

Introduction

Henry Prince First School has designed a programme of curricular and out of hour's physical education and sports activities that provide competitive and recreational learning opportunities, in a safe environment, sensitive to the needs and levels of ability of all pupils which reflects the school's values and philosophy to teaching and learning within physical education.

We aim to enable all pupils, whatever their circumstances or ability to take part in and enjoy PE and sport, to promote young people's health, safety and well-being, and enable all young people to improve and achieve in line with their age and potential.

1. Aims

1. 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. (National Curriculum Aspect: Acquiring and Developing Skills)
2. To develop an increasing ability to select, link and apply skills, tactics and compositional ideas. (National Curriculum Aspect; selecting and applying)
3. To improve observational skills and the ability to describe and make simple judgements to improve on their own and others work, and to use observations and judgements to improve performance (National Curriculum Aspect: Evaluating and improving)
4. To develop and understand the effects of exercise on the body, and an appreciation of the value of safe exercise. (National Curriculum Aspect: Knowledge and understanding of fitness and health)
5. To develop the ability to work independently, and to communicate, co-operative and collaborate positively with others. (working alone and with others)
6. To promote an understanding of safe practice, and develop a sense of responsibility to their own and other's safety and well being (applying safety principles)
7. To help pupils gain a sense of achievement and develop a positive attitude towards themselves.

2. Entitlement

At Henry Prince First School all pupils have access to the requirements for National Curriculum physical education, and programmes of study for Key Stage 1 & 2.

There are 4 aspects;

- Acquiring and developing skills
- Selecting and applying skills, tactics and compositional ideas
- Evaluating and improving performance
- Knowledge and understanding of fitness and health

These aspects are delivered through dance, gymnastics, games, athletics and outdoor activities using the QCA schemes of work together with any additional support from specialist advisors from QLS or through the School Sports Partnerships.

In the Early Years Foundation Stage (EYFS) objectives stated in the guidance are followed for the 6 areas of learning including Physical Development and Creative Development.

3. Staffing/Staff Development

All teaching staff are expected to teach physical education to their class following the National Curriculum through the schools long and medium term planning.

Physical education and sport related courses are undertaken as part of the school sports Co-ordinator programme. The subject leader undertakes an annual audit of need and identifies how these needs might be best met within budget constraints.

PE Subject Leader responsibilities are:

- To manage, monitor and revise the schemes of work and policy for physical education in consultation with other staff
- To assist head teacher by reviewing, monitoring, evaluating the teaching and learning of physical education in line with school policy
- To advise the head teacher on development and safety issues for physical education
- To monitor and revise assessment procedures for physical education in line with school policy

- To attend appropriate meetings and courses in relation to physical education
- To identify professional development needs for colleagues in physical education
- To provide on-going help and advice for colleagues in physical education
- To audit, monitor, manage and order resources for physical education in line with budget constraints
- To assist with liaison in physical education with middle school, parents, governors and outside agencies
- To work as Primary Link Teacher within the School Sports Partnership

4. Out of School Hours Learning (OSHL)

It is our aim to further promote physical activity and develop a healthy school through OSHL.

- All pupils are provided with opportunities to be physically active through out of hours activities including both individual and team/group and non-competitive and competitive.
- The emphasis is on participation and enjoyment and the opportunities are open to all pupils, regardless of ability.
- Physical activity is promoted before school, during breaks and lunchtimes and after school.
- Before-school and After-school club provides a range of supervised activities
- A number of additional sports clubs are also available after school lead by either school staff or CRB checked and accredited sports coaches
- Specific events are organised throughout the year that promote physical activity and raise its profile across the whole school community.

5. Safe Practise

All staff are made aware of current safety practises and have access to a copy of safety guidelines as outlined in the BAALPE publication "Safe Practice in Physical Education and School Sport" (2008).

Risk assessments for all activities in physical education and out of school hours learning on-site are kept in a file in the office and are reviewed annually.

Relevant information is included within medium term plans on safety issues (e.g. warm up and cool down, use of specific equipment etc.)

The health and safety policy gives clear guidance on the response and reporting of accidents. The school's accident logbook is kept in the staff room.

