

Curriculum Policy for Physical Education **SS Peter and Paul RC Primary School**

Document Purpose

This policy reflects the school values and philosophy in relation to the teaching and learning of Physical Activity. It sets out the framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. This policy should be read in conjunction with the New Curriculum 2014 which sets out in detail what pupils in different Keystages will be taught.

Outline of Facilities for Physical Activity

On-site Facilities

- P.E. stock cupboard contains equipment to meet all the objectives of the Scheme of Work.
- Basketball posts.
- Football posts.
- Football pitch (Tarmac).
- Outdoor Play equipment for Foundation Stage, Key Stage One and Key Stage Two.
- Netball court and posts.

Off-site Facilities

- Temple Park Leisure Centre.
- Haven Point Swimming Pool.
- St Wilfrids.

Aims of the Physical Activity Policy

The aim of the Physical Activity Policy is to increase the activity levels of the whole school through the provision of a supportive environment conducive to the promotion of physical activity.

- Develop control, co-ordination and mastery of the body.
- Develop stamina and strength.
- Develop knowledge, understanding and appreciation of the purposes, forms and conventions of a selection of physical activities.
- Develop the capacity to express ideas in dance forms and appreciate qualities of movements.
- Develop a range of criteria for assessing performance, strategies for improving performance.
- Develop the appreciation of the concepts of fair play, honest competition and good sportsmanship.
- Develop the capacity to maintain interest and persevere to achieve success.
- Foster self esteem and develop self confidence through understanding the capabilities and limitations of oneself and others.
- Develop an understanding of the importance of exercise in maintaining a healthy life.
- Develop an understanding of safe practice.
- To enable young people to become independently active within the school and the community.
- To foster an enjoyment of physical activity, and offer a wide range of opportunities to encourage life long participation.

Objectives of Physical Activity Policy

Our Physical Education Co-ordinator is Jonathan Gregg.

- To be actively involved in the South Tynesides School Sports Partnership, working closely with the Helen Nuttall (Link Teacher Feeder Comprehension) and Brian Levey (School Games Organiser) .
- PE co-ordinator to ensure staff receive appropriate training and quality information
- Working towards and maintaining at least two hours of curricular physical education.
- Increased pupil participation in physical activity both within and outside of curriculum time.
- Making facilities and equipment available for pupils to use at lunchtimes and break times and encouraging pupils to be active at these times.
- Inviting appropriately qualified professionals to contribute to the provision of activities.
- Liaise with relevant professionals in the community to develop physical activity pathways beyond school.
- Organisation of specific annual events which promote and raise the profile of activity, e.g. Annual Sports Day, Inter-house competitions.
- Encouraging more pupils and staff to walk or cycle to school.
- Encouraging staff, governors and parents to participate in activity.

General Aims of Physical Education for Key Stage One and Two

Gymnastics – To establish skilful control of body movement (travelling, rotation and balance.)

Dance – To develop an awareness of the body as a medium for communication and expression, and to appreciate the aesthetic qualities of movement.

Games Skills – To provide the opportunity for children to acquire a variety of games skills and to provide opportunities and practice for children to create their own games, and be introduced to the games that are part of our cultural heritage. (Invasion, striking and fielding)

Athletics – To encourage children to participate in, and develop their individual skills in running, throwing and jumping.

Swimming – To enable children to learn to enjoy being in the water and to be able to swim confidently and have a basic knowledge of personal survival techniques.

OAA – To develop children's orienteering and problem-solving skills with an emphasis on building trust and team work.

School Policies on Specific Issues.

Entitlement and Equal Opportunities

- All pupils at SS Peter and Paul RC Primary School, including those with special needs, are ENTITLED to a comprehensive programme of physical activity which:
- Takes into account their individual needs and interests.
- Provides them with opportunities to pursue activity beyond school.

The Physical Activity opportunities offered both within and outside of curriculum time:

- Provide all pupils with EQUAL OPPORTUNITIES to participate and to achieve in different activities.

Ensure that all children have ACCESS to a varied programme which allows children the opportunity to meet the national expectations as outlined in the PE National Curriculum.

