

Roman Road Primary School

Policy for Physical Education

Reviewed	October 2015
Next Review	October 2017

POLICY FOR PHYSICAL EDUCATION

Document Purpose

This policy document aims to reflect the philosophy of our school in relation to the teaching and learning of high quality national curriculum P.E. It provides a basic framework through which all staff can approach P.E. and gives guidance in areas such as curriculum content, planning and assessment.

This policy is intended to be used in conjunction with the national curriculum. It identifies which areas of the curriculum are to be covered by which year group and to what extent. It is intended that this policy, in conjunction with the schemes of work and advisory documents in the areas of dance, gym, games, athletics, swimming and outdoor and adventurous activities will form the basis for the teaching and learning of high quality National Curriculum P.E.

Readership

This document is intended for:

- All teaching staff, including supply teachers
- School governors
- Parents
- Inspection teams
- LEA advisors
- Nursery nurses, teaching assistants and support staff

A copy of this policy is available from:

- The P.E. coordinator
- Mrs B Mattis
- On line

Subject Aim

P.E. is a foundation subject within the National Curriculum.

The aims of P.E. are:

- To develop a range of physical skills
- To develop stamina and strength
- To express ideas in dance form
- To develop an appreciation of fair play, honest competition and good sportsmanship
- To develop an appreciation of the aesthetic qualities of movement
- To learn how to cooperate with each other and work successfully in pairs, groups and teams
- To develop physical and mental coordination, self control and confidence
- To develop self-confidence through the understanding of one's own capabilities and limitations
- To provide opportunities for a wide experience of all six physical activities in the National Curriculum: Dance; gymnastics, games, athletics, swimming and outdoor and adventurous activities
- To motivate each child so that they retain a lifelong interest in all aspects of P.E. and recognise the importance of living and maintaining a healthy life

These aims are consistent with our school philosophy and take account of the National Curriculum non-statutory Guidance.

Objectives

In P.E. our pupils work at levels appropriate to their abilities, identified in the class teacher's medium term plans and in accordance with the QCA expectations.

In our school, children will have the opportunity to achieve the following objectives:

Objectives for End of Key Stage 1

For pupils to have had experiences to enable them:

- To perform confidently basic ways of moving from one place to another, for example running, jumping, rolling, climbing, transferring weight from one body part to another and holding the body still
- To perform contrasting movements including quick and slow, strong and light, wide and narrow and high and low
- To use apparatus to get on/off, under/over and along to absorb shock when jumping or moving from apparatus of various heights
- To appreciate and respond to contrasting sounds in music, percussion and words
- To propel a variety of objects, including balls of various sizes, quoits, beanbags, hoops and so on
- To undertake simple ball skills, for example, throw, catch, bounce, kick
- To play simple small team games with and alongside others in order to experience being a member of a team
- To become familiar with various forms of apparatus and to set it out and put it away efficiently and safely
- To explore the potential for physical activities in the immediate environment

Objectives for End of Key Stage 2

The children should have experience to enable them to:

- Combine basic actions such as travelling and turning in the form of a sequence
- Perform sequences on the floor and apparatus on different heights
- Repeat and refine the original sequence
- Reproduce some specific movements including named skills such as forward roll and headstands
- Absorb shock and momentum on landing and travelling from different levels of apparatus
- Respond physically and aesthetically to rhythms, moods, qualities in music, words and sounds
- Develop and repeat movements in dance and practice in readiness for performance
- Strike/propel a ball with reasonable accuracy by using different parts of the body and various implements
- Invent their own games selecting appropriate equipment, size and shape of playing area and number of players
- Participate in larger team games involving various numbers of players and conform to rules
- Enter water safely by jumping or diving
- Swim 25 metres on front or back
- Perform certain water skills to include floating and treading water
- Experience outdoor and adventurous activities

Curriculum and School Organisation

The curriculum overview (see appendix 1) covers the following activity areas set by the National Curriculum.

