

**St. Mary's
Catholic Primary
School**

**Physical
Education (PE)
Policy**

“St.Mary’s is a happy, Christian school where we all want to do our best”

Introduction:

Physical Education develops the individual pupil’s physical competence and confidence, and their ability to use these to perform in a range of activities.

High quality PE is achieved by combining the physical activity with the intellectual processes of decision-making, selecting and applying skills, refining, judging, adjusting and adapting. PE also involves the development of such qualities as commitment, enthusiasm, fairness, integrity and the concern for quality as well as success. PE also contributes to other subjects across the curriculum.

Aims:

The School’s aims for Physical Education are:

- To deliver this entitlement to all pupils through the planned and progressive Lancashire Scheme of Work for PE
- To develop pupils self confidence in a range of physical environments
- To develop physical skilfulness, physical development and a knowledge of the body in action
- To promote positive attitudes towards active and healthy lifestyles
- To encourage the pupils to reflect on their actions in order to improve the quality of their actions, performance or composition
- To provide feedback to the pupils, involving them in their learning, allowing them to plan how to improve their performance
- To share the learning intentions with the pupils in all lessons

Time Allocation:

The school provides all pupils with the full entitlement of two hours high quality Physical Education a week. This is delivered in the following ways:

Foundation Stage:

Here the lessons are structured so that there are a number of sessions of PE aimed at physical development per week. These can range in duration but are aimed at the Desirable Outcomes and Early Learning Goals.

Key Stage 1:

Two sessions of PE that total 1 hour 40 minutes of PE time with 3 ‘Wake and Shake’ opportunities totalling 20 minutes per week (i.e. 2 hours in total).

Key Stage 2:

Two sessions of PE that total 1 hour 40 minutes of PE time with 3 ‘Wake and Shake’ opportunities totalling 20 minutes per week (i.e. 2 hours in total). Each class is timetabled so that they can access either the hall, the infant yard, junior yard or junior field for the duration of the unit that they are

studying. Year groups can do PE at the same time, where possible, when one class is outside and the other is in the hall (such as one class doing gymnastics indoors whilst the other does outdoor and adventure outdoors).

Curriculum Planning:

The timetable and scheme of work is centrally planned by the PE co-ordinator, in liaison with the headteacher and the SMT.

Where appropriate PE is organised in themes to promote greater cross-curricular planning, teaching and learning.

The school follows the progressive schemes of work provided by Lancashire County Council. Relevant units will be made available to all staff who teach them and they will be expected to evaluate these units, feeding back to the subject leader. This allows for curriculum review in relation to content, progression, continuity, teaching and learning.

Individual lessons should be evaluated to inform planning and ensure differentiation.

These units support the QCA scheme of work and deliver the national curriculum for physical education.

At key stage 2, swimming is taught by the Swimming Instructor with support from the staff. Information on progress, assessment of attainment is provided by this person in consultation with the class teacher.

Teachers must ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas and fitness and health.

Teaching and Learning:

The organisation of PE in the school promotes teaching and learning. Lessons are blocked in units of work to promote greater depth of understanding, developing of skills, contextual application of these skills and the ability to perform reflectively.

Children will be presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams. They will learn how to think in different ways to suit the different challenges. They will be given the opportunity of demonstrating their learning, using a range of communication styles, allowing for effective assessment. This assessment will be used to inform planning and promote greater learning. The structure of the scheme of work will promote teaching and learning as it provides both continuity and progression. This scheme of work specifies progression of skills, knowledge and understanding.

Where possible, pupils will be encouraged to be leaders of PE. This will happen during events such as health week, sports day and through the PALS scheme.

Recording:

Pupils work will be assessed throughout each unit of work using formative assessment methods as well as through core tasks similar to those outlined at each unit of the QCA scheme. These contextual core tasks will allow teachers to compare pupils against the attainment target and expected outcomes. Pupils progress will be monitored by the individual class teacher who will use these methods to set realistic targets for the individual pupil, based on their strengths and weaknesses. At the end of each unit an indication of the level that they are working at will be recorded. This will allow all the unit grades to be looked at by the end of the year so that the overall attainment level given can reflect the progress made over that academic year. This will allow a comparison to be made with national expectations.

Pupils will also use ICT to record their achievements and to enhance learning. This should include digital photography/video and data handling.