Differentiation

The Physical Activity Policy takes into account the different stages of development of all children. The provision within SS Peter and Paul RC Primary School is developmentally appropriate and a variety of teaching and learning approaches are adopted to ensure that tasks are matched to the pupils different abilities, needs and interests by balancing challenge with the likelihood of success.

The achievements of all pupils are maximised by providing variations in tasks, resources, response, support and group structure.

Low Achievers

To ensure the needs of low achievers are met the provision:

- Uses different targets setting.
- Allows extra time to complete a task.
- Uses appropriate demonstrations.
- Groups the children into ability groups for some tasks/activities.
- Focuses on personal improvement and recognises participation, improvement and effort.
- Makes activities enjoyable and interesting.
- Uses more-able pupils to assist in paired work, taking on a coaching role.

High Achievers

To ensure the needs of high achievers are met the provision:

- Uses different targets setting.
- Provides appropriate challenges which stretch them.
- Provides extension work for activities.
- Encourages participation in out of hours clubs.
- Encourage children to work at a faster pace and to move onto more advanced skills.
- Involves them in helping and supporting less-able peers.
- Uses award schemes which focus on performance and attainment of skills.
- Provides competitive opportunities.
- Encourages participation in local sporting events.

Inclusion

To ensure the inclusion of those with specific difficulties; the following approaches are adopted:

- Modification of activities where necessary.
- Parallel activities all pupils take part in the same activity but in different ways.
- Included activities all pupils play adapted games specifically designed to meet everyone's needs.
- Separate activities where it is difficult for a pupil with special needs to take part.

Procedures are in place to ensure that pupils take appropriate medication prior to, or following physical activity. Each class has a specific container into which medication is stored and taken to physical activity sessions.

Gifted Able and Talented Provision

It is our aim to identify, encourage, challenge and support our gifted and talented pupils through the organisation of our Physical Education curriculum, extend.

Identification of pupils – exceptionally Able and Talented pupils are those who may demonstrate many or all of the following characteristics in one or more areas:

- Perform exceptionally well in one sport or many.
- Show good spatial awareness.
- Have a good understanding of movement quality such as weight and time.
- Skilful body management showing a high degree of control and coordination.
- Are able to combine movements fluently, precisely and accurately.
- Learn, understand and adopt technical aspects of sport very quickly.
- Are able to make correct decisions in pressure situations and adapt their technique accordingly.
- Able to reflect on processes and outcomes in order to improve performance, taking into account the relationship between skill, fitness and tactics or composition.

- Able to work independently and with initiative.
- Show a high degree of motivation to practise and perform.
- Show an ability to lead others.

To Identify Able and Talented pupil's staff will use the following:

- Teacher knowledge and observation.
- Discussion with colleagues.
- Information from colleagues in other institutions.
- Information from the pupil, peers, parents and coaches.
- Evidence of pupil's performance at club level, town level or County level.

Provision – Many Able and Talented pupils have specific needs that stretch beyond the skill, knowledge and expertise of the teacher. We will:

- Differentiate lessons to endeavour to challenge their skill level.
- Use their skill level to help guide and coach the other children.

The Able and Talented register will be reviewed annually with all staff. Able and talented pupils are highlighted on every unit planning/assessment sheet, enabling the teacher to take into account the needs of the pupil.

Assessment/Recording/Reporting

Pupils' progress and achievements are assessed, recorded and reported in the following ways.

- Assessment criteria included as lesson objectives, outcomes and success criteria.
- Teacher observation of pupil performance in lessons – looking at both effort and achievement.
- Question pupils to find out what they did/did not enjoy
- Highlight physical activity successes in the 'Worker of the Week' celebration assembly and Monday worship

Methods of reporting pupils' progress and attainment to various groups include:

To pupils:

- Highlighting objectives at the start of lessons and reinforcing these throughout, providing feedback at the end of the lesson.
- Setting pupils individual targets verbally with reference to pupil friendly assessment criteria posters.
- Giving verbal feedback.
- Providing pupils with self-evaluation booklet.
- Awarding certificates for achievements in different activities, focusing on effort, skill, participation and support.
- Awarding certificates for attendance at out-of-hours activities.
- Highlighting pupils' successes in the 'Worker of the Week' celebration assembly and Monday worship

To teachers:

- Use the child-friendly levelling sheets to level each child in the different areas.
- Discussion on PE attainment when having the end-of-year meeting with the next teacher and pass on tracking sheet (Excel document) to co-ordinator.
- Highlighting PE successes in the 'Worker of the Week' celebration assembly and Monday worship

Parents:

- End of year report.
- Parent's evenings.