- Athletics
- Dance
- Games
- Gym
- Swimming

Health related fitness (linked to the Healthy Schools Initiative) is taught during all P.E. lessons and throughout the curriculum.

Children are given the opportunity to experience outdoor and adventurous activities in Year 6 at Fair Play House, rowing/sailing and paddle boating at Newham Docks.

The curriculum overview has been developed to ensure there is an even amount of gymnastics and dance being taught throughout each year, net and wall, invasion and striking and fielding games are being taught and athletics and swimming are taught where appropriate.

The curriculum overview has also been developed to run alongside competitions identified by the Langdon partnership and the school, ensuring children are having access to inter and intra school competitions and gifted and talented children are being identified.

This overview should be taught by the sports coaches and Reception teachers as outlined, however it is a flexible document and if for any particular reason the coach wants to change a unit of work then this can be arranged with the curriculum coordinator.

Planning

P.E. is taught as a specific subject area, with each year group having access to two hours of high quality P.E each week. The swimming sessions for year 5 during the different terms will count as both of the two hours of P.E.

Before a unit or work is taught, the pe coordinator creates a MTP (using the QCA expectations and sample core tasks). for each year group in the school. These plans provide warm ups, main activities and cool downs. It is differentiated for higher, middle and lower achievers with more challenging and easier activities provided. Once the MTP has been completed, coaches can then annotate plans where necessary before, during or after sessions are taught (see appendix 2), identifying lesson objectives (linked to one of the 4 areas of the National Curriculum), success criteria, vocabulary and questions alongside the lesson planning material (outlined below).

A range of published materials can be used to support the planning of P.E. throughout both Key Stages. P.E. unit plans are kept in term files for each year group and in the P.E cupboard. TOPS gymnastics, dance and athletics cards are available from the PE coordinator upon request. This planning material when used, should be modified, annotated and differentiated (Space Task Equipment People) where necessary to ensure the P.E. lesson learning objective (identified on the front sheet) is met.

P.E. planning is monitored and lessons are observed on a regular basis across both Key Stages ensuring that there is high quality teaching and learning taking place with learning objectives, success criteria, vocabulary, questions and differentiation clearly identified.

Planning and assessment ensures continuity and progression within the subject and avoids unnecessary duplication or omission.

Assessment

Coaches/teachers are required to assess their children throughout each PE lesson (in conjunction with the success criteria). This formative assessment will determine what is going to be taught in the following lesson (ie whether the lesson will be duplicated or a new learning objective will be taught).

At the end of a unit of work coaches/teachers are required to assess all children against the QCA expectations (using core tasks if required). These assessments are filed and used to develop a new MTP when that particular unit is taught again later in the year.

These assessments should also be passed along with the class to the next year group teacher and used to develop MTPs, thus ensuring lessons are personalised to suit the needs of the children and progression is identified. Video recording to formulate and evidence assessments is also now being introduced. This allows skills to be monitored and progress for the children monitored visually throughout their school lives.

Curriculum Coordinator

The P.E. curriculum coordinator is responsible for monitoring the annotated planning and assessment in PE, ordering resources in accordance to the needs of the teachers and the budget, observing lessons and giving affective feedback, entering and organising competitions both inter and intra-school and identifying the CPD needs of the staff (organising appropriate INSETs). The Coordinator receives any information/resources which arrive in school but decisions regarding P.E. and the development of the P.E. Curriculum involve all members of the staff.

Clothing for P.E. Activities

Children should where appropriate P.E. clothing to suit the unit of work being taught.

Indoor activities (dance and gymnastics): Children should wear navy shorts, a white t shirt and bare feet

Outdoor activities (games and athletics): Children should wear navy shorts (or jogging bottoms), a white t shirt (or jumper), P.E. pumps and in the summer months a hat and sun cream.

Swimming: Children should wear a swimming costume or trunks, a named swimming hat and goggles.

No jewellery to be worn for any physical activity. Any children wearing earrings they can not remove themselves will be advised to mask their jewellery for the safety of others.

Coaches/Teachers are expected to wear appropriate PE clothing whilst teaching P.E.