Resources:

All resources are stored in the PE stock cupboard. This stock is regularly reviewed in order to ensure the resources are appropriate to the range of ages, abilities and needs of the children in order to enhance learning.

On average, a budget of £300 per annum is available to resource the PE stock.

Resources should be counted out and counted in, returned in good condition and working order. The pupils should be encouraged to:

- Look after resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place (staff should oversee)
- Be told of any safety procedures relating to the carrying or handling of resources.

Any damage, breakage or loss of resources should be reported to the PE Coordinator as soon as possible. Any damage observed done to a piece of apparatus which could cause subsequent injury must be isolated from use, and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.

Health and Safety:

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. This school follows the "Safe Practice in Physical Education" guidance provided by Baalpe. A copy of the Baalpe manual is located with the Lancashire Scheme of Work documentation and TOPS card near the photocopier.

All pupils must be taught how to handle and carry apparatus, resources appropriately at the start of each academic year. If teachers need assistance on this, they should seek the advice of the PE co-ordinator. Pupils should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.

Specific guidance on all areas of activities is given by Baaple- additional LEA guidance is available. The PE Coordinator will provide all staff

teaching PE with the appropriate guidance and access to the risk assessments.

Staff who feel they need to improve their subject knowledge and understanding in teaching areas of activities will be supported by access to INSET training either in school or on LEA courses (***Further details, advice and support is available from the PE co-ordinator.***)

SEN:

Physical education in the school will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils

The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. Some pupils may need specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists, or in exceptional circumstances, with a statement of special educational needs.

Any classroom support provided must extend into physical education lessons as appropriate. Teachers and Adults Other Than Teachers (AOTTs) working with the children will be made aware of any pupils who have special educational needs or medical conditions. The SENCO will liaise with all staff to ensure all pupils needs are met in relation to teaching and learning in PE.

Equal Opportunities:

Every pupil has equal access to national curriculum physical education. Learning experiences are differentiated in such a way as to meet the needs of all pupils.

All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

Assessment and Reporting:

Assessment is normally carried out by teachers in the course of the normal class activity. Formative assessment and summative assessment methods will be used. The school will utilise the contextual core tasks identified by QCA in combination with formative assessment to arrive at end of unit levels of attainment. These will allow a picture to be built up of the pupils progress, any areas of strength or weakness. Individuals will be set challenges appropriate to their attainment and will be involved in making judgements on their own progress – suggesting how they need to improve.

Pupils will be given the opportunities to provide evidence of their knowledge, skills and understanding by contextual tasks, performances and questioning. Knowledge and understanding must underpin the skill demonstrated, this is best achieved through contextual tasks and not in isolation. ***Lessons are not the only place that pupils demonstrate their knowledge, skills and***

understanding; wherever practicable staff will consider pupil's outside interests eg. Lunch-time or after school clubs, local teams etc.

In accordance with the school's policy, parents will receive a comment on a written report on aspects of a pupil's work in PE at the end of the **summer term**. This will indicate to the parents a selection of the activities covered in that academic year and areas of personal strength and weakness. Teachers, if asked, may also indicate to the parents whether the individual is working in line with, above or below national expectations.

Staff Continued Professional Development (CPD):

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader or the PE Adviser through INSET. All staff who attend any CPD course must provide feedback/ disseminate the information.

Extra-curricular activities:

The school offers a **wide range of lunch-time and after school activities**. These are open to any pupil in the relevant year group. Staff will assist the lunch time supervisors by providing lists of pupils who will need early access to the dining hall etc. Staff will notify pupils of any cancellation, rearrangements of clubs as soon as possible. Pupils who impress at these clubs may be selected to represent school in relevant competitions or friendly matches. If school does not provide a club that interests a particular child, the subject co-ordinator will actively seek out an out-of-school club link for that child.

Poor Weather:

In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made. These may include class based activities around the activity, or rescheduling the activity for another day. If the indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning intentions to be achieved.

Loss of Teaching Time / Space:

Whenever it is impossible to teach the planned PE lesson, this should be recorded and teachers should endeavour to revisit the learning as soon as is practical. For example, time missed for Christmas Productions in the autumn term could be made up in the summer term.

Review of Policy: December 2009

Policy agreed by	Staff:	Yes	Date:	July 2009
	Governors:	Yes	Date:	September 2009
	Review Date:	September 2010		

Co-ordinator Responsible: Paul Hodge