

## **POLICY STATEMENT AND CURRICULAR AIMS:**

We believe that Physical Education, experienced in a safe and supportive environment is a vital contributor to a pupil's physical development and well-being. We recognise that Physical education as a subject does not stand on its own, but has the potential to develop much wider areas of learning.

By focusing on the 4 core strands of learning, children are encouraged to develop and acquire new skills, assess their own (and their peer's) work positively and constructively, and communicate effective means of improvement. Pupils are given opportunities to express themselves creatively through improvisation and problem solving. They are encouraged to appreciate the importance of a healthy and fit body, and begin to understand how this can be achieved (this is closely aligned with the criteria which we needed to achieve to obtain National Healthy School Status). We believe that this knowledge will help to encourage pupils to adopt a healthy lifestyle not only as children, but also as adults in the future.

### **Aims:**

Our School's aims for Physical Education are:

To promote enjoyment in physical activities as part of a healthy lifestyle.

To develop confidence, independence and enjoyment in the water.

To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency ***[acquiring and developing]***.

To develop an increasing ability to select, link and apply skills, tactics and compositional ideas ***[selecting and applying]***.

To improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance ***[improving and evaluating]***.

To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising, and the need to sustain this throughout life ***[knowledge and understanding of fitness and health]***.

To develop the ability to work independently, and communicate with and respond positively towards others whilst making a positive contribution to their own and others learning ***[working alone and with others]***.

To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being ***[applying safety principles]***.

### **Entitlement:**

Our school provides all pupils with the full entitlement of 2 full hours of Physical Education a week. Units of work are blocked so that for a set period of time all the lessons are on the same area of activity.

Classes have access to school hall, field, sportshall and pool as indicated in the timetable.

### **Curriculum Planning**

The school follows the progressive schemes of work provided by the ***Val Sabin scheme of work in Gymnastics, Dance and Games at Key Stages 1 and 2.*** Relevant units will be made available to all staff who teach them.

Swimming is taught by the Swimming Instructor with support from the staff, and all year groups will be given the opportunity to have swimming lessons throughout the year.

### **Teaching and Learning:**

Lessons are blocked in units of work to promote greater depth of understanding, development of skills, contextual application of these skills and the ability to perform reflectively. Pupils spend sufficient time on each area of activity to secure the learning and enough depth to secure their understanding. This is approximately 8 – 12 hours per unit of work in line with guidance from County Council and QCA.

Children will be presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams. They will learn how to think in different ways to suit the different challenges. They will be given the opportunity of demonstrating their learning, using a range of communication styles, allowing for effective assessment. This assessment will be used to inform planning and promote greater learning.

The structure of the scheme of work will promote teaching and learning as it provides both continuity and progression. This scheme of work specifies progression of skills, knowledge and understanding.

### **Assessment and Recording:**

Assessment is normally carried out by teachers in the course of the normal class activity. Teachers and pupils will also use ICT to assess their achievements and to enhance learning. This will include photography, and where possible video footage.

Assessment within PE is done in accordance with the Assessment Policy. Through the implementation of the scheme of work, we can ensure that children experience a full range of learning opportunities.

Pupils work will be assessed throughout each unit of work using formative assessment methods as well as through core tasks. Pupils progress will be monitored and recorded by the individual class teacher who will use these methods to set realistic targets for the individual pupil, based on their strengths and weaknesses and in line with national guidance and expectations. At the end of each unit an indication of the level that they are working at will be recorded – this is expressed as having achieved the expectation, gone beyond it or working towards it and is across all four core strands of learning. This will allow all the unit grades to be looked at by the end of the year so that the overall attainment level given can reflect the progress made over that academic year. This will allow a comparison to be made with national expectations. This information is required by the subject leader to inform the School's Self-evaluation process and recording via the SEF.

### **Equipment and Resources:**

All resources are regularly reviewed in order to ensure they are appropriate to the range of ages, abilities and needs of the children in order to enhance learning.

Resources are kept in the sports hall and school hall.

Resources should be returned in good condition and working order. The pupils should be encouraged to:

- Look after resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place (staff should oversee)
- Be told of any safety procedures relating to the carrying or handling of resources.

***Any damage, breakage or loss of resources should be reported to the PE Coordinator as soon as possible. Any damage observed done to a piece of apparatus which could cause subsequent injury must be isolated from use, and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.***

**Specific advise on teaching skills relating to Gymnastics is located in the Val Sabin Scheme of work (Yellow pages).**

The PE website on norfolkesinet contains suitable material and resources

[www.schools.norfolk.gov.uk/go/pe](http://www.schools.norfolk.gov.uk/go/pe)

Teaching books, resources for teachers are located in the PE Co-ordinator's classroom.

### **Safe Practice:**

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. This school follows the "Safe Practice in Physical Education and School Sport -2004" guidance provided by Baalpe and Norfolk LEA. A copy of the Baalpe manual is located in the staffroom).

All pupils must be taught how to handle and carry apparatus, resources appropriately (training is available from the PE CO-ordinator) They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.

Staff who lack confidence in teaching areas of activities will be supported by access to INSET training either in school or on appropriate courses delivered by approved County staff. (Further details, advice is available from the PE Co-ordinator).

### **Differentiation:**

Physical education in the school will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils

The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials , consistent with school-based intervention as set out in the SEN Code of Practice. Any classroom support provided must extend into physical education lessons as appropriate. Teachers and Adults Other Than Teachers (AOTTs) working with the children will be made aware of any pupils who have special educational needs or medical conditions. The SENCO will liaise with all staff to ensure all pupils' needs are met in relation to teaching and learning in PE.

### **Equal Opportunities and Inclusion:**

Every pupil has equal access to national curriculum physical education. Learning experiences are differentiated in such a way as to meet the needs of all pupils. The school will take care to ensure potential barriers to any group, such as gender stereotypes will be removed.

All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

### **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 be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader or the PE Adviser through INSET. All staff who attend any CPD course must provide feedback/ disseminate the information.

### **Out of School Hours Learning (OSHL):**

The school is keen to provide out of school learning during lunch-times and after school clubs. These are, at present, open to Year 1 and 2 pupils.

#### **Monitoring Arrangements:**

This policy will be monitored by the subject leader and Leadership Team. Reports relating to its effectiveness will be delivered to Governors on the Curriculum Committee.

### **Review of Policy: In Line with Curriculum Policy Review Timetable**

**Policy agreed by**

**Headteacher:**

**Date:**

**Governors:**

**Date:**