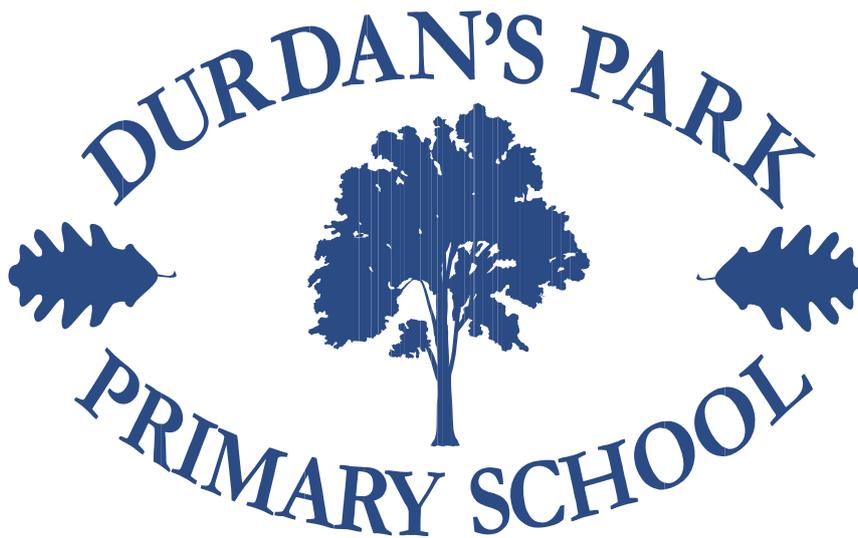


DURDAN'S PARK PRIMARY SCHOOL

Physical Education Policy



Policy Reviewed: December 2014
Next Review Date: December 2016

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Rationale

Young children can quite naturally participate in vigorous movement for its intrinsic pleasure and in doing so they will already have experienced a great range of movements, together with an increasing control over their bodies. A good physical education curriculum extends this ability and can also make a significant contribution to a child's emotional, intellectual and personal development; particularly their self-esteem. Children's feelings about their physical ability will often carry over into adolescence and adult life and may affect their overall self-confidence. It is therefore imperative that we help children to reach their full potential and to feel as positive about this aspect of their lives.

Aims

- To encourage an awareness, enjoyment and appreciation of the body and its movement in space, as an individual and as part of a group.
- To develop physical literacy and skill through a broad range of activities.
- To improve agility, balance, coordination, expression and an understanding of the aesthetic qualities of movement.
- To ensure all children have equal access to PE and school sport.
- To develop pupil's appreciation of safe practice during physical activity, especially with regard to the safe use of apparatus, equipment and in relation to the principles of water safety and survival.
- To share the learning intentions with pupil's and encourage them to reflect on their actions in order to improve the quality of their actions, performance or composition.
- To promote positive attitudes towards health and physical well-being (and an understanding of the biological aspects of the body in relation to fitness and well-being) and so encourage a healthy lifestyle.
- To cultivate positive attitudes towards physical activity – the conventions of fair play, honest competition and acceptable sporting behaviour.
- To develop the whole child during PE lessons and support increases in attainment across the school through focusing on pupils personal, social, creative and cognitive skills.
- To encourage to develop their leadership skills in PE and provide opportunities to actively support the leadership and management of PE and school sport.
- To provide a diverse range of competitive activities in order for all children to develop holistically and compete at the appropriate level through both intra and inter-school competitions

Implementation

The teaching of Physical Education is based upon the relevant National Curriculum programmes of study for Key Stage 1 and 2. To implement these plans the LCP schemes of work, TOPS resources and SCo lesson plans are used at the teacher's discretion.

A phased approach for the school to adopt the real PE scheme of work aligned to the new national curriculum is currently taking place and intended times for implementation of the new scheme are as follows:

To begin from September 2014: One teacher from Years 1, 2 and 5 to begin delivery with the aim of all three year groups to be delivering real PE by September 2015.

To begin from April 2015: One teacher from Reception and Years 3, 4 and 6 to begin delivery with the aim of all three year groups to be delivering real PE by January 2016.

This process will be supported by whole school insets which follow on from the new PE national curriculum inset delivered last year, one to one mentoring support for one class in each year group (supported by PE specialists) and peer lesson observations in the summer term.

The real PE schemes of learning will meet the aims of the new national curriculum which will have the following foci:

KS1 - Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in **competitive** (both against self and against others) and **co-operative** physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including **running, jumping, throwing and catching**, as well as **developing balance, agility and co-ordination**, and begin to apply these in a range of activities
- Participate in **team games**, developing simple tactics for attacking and defending
- **Perform dances** using simple movement patterns.

KS2 - Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy **communicating, collaborating and competing** with each other. They should develop an **understanding of how to improve** in different physical activities and sports and learn how to **evaluate and recognise their own success**.