- Chatting to parents at sport fixtures and physical activity events.
- Inviting parents to sports day, festivals.

Other Agencies:

- Providing report to Governors.
- Arranging transfer meetings with other schools.
- Involving pupils in High School sports events.
- Informing local press of physical activity and sporting successes.

Safety

The Physical Activity Policy ensures the safety of all pupils. As part of this the policy ensures that:

- Appropriate risk assessments are adopted by the PE co-ordinator.
- Pupils understand all procedures and information regarding the minimising of risks.
- Regular assessments are carried out of risks associated with general procedures, facilities, activities, equipment and exercise practice.
- PE co-ordinator to ensure staff receive appropriate training and quality information to minimise risk in PE.

PE Co-ordinator should:

- Have a working knowledge and understanding of their liabilities and legal responsibilities.
- Secure knowledge and understanding of the safety implications and procedures associated with the activities which are being taught.
- Be familiar with the Health and Safety Policy of the school.
- Risk-assessment framework.
- Carry out regular assessments of risk in terms of general procedures, facilities, activities and exercise practice.
- Be completely familiar with the BAALPE document, 'Safe Practice in PE.' (See attached)
- Be knowledgeable concerning particular conditions and know how to plan and/or adapt exercise/activities to minimise risks for young people with these conditions.
- Be able to assess the safety of specific exercise/activities.

All teaching staff should ensure:

- Basic rules are adhered to.
- That they are familiar with safety guidelines issued by Co-ordinator in conjunction with BAALPE document.
- A record is kept of pupils with medical conditions.
- They are either first aid trained themselves or know who the qualified first aiders are.
- Safe and effective procedures are taught and adopted in all activity sessions within and outside of school.

Staffing Levels and Responsibilities

The PE Co-ordinator is Jonathan Gregg.

In planning the co-ordinator should:

- Review and contribute to teacher planning.
- Develop policy and scheme of work with staff.

The co-ordinator will assist the staff by:

- Leading staff meetings when required.
- Planning/leading INSET activities when required.
- Provide advice.

- Specifying and ordering all resources.
- Co-ordinating staff requests for resources.
- Monitoring and maintaining condition and availability of resources.

The Co-ordinator's responsibility for monitoring and evaluating includes:

- Analysing pupils' access to the subject.
- Reviewing teacher's plans.
- Reviewing teacher/pupil records.
- Leading curriculum meetings.

Each member of staff is responsible for planning, implementation and evaluation of the PE Scheme of Work for their Year group. Other than stated below, the PE Co-ordinator is responsible for all out-of-hours activities.

Netball – Miss Buckle and Miss Todd

Football, Rugby, Cricket– Mr Gregg

Organisation of Outside Agencies – Mr Gregg

Curricular Physical Education Programme

Foundation Stage – two hours.

Key Stage 1 – two hours.

Key Stage 2 – two hours.

The outline of the content of curricular provision is provided by the Scheme of Work for PE.

Participation

Any child not participating in the PE lesson should bring a note explaining the reason, but should still be involved in the lesson in some way, through observation, coaching or officiating.

Parents will be contacted if their child is a regular non-participant. Letters regarding non-participation and lack of PE kit can be found in the appendix.

Paid and Voluntary Sports Coaches

The school has a number of sports coaches and leaders working within the school, providing support for curriculum PE and running out of school hours learning activities and clubs. These include specialist sports coaches and non-teaching staff.