Extra-curricular Activities

Extra-curricular activities are an important part of a child's primary education ensuring that each child has access to at least 3 hours of high quality national curriculum P.E each week. They enable pupils to develop particular skills and further their interest in one or more sporting activities. It helps to introduce a competitive element to team games and promote cooperation and a sense of good sportsmanship.

Extra-curricular activities currently offered are: Multi skills (KS1) Judo (KS1) Tennis (KS1) Football (KS1) badminton (KS1) athletics (KS1) gymnastics (KS1) games (KS1) ; basketball (KS2) football (KS2) judo (KS2) tennis (KS2) badminton (KS2) athletics (KS2) futsal (KS2) handball (KS2) gymnastics (KS2) and invasion games (KS2).

Morning sports clubs are also run on Tuesdays and Thursdays for Key stages 1&2 for gymnastics and invasion games.

Throughout the year this may change due to funding, outside coaching opportunities, teacher's interests etc. Any teacher offering to teach an extra-curricular sports club will be greatly appreciated!

The P.E. Coordinator organizes sports day annually in the summer term. Foundation Stage has a separate sports day to Key Stages 1 and 2.

Time Allocation

Each class receives at least two timetabled hall periods per week. This is based on the recommendations set down by National Guidelines (2 hours of P.E. per week).

Within this time, it is expected that teachers are teaching what is outlined on the curriculum overview. NB: Dance and gym should generally be taught indoors, however games and athletics should generally be taught outdoors. It is recognised that limited hall time and wet weather at times can affect P.E. However we endeavour to ensure all children have access to at least two hours of high quality national curriculum PE each week.

Class organisation and teaching styles

Two styles of teaching P.E. are normally found in schools. They are generally known as the direct (teacher led) and indirect approach (child led).

The *direct (teacher led)* approach covers formal teaching and coaching of specific skills. Teachers must understand the progressions involved and take into account

children's ability and previous experience. Pupil's learning a new skill should have the necessary strength, flexibility and body awareness and should pass through the progressive stages leading up to that new skill. (National Curriculum area; acquiring and developing skills)

The *indirect (child led)* approach caters for the needs and abilities for all pupils and allows them to approach the exercises that have been set in their own way. When appropriate the teacher must give active encouragement and help to individual pupils. Any interesting problems and good examples should be demonstrated to the whole class. The indirect approach increases pupil's self-awareness but this must not be allowed to develop into selfishness. Pupils should be taught to be cooperative and courteous. (National Curriculum areas; selecting and applying skills and evaluating and improving performance)

Resources and Accommodation

A wide variety of P.E. resources are available in school. These include resource packs, task cards, tapes and CDs, lesson plans and P.E. equipment. All resources are shared.

The majority of P.E. equipment and resource packs are kept in the P.E. cupboard in the hall. The store is only accessible to members of staff. All equipment should be returned immediately after use where possible and put in its proper place. The PE cupboard is monitored and tidied on a regular basis.

The P.E. Coordinator is responsible for maintaining P.E. resources, monitoring their use and organising the large equipment and P.E. store. Resources are replaced and purchased by the coordinator following the general school ordering procedures. Staff members are asked to submit to the P.E. Curriculum coordinator lists of any resources they require to be added to the existing stock. Staff members are also asked to inform the coordinator if any resources are damaged or need replacing through wear.

The purchase of resources is planned each year by the P.E. Coordinator based on the P.E. budget. The P.E. budget will reflect the priority which P.E. is being given in the School Development Plan for any one year. The P.E. Curriculum coordinator reviews the use of resources and their storage annually in consultation with the rest of the staff. All resources are listed in the inventory in Appendix 3.

INSET Provision

INSET is organized and delivered by the P.E. coordinator and/or members of the in-service team for the borough. Staff should note that the majority of the P.E. INSET will be of a practical nature and therefore suitable clothing and footwear should be worn.