Pupils should be taught to:

- Use **running, jumping, throwing and catching** in isolation and in combination
- Play **competitive games**, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- Develop **flexibility, strength, technique, control and balance** [for example, through athletics and gymnastics]
- **Perform dances** using a range of movement patterns
- Take part in **outdoor and adventurous activity** challenges both individually and within a team
- **Compare** their performances with previous ones and **demonstrate** improvement to achieve their personal best.

Curriculum Planning:

Lessons are blocked in units outlined on the curriculum map and include the following activities which are overseen by the PE coordinator:

KS 1 –

- Gymnastics
- Dance
- Athletics
- Games
- Real PE (Fundamental Movement Skills)

KS 2 –

- Gymnastics
- Dance
- Athletics
- Games (invasion, striking/fielding, net/wall)
- OAA (As part of off-site visit to HOAC)
- Swimming (One lesson a week in Year 4)
- Real PE (currently being implemented across the school)

With the exception of Reception, PE takes place in the afternoon so that numeracy, literacy and assemblies are not affected.

Time Allocation

The school provides all students with the full entitlement of two hours of high quality physical education per week. This is delivered through two one hour lessons, including changing time. Each year group has one timetabled indoor session and one outdoor session per week.

One lesson per week is delivered by external coaches from Brentford FCCST with the other lesson delivered by individual class teachers.

In year four the swimming programme is delivered on a fortnightly basis throughout the year, which takes place at the local swimming centre in one of the allocated sessions.

Additional curriculum support is also provided throughout the year via liaison with local community agencies (Brentford FCCST and Willow Tree SSP) with the PE co-ordinator.

Intra-school competitions including Sports Day

Sports days are held annually during the summer term and follow a multi-skills approach at KS1 and a multi-sports approach at KS2.

At the end of each half term block, intra-school competitions are facilitated by Brentford FCCST to provide appropriate levels of competition for all children and support the aims of the national School Games strategy.

Extra-curricular school sport

Extra-curricular activities are offered in a variety of sports throughout the year in response to pupil interests, teacher's abilities and available resources. Clubs are delivered by a mixture of school staff, coaches from local sports clubs and staff from the Willow Tree SSP.

All delivery of school sport is led by appropriately qualified adults and are either insured through the school as teachers or through their respective sports organisations.

Activities delivered reflect the skills of teachers and coaches, opportunities for further participation in the local community and/or competitions the school enters through Willow Tree SSP.

PRIMARY SCHOOL SPORT FUNDING AND PE BUDGETING:

In academic years 2013/14 and 2014/15, the school will receive new 'Primary Sport Premium Funding' in addition to the c.£900 annual PE budget allocation.

The funding is calculated for each academic year by a lump sum of £8,000 plus £5 per pupil in Years 1-6 (c.£9,800 per annum)

The four key objectives of the funding are as follows:

- 1:** To improve the quality of existing PE teaching through continuing professional development in PE for generalists, so that all primary pupils improve their health, skills and physical literacy, and have broader exposure to a range of sports.
- 2:** To increase participation levels in competitive sport and healthy activity of pupils, and maintain these into adolescence.
- 3:** To increase the quality of initial teacher training in PE and sport, and to promote PE specialisation in primary level workforce.
- 4:** Schools understand and value the benefits of high quality PE and sport, including its use as tool for whole school improvement.

Following self –review of the current provision, the school has decided to utilise the funding in the following ways and a full breakdown can be found in the PE development plan:

- PE CPD to further increase the confidence and competence of schools teachers in delivery.
- Mentoring and curriculum sessions for staff delivering PE to undertake weekly team-teaching with PE and sport specialists from outside organisations (Brentford FCCST and Willow Tree SSP)
- Increasing opportunities for pupils to attend sports competitions
- Increasing the opportunities for pupils to take part in extra-curricular activities including those with special educational needs.

An action plan is strategically developed identifying funding received, how it is being used and the impact the spend is having across the school. These details are provided on the website and updated annually.

ASSESSMENT AND MONITORING:

Pupil's work will be assessed throughout each scheme of learning using observation to inform future planning. Diagnostic assessment is ongoing and will be carried out by the class teacher through direct observation. Also, children will assess their own work and the work of others. A report on each child's progress in Physical Education throughout the year is written during the summer term and is made available to the parents.

The PE co-ordinator is responsible for monitoring the effectiveness of teaching and learning of PE across the school. This is achieved through observation of lessons and informal feedback. Guidance should be both constructive and positive.

This academic year the school will be reviewing its assessment in PE and look at implementing a new holistic, child centred assessment framework following PE coordinator conferences working with Create Development's new 'REAL PE' scheme of learning in line with changes to the national curriculum.

RESOURCES:

Facilities

Both school halls are equipped as gymnasias and are timetabled for use by every class. Outdoor facilities include a large grassed area, which is marked out for various uses at different times of the year. Two large concrete areas are also available with various court markings.

