

ORCHARD PRIMARY SCHOOL

PHYSICAL EDUCATION POLICY

Written: SUMMER 2013

To be reviewed in SUMMER 2015

Orchard Primary School - PE Policy

At Orchard Primary School it is recognised that PE needs to build on the children's natural enthusiasm for movement, by expressing and testing themselves in a variety of situations.

Through Physical Education, we aim to enable pupils to develop co-ordination, strength, stamina and skilfulness and to promote spatial awareness, intelligent reactions to situations and appreciation of physical excellence.

We believe that Physical Education should lead to a sense of well-being, a greater understanding of health and fitness, a healthy lifestyle and a feeling of self-confidence.

AIMS

The aims of P.E. are:-

- To enable all children to develop and explore their physical skills with increasing control and coordination
- To develop the children's enjoyment of physical activity through creativity and imagination
- To encourage children to work and play with others in a range of group situations
- To develop self-esteem by valuing each pupil's contributions
- To develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success
- To learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking
- To promote an understanding of safe practice and develop a sense of responsibility towards their own and others' safety and well being (applying safety principles).
- To respond to a variety of challenges in a range of physical contexts and environments.
- To enable all pupils to participate and compete in school sport.
- To enable the most able pupils to attain high standards of performance through participation in challenging, competitive activities
- To ensure that every pupil can swim 25 metres before the end of Key Stage 2.

LEADERSHIP AND MANAGEMENT ROLES

- The P.E. coordinator is responsible for ensuring that the aims of the P.E. Policy are met.
- The PE coordinator should ensure the PE action plan is understood and supported by all staff.
- The PE coordinator should promote the highest expectations of staff and pupils, and model good practice.
- The PE coordinator should work in partnership with by Mr Gurdip Thind (GT Coaching) to ensure the scheme of work covers all areas of PE adequately.
- The coordinator should seek to work in partnership with parents and health agencies to enable overweight children to take part in a personalised program as part of a healthy lifestyle.
- The PE coordinator should seek to foster good relationships with local secondary schools and utilise opportunities to further enhance their PE provision.

EQUAL OPPORTUNITIES AND INCLUSION

All children have equal access to the full P.E. programme of study that satisfies National Curriculum requirements. Pupils are entitled to 2 hours of curriculum P.E. per week and experience P.E. in ways that are appropriate to their needs and abilities. Special provision is made in exceptional cases. Children with specific medical conditions may require an alternative P.E programme as outlined within a statement of Special Educational Needs.

PE IN EYFS (EARLY YEARS FOUNDATION STAGE)

Play underpins the delivery of all the EYFS. Children must have opportunities to play indoors and outdoors. Most children play spontaneously, although some may need adult support, and it is through play that they develop intellectually, creatively, physically, socially and emotionally.

It is through physical development by the provision of opportunities for them to be active, and interactive, that young children are able to improve their skills of coordination, control, manipulation and movement.

Consequently, it is largely the 'Physical Development' area of learning that leads directly into more 'formalised' PE lessons in KS1 and KS2.

PLANNING

All areas of activity are taught within the planned school curriculum as discrete P.E. lessons, making links with other subject areas, if appropriate. The teaching of P.E. offers opportunities to support the social development of the children through the way we expect them to work with each other in lessons.

Gurdip, or one of his coaches, currently teaches each class (Yr 1-Yr 6) for 1 session a week (no teacher present). This is taught in accordance with the scheme of work agreed at the outset of the year with the PE coordinator. During the second PE session for each class, Gurdip leads the session, but the class teacher is also present. This session utilises part of the additional funding (Sports Premium) that has been made available for schools to improve their PE provision and the capacity of the PE expertise in the school. During each of these sessions, the class teacher should use it for their CPD, as an opportunity to assess children's progress and should also be actively involved in modelling and working with a group as required.

The National Curriculum is the starting point for planning a P.E. curriculum that meets the specific needs of individuals and groups of pupils. Activities are planned to build upon prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity, there is planned progress built into the scheme of work so that children are increasingly challenged as they move up through the school.

Differentiation is achieved through careful planning and organisation. It may involve adapting a task to suit the needs of the children (e.g. using balls of differing weight/size, varying the size of goals, taking on different roles in describing or analysing an activity) or allowing children to perform the same task but to a varied degree of competence and skill (e.g. a gymnastic routine may involve a one foot balance or a handstand depending on skill level)

ASSESSMENT AND RECORDING

A new assessment system has been implemented (Sept 2013) and shared with staff. These assessment sheets allow a whole class to be tracked in the areas of Strike & Field, Athletics, Dance, Net & Wall and Games. The assessment process should be monitored throughout the year and improvements made as required.

In addition to this, at the end of year 6, a secondary transition form for each pupil is completed and forwarded to Secondary Schools via the Hurstmere School Sport Partnership.

SAFE PRACTICE

Children are encouraged to consider their own safety and the safety of others at all times. We expect them to change for P.E. into the agreed clothing for each activity:

Indoor Activities:

White T-shirt; Black shorts or PE skirt; Plimsolls (when appropriate)

Outdoor Activities:

White T-shirt; Black shorts or PE skirt; Plimsolls or Trainers; (Tracksuits may be worn during cold weather)

Swimming:

Swimming trunks or one piece costume; swimming hat; goggles may be worn at the Head Teacher's discretion.

No jewellery should be worn for any physical activity, although earrings may be taped with micro-pore plaster for school based activities, and long hair should be tied back.

Where pupils do not have appropriate kit, they are required to wear kit provided by the school that they should return at the end of the lesson. Teachers are expected to set a good example and at least change their footwear for lessons.

EQUIPMENT AND RESOURCES

There is a wide range of resources to support the teaching of P.E. across the school. Most are stored in the outside Sports cupboard, but some are kept in the Hall. The hall also contains a range of apparatus and children are expected to help set up and put away equipment as part of their work. By doing so, they learn to handle equipment safely. The school field and playgrounds are used for ball games and athletics and the local swimming pool for swimming lessons.

EXTRA-CURRICULAR ACTIVITIES

The school provides a range of P.E. related activities for the children to extend and enrich their learning at the beginning and end of the school day. Additional clubs have been arranged from Sept 2013 as a direct result of the additional Sports Premium, including a netball club and a multi-games club for Years 1 and 2.

At various times of the year, the following activity clubs are offered:

- 2 Dance Clubs for Yrs 1-6
- Skipping Club for Yrs 1-6
- Games Club for Yrs 1-2
- Pre-school Football Yrs 1-6
- Girls Football for Yrs 4-6
- Pre-school Judo Club for Yrs 3-6
- Kwik Cricket for Yrs 4-6
- Rounders for Yrs 5-6

The school also plays regular fixtures against local schools in Bexley. This introduces a competitive element to team games and allows the children to put into practice and skills that they have developed in clubs and lessons. These opportunities foster a sense of team spirit and cooperation amongst our children.