



Flakefleet Primary School

Physical Education Policy 2017

Policy Aims

PE has an important place within our school curriculum. The subject promotes and develops the skills of physical movement, agility, team-building and spatial awareness through a range of activities that broaden their understanding of a healthy and enjoyable active lifestyle. It enables children to develop physical confidence and self esteem. Children are able to express themselves creatively and imaginatively as they become enthusiastic and critical athletes, in both individual and team based pursuits. Children gain an understanding of the importance of good physical development, fairness, co-operation and organisation. Children use their knowledge, skills and understanding in PE across a range of different situations.

Our objectives are:

- To ensure all children are physically active through sport, exercise and movement.
- To acquire and develop fundamental skills and tactics to play a variety of games and sports.
- To develop awareness and a sense of responsibility for good sportsmanship and fair play.

Teaching and Learning

Our principal aim in PE is to develop children's knowledge, skills, and understanding. Every child should have the opportunity to participate in at least two hours high quality, curriculum led activities.

The class teacher organises the learning so that all children learn effectively and at the appropriate levels in a challenging and safe environment. Consideration must be given to children with special needs (physical barriers) and learning styles. Teaching assistants may be deployed to enable effective learning for all.

Teachers will use a variety of teaching strategies to make the activities exciting, interesting and relevant to the children. Children are given the opportunity to understand the principles of good physical development through the need to prepare appropriately before a physical task and including the equipment that is used. We learn about what happens to our bodies during physical activity and how to end a session well. We consider the need to evaluate and reflect upon our work individually or collaboratively.

Curriculum Planning

In KS1 and KS2 the QCA schemes of work (SoW) have been adapted by Lancashire to make a statutory SoW for all of the school to suit the needs of each year group. TOPS resources are also available to use in conjunction with the SoW. These comprise of cards, lesson ideas and plans and video demonstrations. However, it is always the teacher's responsibility to plan effectively and meet the needs of the National Curriculum.

At KS1 we aim to build upon their natural enthusiasm for movements and learn FUNDamental skills, using it to explore and learn about their world. By watching, listening and experimenting with movement and ideas they will begin to develop skills in co-ordination in a variety of situations.

At KS2 we aim to build upon the co-ordination, encouraging the children to enjoy being active using their imagination in physical activity. The children start to find competition, a healthy side to sport and learn how to be winners as well as losers. They are taught that physical exercise is a vital part of a healthy lifestyle.

Use of ICT

ICT can be utilised within PE to help the children achieve some of the Attainment Target descriptors.

ICT may be used in PE lessons eg stopwatches, Sonos; for music, Computers (for dance and health related fitness Cyber Coach has been implemented), videos of excellent practice and heart-rate monitors to better understand the impact of physical activity on our bodies. Access to digital cameras through iPads and iPods now enables teachers to film the pupils playing and then allow both the pupils and teachers to watch back and evaluate their ability.

Foundation Stage

We teach Physical Development in Foundation Stage as an integral part of the topic work covered during the year. We relate the PE element of the children's work to the objectives set out in the Early Year's Foundation Stage curriculum (EYFS) which underpin the curriculum planning for children aged birth to five.

Cross Curricular

PE and PSHE have strong links with Healthy Schools. Teachers can link PE through the creative curriculum enabling further opportunity to understand physical development. This may be through any aspect of PE or the wider curriculum such as scientific understanding of a healthy lifestyle or mathematical reasoning through results taken from physical activity.

Extra curricular opportunities are provided for all of our children throughout the year across a wide range of activities. Clubs and community groups provide an array of learning opportunities across all year groups throughout the year.

SEND

We enable pupils to have access to the full range of activities involved in learning PE. If progress falls significantly outside the expected range the child may have special educational needs. Our assessment process examines a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs and this may involve adapting learning opportunities and the environment significantly or utilising teaching assistants where appropriate.

Assessment

We assess children's work in PE by making formative judgements as we observe them during each PE lesson. During the unit of work pupils are encouraged to peer and self-assess their learning. On completion of a piece of work, the teacher assesses the scale of learning based upon skills and comments as necessary, adapting future lessons as appropriate. At the end of a unit of work, the teacher makes a summary judgement about the progress of each pupil if they have yet to obtain, met or exceeded the unit objectives. We use this as a basis for assessing the progress of the child at the end of the year.

Resources

Resources are regularly reviewed to identify their suitability for safe and effective learning opportunities. Teachers assess the learning environment prior to every session. Equipment is updated as necessary and where specific needs have been highlighted, to ensure that pupils have access to high quality resources dependent upon the activities undertaken.

To access this area of the curriculum children are expected to be wearing suitable footwear ie pumps or trainers and the recommended school PE kit (white t-shirt and blue shorts).

Subject Development, Monitoring and Review

The PE coordinator currently gains an overview of standards, annually, by monitoring pupils work across the age ranges. Planning and assessment practices are regularly monitored. PE lessons may be observed by a member of the SLT or PE coordinator providing effective feedback for class teachers and creating a better understanding of teaching standards across the school.

Staff Development

Courses and insets are available to staff as required for professional development. Many organisations provide PE sessions for our pupils and staff benefit from specific subject expertise through observation, advice and involvement in high quality teaching and learning.

Related documentation:

Learning and Teaching Policy

Assessment Policy

Special Educational Needs Policy

Planning Documentation

Monitoring and Evaluation Timetable