Policy on PE

Farnborough Road Infant School.

Policy on Physical Education and Sport policy (PE)

‘Learning, Caring and Achieving Together’

Aims and objectives
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, 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.

Our objectives in the teaching of PE are:

- to enable children to develop and explore physical skills with increasing control and coordination;
- to encourage children to work and play with others in a range of group situations;
- to develop an understanding of ‘competition’ and good sportsmanship;
- to appreciate a sense of fair play and develop an awareness of ‘Growth Mindset’ strategies;
- 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.

Teaching and learning style
Teaching staff are responsible for delivering Physical Education supported by teaching Assistants and qualified link club coaches or specialists when appropriate. All Reception and Key Stage 1 children achieve 2 hours PE provision weekly, combining indoor and outdoor sessions.

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.

The learning environment supports teaching, the Hall and creative Arts studio have displays and boards which are used to support subject knowledge, lesson points and encourage pupil achievement.

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. then use core tasks for assessment);
- setting tasks of increasing difficulty, where not all children complete all tasks (e.g. the challenges set in multi-skills, for aiming);
- 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).

PE Curriculum Planning
PE is a foundation subject in the National Curriculum. Our school uses the national scheme of work 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, games, gymnastics and Outdoor Adventure Activities at Key Stage 1. Our PE curriculum has been enhanced with Multi-skills, Tennis, Rugby, Yoga, Hockey, Dodge-ball, Lacrosse and Athletics sessions.
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.

We use the national scheme of work 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.

Class teachers follow a daily plan for each PE lesson. This lists the specific learning objectives and expected outcomes, and gives details of how the lesson is to be taught. The class teacher keeps these individual plans, and the year group team and subject leader often discuss them on an informal basis.

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.

The curriculum map ensures that pupils experience a coherent and progressive curriculum throughout the Foundation and Key stage 1. Enhancement lessons are included to broaden pupils experience and encourage enthusiasm for physical activity.

The Foundation Stage

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 age related expectations, which underpin the curriculum planning for children aged three to five years of age, at the end of the reception year we aim for each child to achieve the Early Learning Goal. 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.

The children have regular dance, gymnasics, multi-skills and games lessons. The physical curriculum is enhanced by daily continuous provision in the outdoor areas, OAA and Yoga sessions.

Contribution of PE to teaching in other curriculum areas

English

PE contributes to the teaching of English in our school by encouraging children to develop their speaking and listening skills by describing what they have done, and discussing how they might improve their performance. (evaluate and improve) During our OAA sessions picture and word clues are regularly used developing reading skills.

Personal, Social, Health and Economic Education (PSHE)

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. There are also opportunities for developing ‘Growth Mindset’ strategies. Eg, ‘It’s not I can’t – but I can’t yet’ or ‘I will keep trying…’ etc

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 in pairs and teams, 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.

Computing

Information and communication technology enhances the teaching of PE, where appropriate, in all key stages. In dance and gymnastics, children can use the IPad to make recordings of their performance, and
use them to develop their movements and actions. Older children compare each other's performances from recordings, and use these to improve the quality of their own work. Class iPads and the school digital camera can record experiences during outdoor activities, including our participation in events eg. Dance Festival, Sports Days, Rock and River trips etc.

PE and inclusion

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).

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.

Intervention through SEN support 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. These children are offered further support through the GEMS, Finger Fun and OT groups to develop fine and gross motor skills.

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.

Assessment for learning

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 at the end of each year.

The PE subject leader keeps photographic and video evidence of children's work (in a portfolio). This demonstrates the range of sporting and physical activities offered. Teachers take photos and keep progress assessment on PE assessment sheets which inform Target Tracker for reporting back to parents and tracking the progress of pupils across the age groups in PE. The Subject leader interviews children and staff to monitor and evaluate lessons and experiences.

Resources

There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the Hall, Creative Arts Studio and outside storage for the play areas and Space for Sport and this is accessible to children only under adult supervision. The rear of the hall contains a range of large apparatus, and we expect the children to help to set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the Space for Sport, school playgrounds and ball pens for games and athletics activities. Foundation and Key Stage 1 also have resources available in outside storage for outdoor play and lunch-times.

The Subject Leader is responsible for purchasing and maintaining equipment with a school budget. Staff report back any requirements or comments. The outdoor and indoor gym equipment is regularly inspected by Sports Hall and Gymnasium company.

The Subject Leader also supervises the collection of Sainsburys vouchers to purchase games equipment.
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The Subject Leader is responsible for overseeing the spending of the National Sports Grant e.g. to employ qualified staff to support the curriculum and out of hours clubs.

Health and safety

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, (see staff clothing policy). The policy of the governing body is that no potentially dangerous jewellery (eg. ear-rings) is to be worn for any physical activity. Staff have been introduced to the accepted codes of practice in PE (Safe Practice in PE BAAL 2018)

Extra-curricular activities and Special Events

All Teaching and leading welfare staff have been encouraged to ensure that equipment and resources are available for active play time sessions. The school offers a range of PE-related activities for children during lunch breaks and at the end of the school day. We are part of the Southport Schools Partnership and we are invited to participate in sporting events and tournaments throughout the year. These encourage children to further develop their skills in a range of sporting areas. We also regularly attend football tournaments hosted by Liverpool, Everton and Formby Girls Football Clubs. We hold annual Sports Days for each age group involving athletic skills and simple orienteering activities. This introduces a competitive element to team games combined with individual races, 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 co-operation amongst our children. We are involved annually with the Sefton Dance Festival and we organise physical clubs in the lunch breaks and after school eg, cheerleading, multi-skills, exercise, dance and football. We have also fostered links with the Lawn Tennis Association, Southport Rugby and Southport Hockey Clubs. 

Monitoring and review

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;
- gives the Headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in PE and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, and to observe PE lessons across the school.
- The Subject Leader will work with the local Secondary School PE staff to support and develop high quality PE and extra-curricular activities. eg. To offer support for staff in the form of blocks of demonstrated lessons and planned CPD sessions.
- Develop and increase sporting links with other local schools and community providers.

This policy will be reviewed on a regular basis.

Updated September 2018

Signed ___________________________ Date ___________________________ Headteacher.

Signed ___________________________ Date ___________________________ Chair of Governors.