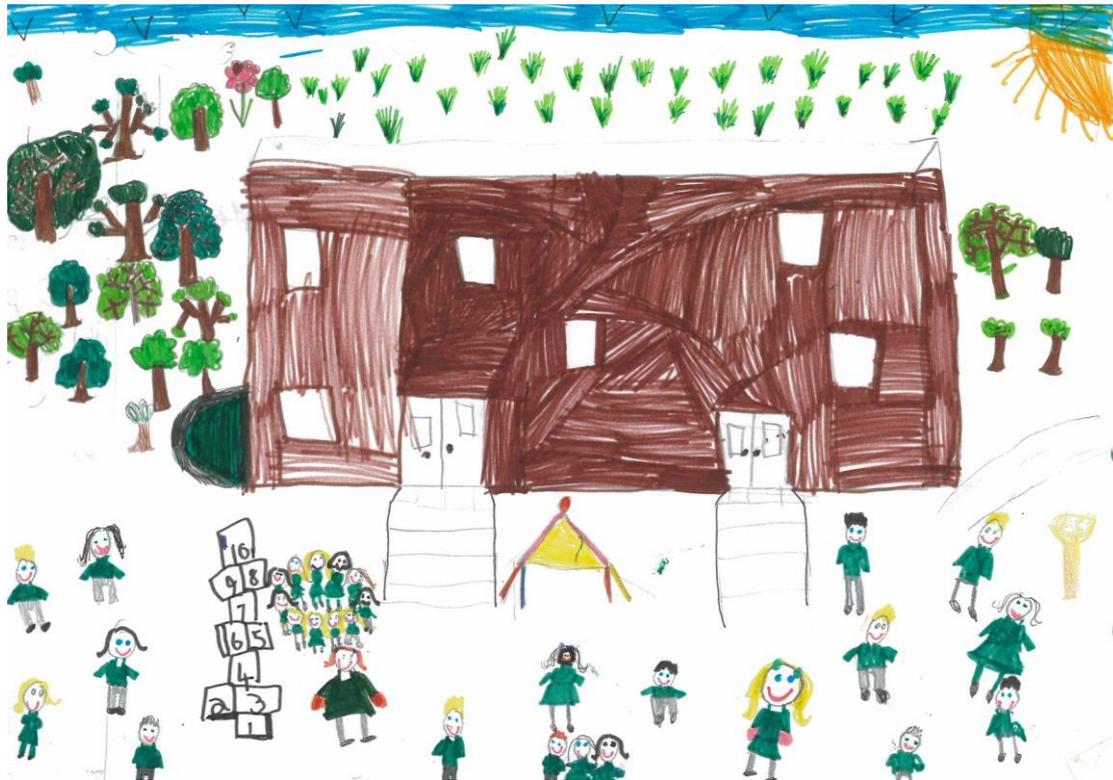




# Physical Education Policy



# St Peter and St Paul Catholic Primary Academy

## ***Mission Statement***

*Promoting high quality education, love, care and forgiveness of others as taught to us by Jesus and our Patron Saints.*

### **1. Definition of Physical Education**

As stated in Department of Education's Physical Education Programme of Study (Aug 2013)

*'PE develops pupils' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school.*

*A high-quality PE curriculum enables all pupils to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. As a result, they develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Discovering what they like to do, what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity.*

*PE helps pupils develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations'*

### **2. Primary PE and Sports Premium (2013-2016)**

In compliance with the National Strategy for Primary Schools, St Peter and St Paul Catholic Primary Academy has accepted Government funding to address and improve the quality of school sports provision. The School is dedicated to ensuring that quality and sustainability are principally attended to, as illustrated by the current focus aligned to professional development of teaching staff and coaches. Working links with Bromley Primary School Sports and Clubs Development Association as well as AfPE School Membership (Association for Physical Education) have helped to meet this outcome.

