



## **Overdale School 2016**

### **Physical Education Policy**

#### **1.1 Aims and Objectives**

Physical education develops the children's knowledge skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities with the ability to evaluate their own and each others work. These include dance, gymnastics, games, athletics, swimming (KS2), and outdoor adventure activities. Physical education allows for children to think about their own bodies in action and the effects that physical activity has upon them. Physical education in school enables us to promote a healthy and active lifestyle outside of school, and allows for the children to be encouraged into taking part in individual and team activities.

- 1.2. Our top ten aims of PE are:  
Children make PE and sport a central part of their lives in and out of school.
- Children understand what they are trying to achieve and how they are going to achieve it.
- Children understand that PE and Sport are an important part of a healthy lifestyle.
- Children have confidence to become involved in PE and Sport.
- Children have the skills that they need to take part in PE and Sport with increased confidence.
- Children are willing to broaden their experiences in a range of competitive, creative and challenge type activities, both as individuals and in a team.
- Children think about what they are doing and make appropriate decisions for themselves.
- Children show a desire to improve and achieve in relation to their own abilities.
- Children have stamina, suppleness and strength to keep going.
- Children enjoy PE, school and Community sport.

#### **2. Teaching and Learning Style**

We use a variety of different teaching styles in school time and during after school activities. We encourage the children to evaluate their own work as they build up their confidence and competence throughout the particular unit. We encourage self and peer evaluation, and ensure that children have time to improve their performances again. Children are taught the knowledge, skills and understanding as each unit progresses, and this includes the effects that the physical activity is having upon the body.

2.2 We provide a range of learning opportunities for all abilities within each class, and are aware that there are a variety of different skills that the children each have to offer. We encourage the children to support each other, and work in differentiated and mixed ability groups. This

encourages the children who have a more developed level of competence and confidence to work with their strengths, and allows the children who need more support in certain areas to be able to receive this.

When we work in a mixed ability session, the children can support each other in different ways. The children who are less confident can see the children who do have confidence perform particular skills. The children who are more confident can work as a 'peer buddy' to help their class friends.

When we set up challenges, we often differentiate them by difficulty, speed, height to encourage children to work their way from a point where they feel comfortable to a point where their confidence and competence is challenged. E.g. gymnastics – beginning by balancing along a line on the floor, to a bench, to an upturned bench, and finally to a beam.

We set open ended tasks where children complete a particular challenge but there isn't a generic goal – the children challenge themselves e.g. to make a certain time on a 100m run.

### **3. PE curriculum planning**

3.1 PE is a foundation subject in the National Curriculum. Our school follows the same scheme of work throughout the year groups, and the scheme focuses on Knowledge, Skills, Understanding, and evaluation. In KS1 we teach dance, Gymnastics, outdoor games, and movement skills which lead onto athletics in KS2. In KS2 we teach gymnastics, dance, outdoor games, athletics, and outdoor adventure (through school excursions).

3.2 The curriculum planning is carried out in three stages. There is a long term plan taken from the scheme directly. This is developed into a medium term plan. The class teacher incorporates the area around the particular timetable and subjects which are being taught throughout each term, and then from this, weekly plans are made.

3.3 The scheme outlines each lesson and the skills, knowledge and understanding and evaluation are clearly stated so that as a guideline, the teacher can confidently teach the session to the children and are aware of what the outcome should be.

3.4 Within each class teacher's overview of the term, they highlight where PE supports the area that they are focusing on in the classroom. This very often fits in with a topic that is being covered e.g. a story in Literacy which is linked to dance. Each teacher does a weekly plan of 'Other Subjects' and the PE objective and outline of the session is stated here.

3.5 Due to everybody following the same scheme throughout school, the children make progression throughout each year. We aim to develop and work on a child's skills, knowledge and understanding and ability to evaluate. This also enables the class teacher to challenge the children so that they can tackle next stages of a particular area of PE.

### **4. Foundation Stage**

Physical development is a large focus within the foundation stage unit. The children are given opportunities within everyday planning to develop skills, knowledge and understanding both inside and outdoors. The Foundation Stage staff keep records of each child's development throughout the year through note taking, photographs and observational records. They are assessed termly and given areas to develop next. The objectives for Foundation Stage children are set out as Early Learning Goals (ELGs), and are specially designed to suit children of a 3-5 age range. There is also a scheme of work for children to follow which follows closely with the Year 1 scheme. This focuses mainly on dance and gym, but does incorporate elements of athletic type skills and team game skills.

