

Park Walk Primary School



Physical Education (PE) Policy October 2016

At Park Walk we strive to create a safe and secure learning environment where children feel valued and happy. Through our values of Creativity, Confidence, Independence and Collaboration, we equip children with the skills and tools to become life-long learners.

1 Aims and objectives

1.1 Physical Education (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, swimming and athletics. PE promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives. PE develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical development and knowledge of the body in action. PE provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams.

1.2 The aims of PE are to:

- enable children to develop and explore physical skills with increasing control and co-ordination;
- encourage children to work and play with others in a range of group situations;
- develop the way children perform skills and apply rules and conventions for different activities;

engage children in competitive sports and activities increase children's ability to use what they have learnt to improve the quality and control of their performance;

- teach children to recognise and describe how their bodies feel during exercise;
- develop the children's enjoyment of physical activity through creativity and imagination;
- develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.
- acquire and develop skills, performing with increasing physical competence and confidence, in a range of physical activities and contexts;
- learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking;
- respond to a variety of challenges in a range of physical contexts and environments;
- take the initiative, lead activity and focus on improving aspects of their own performance;
- help ensure children make informed decisions about the importance of exercise in their lives and lead healthy, active lifestyles ;
- develop positive attitudes to participation in physical activity.
- Ensure that children are physically active for a sustained period of time

2 Teaching and learning in Key Stage 1 and 2

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- 2.1** Each child participates in up to two hours of dedicated PE weekly
- 2.2** A variety of teaching and learning styles are used 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/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 through a variety of physical activities.
- 2.3** In all classes there are children of differing 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. timed events, such as a sprint;
 - setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the height of the high jump;
 - modifying tasks to meet the needs of all learners, e.g. increasing and decreasing the distance between a throw
 - 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 and equipment, e.g. different gymnastics equipment.

3 PE curriculum planning in Key Stage 1 and 2

- 3.1** PE is a foundation subject in the National Curriculum. This is used as the basis for planning in PE.
- 3.2** PE activities are planned to 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 planned progression, so that the children are increasingly challenged as they move up through the school and have the opportunity to build on previously learnt skills.
- 3.3** During Key Stage 1, children build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to explore and work with other children in pairs and small groups, with a focus on developing their competency and confidence with their fundamental movement skills to access a broad range of activities. Both competitive and co-operative. .. At KS1 children have the opportunity to develop their skills, knowledge and understanding in games, dance, gymnastics and athletics.

These areas provide children with the opportunity to:

- develop 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.
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3.4 During Key Stage 2, children enjoy being active and using their creativity and imagination in physical activity. They continue to apply and develop a broader range of skills, learning how to use these skills in a range of ways and to link them to make actions and sequences, phrases and sequences of movement. They develop their ability to evaluate their success and identify how to improve in different physical activities and sports. At KS2 children, have the opportunity to develop their skills, knowledge and understanding in games, dance, gymnastics, and athletics.

These areas provide children with the opportunity to:

- use the fundamental movement skills that they developed in KS1 such as running, jumping, throwing and catching in a range of physical activities both in isolation and combination
- play competitive games, modified where appropriate (for example, badminton, tennis, cricket, football, hockey, netball, rounders, handball) and apply basic attacking and defending skills
- develop flexibility, strength, technique, control and balance
- create and perform a variety of movement patterns
- engage in outdoor and adventurous activity challenges both individually and within a team
- evaluate their performances and compare them to previous performances in order to identify areas for improvement and to achieve their personal best.

4 Physical Development in the Early Years Foundation Stage (EYFS)

4.1 The physical development of our Foundation Stage children is an integral part of their learning. Physical Development is one of the six areas of learning in the EYFS. Children work towards attainment of Early Learning Goals - descriptors which underpin the activities planned for learning and development of the children. We encourage the children to develop confidence, control and imagination in the way they move and the way they handle tools and equipment. We give all children the opportunity to be involved in a variety of activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

5 Teaching Swimming

5.1 EYFS, KS1 and KS2 are all provided with swimming throughout the academic year to enable children to develop their basic water skills.

5.2 Swimming at Park walk aims to progressively enable children to:

-swim competently, confidently and proficiently over a distance of at least 25 metres use the range of strokes (front crawl, backstroke, breaststroke) effectively and with control

6 Teaching PE to children with special needs

6.1 We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the individual needs of children with learning difficulties, and work in PE takes into account the targets set for individual children.

7 Assessment and recording

7.1 Teachers use formative assessment; making observations and judgements of a child's skills and abilities on an ongoing basis. **This is recorded against the national curriculum objectives for each key stage for each individual child.** An annual grade of progress and effort for each child is made and communicated to the child's parents as part of their end of year report..

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8 Resources

- 8.1** We have a wide range of equipment, both large e.g. frames and benches, and small e.g. bats and balls, to support the teaching of PE across the school. The children are taught to handle equipment safely.
- 8.2** PE Kits are available to buy from the uniform provider – www.schoolsuniformdirect.co.uk. The children are required to bring their PE kits in on a Monday and take them home on a Friday to be washed. All children should have plain black or white trainers or plimsols, wear a white or green T-shirt and green shorts or joggers. Hair should be tied back and no jewellery worn.

9 Health and safety

- 9.1** The general teaching requirement for health and safety applies in 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. The governing body expects the teachers/coaches to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no jewellery is to be worn for any physical activity.

10 Monitoring and review

- 10.1** The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. However any observations cross the school will be undertaken by the Senior Leadership Team, in order to evaluate success of teaching and children's attainment.
- 10.2** This policy will be reviewed every two years.

11 Extra-curricular activities

- 11.1** Across the academic year the school provides a range of PE-related after school clubs. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents/carers. The school also plays fixtures against other local schools/teams. This introduces a competitive element to team games 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.

11.2 Additional note

Due to the legacy from the Olympics, we have been given a PE and Sport Grant. This funding must be used to fund improvements to the provision of PE and sport, for the benefit of pupils aged 5-11 years old, so that all pupils develop healthy lifestyles.

Reviewer: Charlotte Hunt

Date: Oct 2016

Review date: Oct 2018