Inclusion, Special Educational Needs & Provision for Children with English as an Additional Language

All teaching and non-teaching staff are responsible for ensuring that the pupils in their care, irrespective of gender, ethnicity, EAL, disability, religious beliefs, social circumstances and ability, have equal access to the whole curriculum and equal opportunity to undertake all aspects of work in P.E. in order to make the maximum progress according to their ability.

We aim to do this by:

- Taking the individual needs of children into account
- Using language which is appropriate to each child's ability
- Avoiding the negative use of written, spoken and body language
- Choosing books, worksheets, posters, tapes etc., which display positive images, which represent the different backgrounds of our pupils and which avoid gender stereotypes
- Choosing resources which are user friendly and easily accessible to all children
- Showing in our planning how tasks are differentiated and targeted for children of differing abilities and needs
- Ensuring that recording and assessment is fair, gives equal value to different activities and avoids stereotypical assumptions.

INCLUSION, Equal Opportunities, Differentiation and DES (Disability Equality Scheme)

We fully endorse the above statutory inclusion statement, believing that all children at Roman Road Primary School should have equal access to PE so that they may have the opportunity to progress and demonstrate achievement irrespective of ability or special educational needs.

Where special educational needs are identified, teachers will endeavour to provide such pupils with appropriately challenging work at each key stage, in line with the requirements of the NC.

Where pupils have special educational needs which are not identified as being learning difficulties, but requires other special provision(e.g. the use of technological aids in practical and written work) then we will as a school, endeavour to make appropriate provision for such children.

It is important when planning work in PE, that the teacher pays close attention to equal opportunity in respect of gender, race and creed, English as an additional language learners, the needs of the most able children and those children with special educational needs (see the section entitled (SEN).

Points for consideration by teachers when planning PE are:-

- Am I promoting PE equally to both sexes?
- Is the material I am using attractive and accessible to all children - particular care should be taken when using illustrations in books and avoiding stereotyping
- Take care when planning work so that racial ethics, disabilities are given consideration, especially in work with the human body and food.
- Am I catering for the needs of the most able children and those with learning, physical difficulties? Will the work provided enable all children to feel that they are achieving and progressing?
- If there is evidence of underachievement by any group, positive corrective action must be initiated.
- Are the contents reflecting our multi - cultural society and relating to other countries.
- Any data collected from parents, pupils or staff will be feedback to the PE coordinator

Cross-curricular Skills and Themes

A large part of any child's P.E. education will include healthy living, health related fitness and fair-play. These are themes which are regularly reinforced through the curriculum.

Evaluation

Evaluation is carried out to enhance teaching and learning and is the responsibility of the class teacher in conjunction with the P.E. Coordinator. The class organisation and teaching style of this policy will be subject to regular review.

This evaluation will focus on:

- Content
- Pupil's progress and influencing factors
- Teaching
- Accommodation
- Resourcing
- Organisation and teaching methods
- INSET effectiveness

The methods of evaluation will include:

- Assessing pupils' achievements through teacher observation
- Reviewing the scheme coverage at the end of each unit
- Analysing coach/teacher and year group planning through regular monitoring
- Staff discussion
- Observation and feedback of P.E. lessons
- Advisory service input

Evaluation and review of the Policy for P.E. and the Scheme of Work for P.E. takes place annually. The P.E. coordinator considers any necessary changes or adaptation to the policy. These are then discussed and agreed by the whole staff before the policy document is amended.