### **3. Drawing Upon The Legacy of The Olympic & Paralympic Values**

The school is committed to integrating both Catholic ethos and the equally applicable lifelong values associated with London 2012 Olympics as a foundation for supporting behaviour and academic progress across the school by way of:

- adopting, showcasing and implementing a commitment to the Olympic Values (friendship, excellence and respect) and the Paralympic Values (inspiration, determination, courage and equality)
- using the multitude of cross-curricular case studies of learning linked to London 2012 Games to inspire the school community to embrace and participate within Values-based projects and activities

#### **4. Aims of PE Teaching & Learning**

##### **Physical development:**

- To develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
- To be aware of the different shapes and movements that can be made with the body.
- To develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.
- To promote fitness and a healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility
- To appreciate of the value of safe exercising.

##### **Social and emotional development:**

- To develop a love of physical exercise.
- To develop the ability to work independently and communicate with, and respond appropriately towards others using verbal and non-verbal communication.
- To develop confidence in their own skills and abilities.
- To promote an understanding of safe practice, and develop a sense of responsibility towards the safety of themselves and others.
- To realise that the right exercise for you can be fun and will give you energy for other things in life.
- To create and plan games and teach them to one another.
- To develop a sense of fair play.

##### **Cognitive development:**

- To develop decision making and problem solving skills.
- To develop reasoning skills and the ability to make judgements.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop the ability to communicate non-verbally with the body
- To improve observational skills, the ability to describe and make simple judgements on their own and others' work, and to use this knowledge and understanding to improve their own performance.
- To understand that using the correct technique will improve accuracy and individual performance.
- To be able to evaluate performance and act upon constructive criticism.

##### **Spiritual, moral and cultural development:**

- To develop a positive attitude to themselves and others.
- To experience a range of differing activities and realise that physical activity doesn't have to be about winning a competition - doing your best is as important.
- To be able to encourage others and give praise for their achievements so that when children perform they do not fear failure.
- To treat your team, the opposition and the referee with respect.
- To raise self esteem through opportunities to celebrate sporting success.

The school aims to provide each pupil with the opportunity to:

- acquire and develop skills
- select and apply skills, tactics and compositional ideas
- evaluate and improve performances
- increase knowledge and understanding of fitness and health

## **5. Curriculum Overview**

All children participate in two Physical Education activities a week. Knowledge, skills and understanding will be developed through the following areas of activity; Dance, Games, Health & Fitness, Gymnastics, Swimming (Year 3) Athletics and Outdoor and Adventurous activities. Each year group is facilitated with a scheme of work for each activity throughout the year. These can be located on the school computer system via PE / SOW folder.

## **6. Curriculum Time**

Each child should take part within two hours of Physical Education per week (1 hour indoors and 1 hour outdoors, with the latter being reliant upon weather conditions). Year 3 have one hour of swimming per week across the academic year. All classes and year groups are allocated specific time for P.E in the hall and outdoors. All classes are provided with a copy of PE timetables.

## **7. Curriculum Programme**

There is a balanced curriculum across both Key Stages using the schemes of work established by Val Sabin that incorporates:

- Athletics
- Dance
- Games
- Gymnastics

## **8. Teaching and Learning**

### **Teaching**

Class teachers are expected to employ a range of strategies and to use their professional judgement to decide on the most appropriate way to manage their class.

### **Teaching is GOOD when:**

- *Teachers have a clear understanding of the value of their subject which they communicate effectively to pupils.*
- *Teachers and external coaches/practitioners have a good level of specialist expertise which enthuses and challenges most pupils.*
- *They use a wide range of resources and teaching strategies to promote good learning across all aspects of the subject.*
- *Good planning based on what pupils already know, understand and can do ensures that all pupils are fully included and challenged to achieve their best.*
- *Good relationships and high expectations also promote good learning for all pupils.*
- *The use of ICT enhances pupils learning, progress and enjoyment of physical education and provides opportunities to observe and analyse work for improvement.*
- *Teachers ensure that pupils are active and engaged in physical activities throughout the lesson.*
- *Time in lessons is used effectively and pupils are expected to work hard for sustained periods of time.*
- *Activities develop pupils' physical competence and knowledge of the body in action as well as promoting their physical fitness.*