To ensure that activities are safe and of a high quality all voluntary and paid staff must:

- Adhere to the school's Physical Activity Policy.
- Provide a CRB Disclosure certificate.
- Where appropriate, provide appropriate insurance documentation.
- Be qualified or working towards a nationally recognised qualification in the appropriate sport or activity.
- Keep a register of all pupils attending each session.
- Be aware of any medical conditions among children and the first aid procedure in the school.
- Report any accidents and incidents to the head teacher or PE Co-ordinator.
- Ensure all sessions are inclusive to all children.
- Ensure the school rules regarding behaviour are adhered to.
- Adhere to the safety and accident procedures detailed on the Health and Safety Guidelines for teachers and pupils.
- Discuss activities with PE co-ordinator on a regular basis.

- Be monitored and have their practice evaluated regularly by PE Co-ordinator.

ICT and Physical Activity

The use of ICT makes a significant contribution to teaching and learning in physical activity by:

- Improving pupils' skills and techniques – video images.
- Help pupil to review and evaluate own performance – by videoing and reviewing performances.
- Develop pupils' understanding and knowledge of physical activity – viewing high quality performances.
- Develop pupils' understanding of the human body and health education – monitoring heart rates.

ICT can be used in PE by:

- Providing examples of quality performance.
- Supporting administration.
- Use of equipment – stop-watches, data handling programmes, measuring equipment, digital camera, video.
- For introducing and maintaining, 'Activate' routines.

Cross-curricular Issues

It is important that we are able to use the skills of physical education in everyday life and realise how these skills relate to different areas within the school curriculum.

Physical education lends itself particularly well to lateral thought, transferral of skills and practical experience, providing excellent links with a range of subjects such as geography, history, maths, English and PSHE.

Out-of-hours Learning Programme

- Out-of-hours learning activities are offered after school.
- Approximately five different opportunities are provided each term, depending on the time of year and availability of staff.
- All Year groups have activities offered to them at some point.
- A mixture of competitive and open-access activities are offered.
- Outside Agencies are invited into school to run a range of out-of-hours clubs.

Training

- Mr Gregg is responsible for INSET/professional development.
- Each member of staff has INSET/Professional Development available to them.
- Staff are invited to attend courses to help improve their subject knowledge and skill level of particular sports.

Resource Provision

- Mr Gregg is responsible for the purchasing of resources.
- It is the aim of SS Peter and Paul Primary School to have sufficient small equipment to enable individual and small-group work.
- The PE cupboard/lock up is situated in the hall and is equipped for key stage one and key stage two. Equipment should be collected and returned by a member of staff (not a child, children should be supervised by an adult in the stock cupboard.) and be put back .
- The equipment is checked and maintained regularly, including inspections by an outside contractor. Any faulty equipment should be reported to the PE Co-ordinator.

Dissemination of the Physical Activity Policy

This policy will be disseminated at:

- Staff meetings.
- Senior-management meetings.
- Governors meetings.

The full policy is available on request.

Procedures for Monitoring and Evaluating the Physical Activity Policy.

Measures to be used are:

- Teacher feedback.
- Feedback from Governors/staff.
- Pupil feedback.
- Parental feedback.
- Number and type of out-of-hours learning opportunities offered.
- Pupil participation.
- Number and nature of links with local community.
- Number of pupils walking or cycling to school.
- Number of special events offered.
- Availability of up-to-date information on local activity opportunities.
- Number of in service courses attended by teachers.
- OFSTED inspection.

Date _____

Dear Parent / Carers,

It has been brought to my attention by your child's class teacher, that _____ has not had the correct PE/Games kit in school on _____ occasions.

May I take this opportunity to remind you that SS Peter and Paul RC Primary School PE kit comprises a white t-shirt, black shorts and pumps. In the event of cold weather, tracksuits and trainers maybe worn for Games lessons. Your child currently has PE/ Games on the following days:

Please ensure that your child has the correct kit with him/her on the necessary days.

Yours sincerely

Mr J Gregg
PE Co-ordinator

Date _____

Dear Parents/Carers,

It has been brought to my attention by your child's class teacher that _____ has been missing PE sessions on a regular basis.

Whilst some of these may be for medical reasons, may I remind you that PE is part of the National Curriculum. Children should not be missing PE/Games sessions, unless they provide a written note from home exempting them from physical activities.

Thank you for your co-operation.

Mr J Gregg
PE Co-ordinator