This policy was reviewed by the P.E. Coordinator, Miss J Mansfield in May 2015

Appendix 1 Curriculum Overview

	Autumn		spring		Summer	
	1	2	1	2	1	2
R	Space awareness / Gym (Me and myself) y	Running & agility / Dance (Autumn leaves, icicles & water/the scarf)	Jumping & co-ordination / Gym	Throwing and catching / Dance (Hickory Dickory Dock, the shaking puppet)	Travelling with a ball /Gym	Ball and bat games / Dance (Wriggling William, Hungry Caterpillar)
Year1	Space awareness, throwing and catching / Dance (conkers, Handa's surprise) y	Handball / Gym	Space awareness, travelling with a ball / Dance (March, march, march, Jack and the beanstalk)	Football / Gym	Athletics /Dance (I just can't wait to be king) y	Rounders /Gym
Year2	Athletics / Gym(travelling, 7 key shapes and balancing) y	Football / Dance (friends, 3 little pigs)	Handball / Gym	Basketball / Dance (shadows, we're going on a bear hunt/ words & messages)	Athletics /Gym	Rounders & Cricket/ Dance (year 2 unit 4)
Year3	Athletics / Dance (Thriller) y	Football / Gym	Handball & Basketball / Dance (the explorers)	Tennis / Gym	Athletics /Dance (country/folk dancing)	Rounders & Cricket / Gym
Year4	Football / Gym (shapes, rolls, jumps & balances) y	Athletics / Dance (folk dance)	Handball & Basketball / Gym (travelling, balances & jumps) y	Tennis / Dance (electricity)	Athletics /Gym	Rounders & Cricket / Dance (pump it up)
Year5	Football / Dance (country dancing)	Handball / Gym	Basketball / Dance (rainforest)	Tennis / Gym	Athletics /Dance (street dance-club can't handle me/ Theseus & the minotaur) y	Rounders & Cricket / Gym
Year6	Football / Gym (balancing & sequencing)	Handball / Dance (flight from danger)	Basketball / Gym (9 key shapes, sequencing, counter balancing) y	Tennis / Dance (country dancing)	Athletics /Gym	Rounders & Cricket / Dance (the world of sport)

Appendix 2 Medium term planning example

NB: Hard copies are larger and landscape

Planning for effective learning

Activity

Learning Objective:

Success Criteria

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
Year 1 Dance Scheme Level 1 Dance I Just Can't Wait to be King.	To count in beats of 8. To move in time to the music. To stop when the music stops. To move on the different levels of the animals.	To perform movements using a range of body actions and body parts.	To use different parts of the body to respond to stimuli. To move at different levels and in different directions.	To choose movements to make their own phrase with a beginning, middle and end.	To watch, copy and perform in unison. To dance in time, head up, with full movement.	To practice and perform the dance if possible to another class.
Activity	To move like different animals using their hands and feet and on different levels.	The children follow on from last week and put movements together in a count of 8.	Continue with the next part of the dance which is performed in a circle to the chorus.	The children will perform their own "Jungle Animal" phrase to a beat of 8 at the appropriate point in the dance.	Recap on the dance so far. The next part of the dance is the finale which is done together.	Ask the children to reflect about their performance. How did they feel throughout the dance? What have they enjoyed? What have they learned?

Appendix 3 Annotated planning for each lesson front sheet

All Pupils Will...	Most pupils should...	Some pupils could...
Vocabulary <ul style="list-style-type: none">•••••	Questions <ul style="list-style-type: none">•••••	

Appendix 4 Inventory of P.E. Equipment and Resources

Equipment	Quantity
Blue Mats	10
Large blue	1
Benches	6
Hockey sticks plastic	1 box
Hockey sticks wooden	1 box
Pucks	1 box
Cricket bats	1 box
Tennis rackets plastic	2 boxes
Tennis rackets	1 bag
Tennis nets	1
Sponge tennis balls	1 bag
Tennis balls	1 box
Cones	1 box
Spots/Markers	2 packs
Small Yoga mats	30
Large balls	1 bag
Small balls	1 box
Rugby balls	1 bag
Skipping ropes	1 box
Hoops	Variety of sizes; small, medium, large
Bean bags	1 box
Quoits	1 box
Badminton rackets	1 box
Shuttle cocks	2 packs
Ribbons	1 tray
Skittles	1 box
Javelins	6
Hurdles	3
Leather footballs	1 box
Netball posts	2
Flag markers	1 box
Spare clothes	2 boxes
Ropes	2 boxes
Badminton posts and net	2
Rounders bats	1 box
basketballs	2 bags
volleyballs	1 bag

Spring board	1
Gym horse	1

Ratified by *Governors* Date / Signed

For Review October 2017