- *Non-performing pupils are engaged purposefully with other roles, such as observation and feedback, coaching, umpiring/ refereeing.*
- *Pupils are encouraged to perform at maximum levels in relation to speed, height, distance, strength and accuracy.*
- *Pupils' progress is systematically checked throughout all Key Stages.*
- *Assessment data is used by teachers and coaches to plan further challenges for more able pupils and to provide additional support for the less able*
- *Pupils are given opportunities to assess their own and others' performances and suggest improvements.*
- *Assessment of pupils' progress is regular and accurate; this enables teachers to gauge how well individual pupils are progressing and identify those who need further challenge or additional support to help them achieve.*

### **Teaching is OUTSTANDING when:**

- *Teachers communicate high expectations, enthusiasm and passion about their subject to inspire pupils to do their best.*
- *Teachers and external coaches/practitioners have a high level of confidence and expertise both in terms of their specialist knowledge across a range of activities and their understanding of effective learning in the subject.*
- *Teachers and external coaches/practitioners ensure pupils' outstanding learning and progress through well planned and well organised lessons.*
- *They use their extensive subject knowledge and expertise to show pupils the step-by-step stages of learning new skills, and how to apply skills in different activities and situations.*
- *They use a very wide range of innovative and imaginative resources and teaching strategies to stimulate all pupils' active participation in their learning and secure outstanding progress across all aspects of the subject.*
- *Time in lessons is maximised to engage all pupils in vigorous physical activity.*
- *Enjoyable and highly effective learning is promoted through excellent relationships, regular praise and feedback.*
- *ICT is used very effectively to support observation and analysis to improve work further.*
- *Expectations of all pupils are consistently high which ensure that pupils of all abilities learn new skills, find out how to use them in different ways, and link them in order to accurately repeat actions, sequences or team tactics.*
- *The pace of learning is rapid and pupils are expected to work very hard and to be physically active for sustained periods of time and to persevere when they begin to tire.*
- *Non-performing pupils are engaged very purposefully with other roles, such as observation and feedback, coaching, umpiring and refereeing.*
- *Pupils are expected to perform at maximum levels in relation to speed, height, distance, strength and accuracy.*
- *Pupils' progress is systematically checked throughout all Key Stages.*
- *Assessment data is used by teachers and coaches to plan further challenges for more able pupils and to provide additional support for the less able.*
- *Teachers and external coaches/practitioners question pupils to check their understanding and provide expert advice on how to attain exceptionally high levels of performance.*
- *Pupils are given frequent opportunities to assess their own and others' performances and make suggestions for how they could be improved.*
- *Pupils' progress is systematically checked throughout all Key Stages. Assessment data are used by teachers to plan further challenges for more able pupils and provide additional support for less able pupils to enable them to exceed national expectations.*

### **Association for Physical Education**

<http://www.afpe.org.uk/news-a-events/728-outstanding-teaching-in-physical-education>

## **8. Differentiation**

In P.E, most activities are open-ended and allow for differentiation by outcome, but within all areas of P.E, teachers will need to support and extend children. Bromley Primary School Sports & Clubs Development Association advocate using the principle of STEP for adjusting lesson activities for differentiation. Some children with particular needs may require different activities, for example with a particular focus on fine motor skills if hand to eye coordination is a challenge.

**S** = change the space available

**T** = change the time allowed

**E** = change the equipment, e.g. softer or larger balls, different sized bats, etc

**P** = change the people, e.g. size of the groups

As a further illustration, when planning to provide the appropriate learning situation for pupils, consideration should be allotted to:

- The type or range of equipment used.
- The complexity of tasks.
- The level of task difficulty.
- The environment in which the activity is situated.
- The level of adult or peer support given.

## **9. Progression**

Progression of pupils' learning is an essential part of planning within PE. It involves both the teacher and the pupils:

- Knowing what is to be achieved in each lesson as well as part of a whole unit of work
- Building upon what has been undertaken beforehand
- Within a lesson
- Over a series of lessons
- Over Key Stages

## **10. Classroom Organisation**

The layout of each session will differ and in some cases, suggestions will be made. It is of course the responsibility of the individual teacher whose main initial priority is to risk assess the work area before each session.