Apparatus

Both school halls are well equipped with fixed and freestanding apparatus. Teachers are responsible for its storage and correct location at the end of each lesson.

The resource manager is responsible for health and safety inspections of fixed apparatus and facilities annually as well as the ordering of equipment.

Equipment

Each Key Stage has a PE cupboard with access to a large variety of equipment allowing all schemes of learning to be covered adequately. In addition, the PE curriculum resource base offers an extensive range of units of work and lesson plans to support and aid planning.

The PE coordinator is responsible for selecting and maintaining equipment.

STAFF DEVELOPMENT, LEADERSHIP AND MANAGEMENT OF PE AND SCHOOL SPORT

It has been identified that key areas of development in PE is implementing real PE multi-skills curriculum throughout the school and ensuring teachers are knowledgeable and confident to deliver the scheme. As a result the following interventions are being put in place to address these areas of development:

- Each year group is receiving 6 weeks of real PE mentoring support during their PE lessons.
- Whole school inset will support the securing of their knowledge of the programme and tailored towards their needs.
- The PE Coordinator will be attending Learning Nutrition module to raise standards by supporting staff to make small changes in their teaching that will have a big impact on learning behaviours.
- The PE coordinator will be attending the real Gymnastics where delegates will get to explore new and creative ways to bring gymnastics to life and develop the confidence to deliver fantastic, enjoyable lessons.

MANAGEMENT OF THE DELIVERY OF PE AND SCHOOL SPORT BY OUTSIDE AGENCIES

The PE Coordinator meets with all outside agencies before any practical delivery of PE and school sport can take place to strategically plan delivery and interventions for each academic year.

Sports coaches from Brentford FCCST are utilised to cover teachers PPA time and utilise their knowledge and understanding of the teaching of specific sports. Before commencing delivery, Brentford FCCST coaches receive full induction of the school led by the PE Coordinator.

HEALTH AND SAFETY (in accordance with school Health and Safety and Behaviour policies):

All teachers are responsible for safety in their own lessons and should, therefore, be familiar with the procedures associated with teaching of particular activities such as Gymnastics and using the hall apparatus. Class teachers have a responsibility to ensure that pupil's adhere to safe practice when moving, setting up and storing any apparatus or equipment.

If an accident occurs during a PE lesson the teacher should send the child to the medical room with another child.

Teachers should make themselves aware of any medical conditions that their students may have and allow for these in the planning process.

Dress

Pupils should have an appropriate change of kit for indoor and outdoor PE. Changing should take place in the pupil's classroom. However, changing facilities are available for

upper Key Stage 2 children. Year 5 and 6 pupils change separately in boys and girls changing rooms.

Outdoor – trainers or plimsoles, white tee shirt, black shorts, tracksuit or jogging bottoms and jumper or sweatshirt in cold weather.

Indoor – bare feet or plimsoles, white tee shirt, black shorts.

NB – Staff should be sensitive to requirements of various faiths (e.g. Girls may need total leg coverage).

Staff should be dressed appropriately and in keeping with their level of participation including suitable footwear (trainers) and suitable clothing.

No kit – Should a pupil not have kit for PE every effort should be made to deter this from happening again. If it does occur again, a letter is sent home to parents. Every effort is made to include the child in the lesson, through use of spare kit located in the welfare room.

Jewellery – Is collected and stored in the classroom by the teacher at the start of the lesson. Earrings (excluding studs), necklaces, rings, watches and bangles/bands are especially dangerous and should not be worn. Where these are worn for religious or other reasons they are expected to be covered.

Non-participation – Where children cannot participate in a lesson for medical/religious reasons a signed note should be brought from home. For non-participants some sort of involvement in the lesson should be encouraged (e.g. Acting as referee, making notes on the lesson or helping assess through observation of peers). This is clearly dependent on the age and stage of the pupil's involved and so should be at the teacher's discretion.

Missed lessons – An increase in PE lessons would be acceptable in fine weather spells to e

EQUAL OPPORTUNITIES AND SEN (use in accordance with the Inclusion policy):

All pupils will be given differentiated access to the full PE curriculum and extra-curricular activities regardless of gender, race, cultural or financial background. Although some games and activities have traditionally been preferred by one gender, we do not wish to assume such stereotypes, thereby depriving of the opportunity to enjoy a variety of activities. Throughout the whole school all pupils should learn to take part in all PE activities. Single gender groupings should only be used when it is necessary to enhance the experiences of either sex.

Wherever practical, provision will be made for pupils with special educational needs where it affects their performance in PE. This will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the Inclusion policy.

Opportunities are provided for children with special needs through the delivery of disability sports (eg: New-age Kurling), adaptations to activities and equipment where appropriate.

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 indicate where they feel they need support and attend available courses advertised on the PE noticeboard. Any additional requests should go to the PE co-ordinator. Information and resources should then be disseminated to other staff.

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