## **5. Contribution of PE to teaching in other curriculum areas**

5.1 Mathematics - Mathematics and Physical Education can be two subjects that children do not immediately associate as having common ground and yet there are some clear fundamental links that underpin these two areas of learning. When presented alongside each other, the uniqueness of both subjects can be very powerful in offering children an engaging and holistic learning experience that can also aid understanding in both areas.

5.2. English – children are encouraged to express themselves through physical actions. Poetry, and story writing are often taken into the PE hall and expressed through gymnastics and dance. Drama also is used to encourage this element.

5.3. PSHE&C – PE encourages children to evaluate and support each other. They are encouraged to help each other improve their performance by giving positive feedback through 2 stars and a wish. Children also develop their knowledge of the benefits of exercise and healthy eating which is a part of this curriculum area.

5.4. Spiritual, moral, social and cultural development – children are able to work in teams and are encouraged to support each other during events and during evaluation periods. They are taught how to give positive feedback whilst being able to give an area of development too. Children learn to respect each other's level of confidence and competence, which enables them to cooperate and develop in all areas of the curriculum and the classroom.

## **6. Teaching PE to children with Special Educational Needs**

6.1 Children of all abilities and age ranges are taught PE. We feel that the physical aspect of the school week is important to each and every child's health and well-being. Teaching PE allows children to progress in many different ways, and we are rigid with the minimum amount of time given in a school week to take part in a PE related activity. Where possible we extend these hours through visitors/specialists coming in to work with each year group, and encouragement of joining after school clubs and fixtures.

6.2 Where necessary, children who do require more help with PE related activities are given it wherever possible. Some children require one to one assistance throughout the day and this includes physical activities. Classroom organisation, equipment, staffing, and space are all taken into consideration when planning a PE activity.

6.3. Where appropriate IEPs which have been created are linked to PE goals if this is necessary.

6.4. We enable children to have access to a full range of sporting activities including fixtures involving other school. We plan risk assessments and staffing plans prior to events ensuring that all of the support needed to make the event successful are in place.

## **7. Assessment and recording.**

The PLT has integrated a simple assessment application, called 'Primary PE Passport', where the teacher can record, monitor and assess the progress of individual children against their ability to perform skills; to work collaboratively and to compete. The application enables teachers to take photos or videos, which enables teachers to track children's progress against the given skill or objective. This enables teachers to build a profile of the individual's attainment and progress across each lesson and unit of work. Teachers will then use their lesson and unit assessments to update SIM's at the end of each term to determine whether children achieved an emerging, developing, secure or mastery level of understanding. The PLT can then access each class's assessment and collect whole school data. The assessment procedure helps teachers to feed

back to parents and also helps to write their annual report for each child in the different areas of learning with the PE curriculum.

## **8. Resources**

8.1. There are a wide range of indoor and outdoor resources for the different areas of PE. The equipment is accessible to the children only under adult supervision. The children are taught and reminded regularly about how to store and carry equipment safely.. This includes the ratio of children needed for each piece of equipment.

The children in KS2 have the opportunity to walk down to another local school to use their swimming facilities, and the field (shared with another school) and the playground are regularly used for PE activities. The school hall is also used and teachers use a rota system to enable each class to use their time effectively throughout the week.

## **9. Health and Safety**

9.1 We encourage the children to always think about health and safety when carrying out PE activities. This includes the setting up and dismantling of equipment, as well as the actual using of it. Large apparatus is a particular area that we spend a lot of time encouraging the safe usage of. Children are expected to where the appropriate attire for PE> This varies depending on whether the session is indoor or outdoor, and also what the weather conditions are like. No jewellery is to be worn throughout any PE session.

## **10. Monitoring and review**

The monitoring of the children's development is held with the PLT, who collects in attendance data for individual lessons and can access relevant data from class teachers at the end of each term. A staff meeting has been held by the PLT to introduce the assessment process and to promote the values and elements of high quality teaching in PE. A document was also given to staff following the meeting. The PLT regularly attends updates of the assessment, teaching, monitoring and learning within PE and then feeds this back as soon as possible to the staff. The PLT also gives the Head teacher an annual summary report evaluating PE as a subject on the whole throughout the school. Here, targets are made, and successful areas are highlighted.

## **11. Extra curricular activities**

The school provides a range of extra curricular activities throughout the school year which differ depending on the season and which fixtures are taking place throughout the town. Many teaching and support staff have provided the children with opportunities to join after school/lunch time sporting clubs, and here their skills, knowledge and understanding are developed even further. Regular fixtures take place both on the premises and at other schools, and these include a variety of different sports. The fixtures introduce a competitive element to team games, and the skills that the children have developed in lessons can be put into practice. We feel that this encourages team spirit and support to and from each other.

Signed: ..... **VICKI LOGAN (Mrs)** Headteacher