Apparatus should be stored around the perimeter of the hall. Teachers should regularly reinforce the teaching of apparatus handling. All teaching staff should ensure that a sufficient number of children support any lifting and carrying apparatus. Children should be taught to bend their knees when lifting rather than using their backs to take the strain.

In the arrangement of apparatus, utmost care should be adopted to ensuring that there is sufficient space available for variations in approach and dismount. The learning environment should be organised in such a way as to be free of hazards, e.g. walls, piano, stage.

Teachers must always check apparatus before proceeding with an activity.

## **10. Health and Safety**

The AfPE book “Safe Practice in Physical Education and Sport” (latest edition) should be referred to with regard to all matters of health and safety in PE lessons. Copies can be found within the staffroom as well with subject leader and senior manager. All teaching staff should be familiar with the procedures related to teaching specific activities. All teachers are responsible for ensuring safety within their own lessons through the following of prescribed guidelines. Student teachers and non-quality assured coaches should never be left to teach a PE lesson unsupervised.

The following advice is available for teachers but does not provide a definitive list.

### **Clothing**

All children are required to change for PE lessons.

Gymnastics/Dance	Green shorts Yellow T-shirt White socks Black plimsolls
Games/Athletics/O&A	Green shorts Yellow T-shirt White socks Black plimsolls or appropriate footwear befitting sport-specific Tracksuit in cold weather
Swimming	A costume that does not restrict movement. Swimming hats are only used to cover long hair

### **Incorrect kit**

If a child comes to school without the prescribed appropriate kit, the class teacher must enquire as to why this has occurred. Where there is an adequate reason, parents should either inform the teacher/office verbally or send a note of explanation. If there is no reason offered, the teacher must ask the child to bring one in the next day. Teachers should keep a register of children who develop a habit of not taking part, irrespective of the reason. Persistent offenders should be warned and then parents should be informed.

### **Jewellery and Watches**

Jewellery and watches must be removed before the start of all PE lessons. Earrings should be removed or covered by elastoplasts

### **Hair**

Hair is to be tied back and alic bands removed.

## **Medical Conditions**

An annually updated list identifying children with specific medical conditions should be provided to each teacher at the beginning of the academic year.

Teachers should be aware of the medical conditions of children who are under their care during PE lessons and also familiar of trained First Aiders on site. They should refer to the master list of medical conditions held in the office for more details. Children or their class teacher/coach must always have inhalers to hand during PE lessons.

## **Accidents**

Serious accidents within PE lessons should be reported to the school's appointed First Aider as well as head teacher. The teacher/coach in charge of the PE lesson should record the incident in the first aid log book and a phone call home will need to be undertaken depending upon the seriousness of the injury.

## **11. Assessment**

The purpose of assessment is to provide information to assist pupils move forward and evaluate their own progress. Teachers can assess within the following ways:

- Observing
- Talking
- Listening
- Asking questions
- Setting tasks
- Selecting examples of work

## **12. Recording**

Recording of attainment is only necessary in terms of the end of the Key Stage descriptors in the National Curriculum

## **13. Reporting**

Reporting to parents is undertaken annually at the end of the academic year

## **14. Resources**

All teaching staff should endeavour to make use of both indoor and outdoor facilities to provide appropriate experiences within the activity being taught.

All equipment must be stored within a way that guarantees safety whilst ensuring easy accessibility for staff. It is important that children are not permitted to enter any PE storage facility for health and safety reasons. It is the responsibility of the member of staff to locate and take out their own equipment and put it back tidily in the correct parts of the cupboard at the end of each lesson. It is not

the responsibility of the pupils nor the PE Subject Leader to keep the storage area tidy. Equipment must be suitable to the age, size and needs of the pupils.

Staff must report any damaged equipment to the PE Subject Leader. Any piece of apparatus requiring reparation must be labelled and taken out of service with immediate effect, before being reported to both Subject Leader and Head Teacher.

All teaching staff are invited to regularly review the range and quality of equipment that is available and liaise with the PE Subject Leader if extra resources are required.

### **15.Sports Day**

This is an annual intra competition event that is traditionally held toward the end of the summer term.