

PE Subject Policy

Milton Road Primary School



Where Learning is an Adventure

INTENT

“We want our children to be happy and healthy today, fulfilled in the future and able to make their world an even better place.”

Introduction

We believe that physical education (P.E.), experienced in a safe and supportive environment, is vital and unique in its contribution to pupils' health as well as their physical and emotional development. Physical activity concerns the development of physical skills alongside the practice of social and intellectual skills. We feel that high quality PE can raise standards across the curriculum. In addition P.E. provides an opportunity for children to develop certain interpersonal skills which future relationships may be based upon.

By following this policy we, at Milton Road Primary School, seek to develop the physical fitness and abilities of our pupils and to foster a positive attitude towards sport through independent learning and safe practice in a fun-filled environment. In this way we believe we will fulfil the requirements of the National Curriculum and provide grounding for the children's future physical activities.

Aims and objectives

1. 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. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus we enable the children to make informed choices about physical activity throughout their lives.
2. Through extra-curricular clubs we aim to offer more extensive coaching opportunities for those children with a particular flare or interest in an area of the P.E. curriculum, as well as a fun-filled experience for those children whose principle wish is to participate in a sport regardless of ability.

1.3 The objectives of teaching PE in our school are:

- to enable children to develop and explore physical skills with increasing control and coordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way children perform skills, and apply rules and conventions, for different activities;
- to show children how to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to provide opportunities for children to engage in activities that involve the whole body, maintain flexibility and develop strength and endurance;
- to develop the children's enjoyment of physical activity through creativity and imagination;
- to develop an understanding in children of how to experience success in a range of physical activities, and how to evaluate their own achievements

IMPLEMENTATION

Teaching and learning style

2.1 We use a variety of teaching and learning styles 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 or group activities. Teachers and coaches 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 themselves. They have the opportunity to use a wide range of resources.

2.2 In all classes children have a wide range of 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 an 80m sprint); setting tasks of increasing difficulty, where not all children complete all tasks (e.g. cartwheel progressions); 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 (e.g. different gymnastics equipment).

2.3 Children receive 2 hours of PE teaching a week. Physical activity is further encouraged through an active curriculum, extra-curricular clubs and organised activities in break and lunch times.

2.4 One lesson a week is taught by the class teacher and one lesson by qualified coaches from Premier Sport.

2.5 Outside coaches are used on occasion to provide support and training to teaching staff; for example in the teaching of cricket.

PE curriculum planning

3.1 PE is a foundation subject in the National Curriculum. Our school uses the National Curriculum document as the basis for its curriculum planning in PE. As required, we teach dance, games and gymnastics at Key Stage 1. In Key Stage 2, we teach dance, games and gymnastics, swimming and water safety, and athletics. The outdoor and adventurous activities programme of study is taught through a Year 4 Activity Day and a Year 6 residential visit to a PGL centre for a week. Swimming and water safety is taught in Years 3 and 5.

3.2 The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage as can be seen in the PE matrix. The PE subject leader devises this plan in conjunction with teaching colleagues in each year group.

3.3 We use The Cambridgeshire PE Scheme of work as our main resource and as the basis for our medium term plans with a variety of other schemes to broaden the provision. This gives details of each unit of work for each term and how it will be broken down over the weeks. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans.

3.5 We plan the PE activities so that they 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 progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.

3.6 PE is an integral part of the Milton Road Cambridge Connected Curriculum. Sports events and activities feature on the Year Group Maps for children to aspire to and check off when they achieve them. They are able to collect digital badges to show their progress.

The Foundation Stage

4.1 We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, the EYFS curriculum at Milton Road has been designed using the 7 educational programmes identified within the EYFS Statutory Framework. The progression of knowledge and skills are delivered through a combination of adult directed learning during whole class inputs, enhancements, challenges and activities as well as child initiated through access to an ever evolving provision. PE promotes learning and development in Physical Development, both fine and gross motor skills, Express Arts and Design, Communication and Language as well as Personal Social and Emotional Development. Also PE encourages children to be actively involved and show enthusiasm and willingness to 'have a go', persevere through challenges and find enjoyment in their accomplishments.

At Milton Road we follow The Cambridgeshire PE Scheme which supports children in EYFS to develop confidence, control of the way they move, and care in the handling of tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Contribution of PE to teaching in other curriculum areas

Children in our school are encouraged to be active and spend as much time outdoors as possible. Active learning opportunities are used to promote skills and knowledge in a variety of subject areas whilst promoting physical activity; for example: Cross-curricular Orienteering.

5.1 English: Active English lessons are used to support the teaching of grammar and spelling in particular. PE is sometimes used as a stimulus to writing; for example reports of competitions, persuasive writing to encourage more active lifestyles. Stories and poetry are sometimes used as a stimulus in dance lessons.

5.2 Maths: Many year groups regularly incorporate Active Maths into their teaching. Measuring, for example, is practised in the Summer term when athletics is taught.

5.3 Personal, social and health education (PSHE) and citizenship: PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. This includes elements of how to exercise safely.

5.4 Spiritual, moral, social and cultural development: The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings

allow children to work together, and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other. Children also learn to observe the conventions of fair play, honest competition and good behaviour and are taught to understand and cope with a variety of outcomes, including both success and failure. The School Games Mark 'Spirit of the Games Values' of Passion, Self-belief, Respect, Teamwork, Honesty and Determination are promoted.

PE and ICT

6.1 Information and communication technology enhances the teaching of PE, where appropriate, in all key stages. In dance and gymnastics children sometimes make video recordings of their performance, and use them to develop their movements and actions. Older children compare each other's performances from recordings, and use these to improve the quality of their own work. A digital camera can record experiences during outdoor activities. Videos are also watched as a stimulus for dance and CD-ROMs are used to inform pupils and teachers in gymnastics.

PE and inclusion

7.1 We teach PE to all children, whatever their ability or individual needs. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL).

7.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – equipment, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps ensure that our teaching is matched to the child's needs.

7.3 Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE.

7.4 We enable all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school (a sports event at another school, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7.5 All children must have equal access to similar activities and be encouraged to develop to their maximum potential regardless of race, gender, class and physical capability or disability. All children will be taught a broad, balanced and differentiated curriculum. Children may be taught in mixed ability groups or sometimes in gender groups in order to develop confidence and raise self-esteem.

Resources

8.1 There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE stores, and this is accessible to children. The halls contain a range of large apparatus, and we

expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field for games and athletics activities, and the local swimming pools for swimming lessons.

Health and safety

9.1 Health and safety awareness is an integral part of children's learning in PE. Staff should be aware of the safety guidelines within this document, guidelines within the Health and Safety Policy and guidelines in the BAALPE (British Association of Advisers and Lecturers in Physical Education) manual "Safe Practice in PE".

9.2 The PE subject leader will be responsible for liaison with contractors who service the apparatus and whose advice and instruction must be acted upon immediately.

9.3 The school will have competent first aid readily available. All accidents should be recorded and logged. In the case of an injury, stay with the injured child and send a reliable child for assistance.

9.4 Teachers are responsible for the safety of children in their care. Risk assessments will be recorded on teachers' medium term planning under safety issues. To ensure safe practice teachers should:

- Have an understanding of the subject/activity being taught
- Train the children to be quiet, well behaved and respond promptly to instructions. Teach the importance of warm up and cool down.
- Plan to use the apparatus most suited to the individual theme as well as the age and experience of the children. Hall apparatus should be set out with due regard to space limitations and safety. Know that mats do not ensure safety and will not prevent all injuries in Gymnastic work, so make sure they are used only where teachers wish children to jump onto them. Check all equipment before the children use it. Site it sensibly and see that no obstructions are in the way of the use of the apparatus. Check the condition of the floor. Any visible dangerous objects should be removed from a play area. Report any damaged equipment to the PE Subject Leader. Instruct children in the safe use and movement of apparatus.
- Children who require medication should have access to it, during P.E. lessons.

9.5 We expect pupils to wear appropriate clothing to school on the days they have PE. In all areas except swimming, this consists of the school blue T-shirt and shorts and a change of footwear for outdoor PE. The governing body expects the teachers 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. Ear studs should be removed or left at home on PE days. Where it is not possible to remove ear studs, children can participate in PE sessions but only in a manner which avoids interaction with others or equipment which could result in possible injury. All other jewellery must be removed during PE. Medical alert bracelets which are tight to the wrist and have a Velcro fastening, may usually be worn during PE. Teachers must assess the risks to children who are not dressed appropriately and may need to exclude them from activities that could put them at risk in such circumstances.

Extra-curricular activities

10.1 The school provides a wide range of PE-related activities for children at lunchtimes and at the start and end of the school day. 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 at the beginning of each term. The school also plays regular fixtures against other local schools in a wide variety of sports. 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, cooperation and sporting behaviour amongst our children.

IMPACT

Assessment for learning

11.1 Teachers and coaches assess children's work in PE by making assessments as they observe them working during lessons. Assessment pro-forma to aid teachers and coaches are found in the Cambridgeshire Scheme of Work at the end of each unit. Premier Sport coaches' assessments can be found on the Premier Sport portal which all teachers are able to access. Assessments made also enable the teacher or coach to modify their planning to meet the pupils' needs and enable them to make an end of unit assessment of progress for each child on Insight (the school assessment system). Teachers will report on PE as part of the school's regular reports to parents. This information is passed on to the next teacher at the end of each year.

11.2 Older pupils are encouraged to evaluate their own work and to suggest ways to improve.

Monitoring and review

12.1 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. The work of the subject leader also involves supporting colleagues in their teaching, organising CPD, liaising with the Cambridge Schools Sports Partnership, being informed about current developments in the subject, and providing a strategic lead and direction for PE in the school. The subject leader gives the Head teacher an annual school development action plan in which they evaluate the weaknesses in the subject, and indicate areas for further improvement. The Head teacher is informed regularly of achievements in PE, and these are celebrated in weekly newsletters. The PE subject leader has specially-allocated, regular management time in order to review evidence of the children's work and to undertake lesson observations of PE teaching across the school. The lead will complete the 'Evidencing the Impact of the Primary PE and Sport Premium' document annually (liaising with the Head Teacher).

Parents

13.1 Parents are encouraged to inform us if they have a expertise in a particular sporting area. In this instance, we can involve a parent in delivery of lessons/clubs or events. Parents are encouraged to attend Sports day to celebrate and promote physical activity, as well as support groups to travel to sporting events. Annual reports are written about each child for parents/carers and PE is listed as a foundation subject in all reports.