All adults working within the school have a responsibility to report any defects in equipment which require attention.

The safe use of equipment is encouraged at all times and pupils are taught to move and store equipment in a safe manner. They are also encouraged to consider their own safety and the safety of others at all times. The pupils are expected to change into the agreed clothing for each activity.

The BAALPE publication "Safe Practice in Physical Education and School Sport" (2008) specifies a range of safety issues with regard to equipment and clothing, and is available for further reference. Below are some specific points;

- ✓ Pupils must wear footwear which is appropriate to the activity. For outdoors this will usually be trainers. For indoors especially Dance and Gymnastics children are expected to work in bare feet as this allows them to obtain more grip and feeling. Pupils who have a verucca should wear a non-slip sock or ballet soft shoes.
- ✓ No jewellery should be worn for any physical activity. Any piercing should be carried out at the beginning of the summer holidays so that jewellery can be removed.
- ✓ Where pupils have long hair this should be tied back so that it does not get caught or restrict vision.
- ✓ Shorts and white t-shirt will be the normal attire for physical education lessons. In cold weather pupils are encouraged to wear track suits or equivalent.
- ✓ Shin pads are required if pupils are taking part in a competitive game of football or other ball sports

6. Equipment and Resources

Indoor

Hall including large gymnastic equipment

A variety of indoor balls, hoops, quoits, bean bags and other small equipment stored in a large PE trolley

A variety of soft shapes for use by EYFS

Various school sport strips (football x2, basketball, cricket) and coloured bibs/bands

Outdoor

Adventure trail

Large playing field

Large playground

EYFS play area incorporating other play equipment

Outdoor equipment

A variety of wheeled bikes, scooters and other wheeled items for use by EYFS and out of school hour clubs
Shed containing various sports equipment and lunchtime play equipment
(I.e. footballs, cricket sets, tennis sets and foldable nets, hockey sets, rounder's sets, golf sets, javelins, discus,)

Shed containing activity equipment

Large items of equipment are checked annually by LA contractors.

Additional resources are bought when budget constraints will allow.

Parents are actively encouraged participating in any schemes with vouchers that allow equipment to be obtained e.g. Sainsbury's or Tesco vouchers.

7. Cross – Curricular Issues

Literacy

Physical education contributes to the teaching of English by encouraging pupils to describe what they have done and to discuss how they might improve their performance. Their vocabulary is expanded by learning specific terminology related to the activity area undertaken.

Mathematics

Physical education contributes to the teaching of mathematics when distances are measured in athletics, scores are kept in games and children count the beats and number of steps in dance. Rotation, position and other directional activities can be enhanced by their use in PE.

Science

Physical Education contributes to the teaching of science by giving a practical aspect of how a body functions. Forces and movement can also be more thoroughly understood.

PSHE

Physical Education contributes to the teaching of personal, social and health education and citizenship. Pupils learn about the benefits of exercise and healthy eating, and how to make informed choices about them. Pupils are taught the importance of adopting healthy, active lifestyles.

SEAL

Physical education offers opportunities to support the social development of pupils through working together in lessons. Groupings allow pupils to work together to discuss their ideas and performance. Pupils learn respect for each other and develop a better understanding of themselves and others.

8. Equal Opportunities and Inclusion

It is our aim to provide a broad and balanced curriculum for all pupils, to give every child the opportunity to experience success and achieve as high a standard as possible. Where children have a specific physical challenge, recommended changes to the curriculum and specific adult support will be included in the child's Individual Education Plan to enable maximum access to the PE curriculum in accordance with Success For All (DfES 2003).

To ensure pupils benefit by developing their skills, self esteem, self motivation and self confidence, lessons are planned by staff that are knowledgeable about the needs of all the children in their class including those with specific difficulties and health problems. In addition teachers will

- Be informed at the beginning of the year of any specific medical conditions which could influence a pupil's performance (including asthma), and appropriate procedures to be taken to prevent, control or deal with these conditions – seeking medical advice if necessary
- Make changes to equipment used so that pupil feels more secure e.g. sponge/koosh balls, varying size or weight of balls, varying size or height of goals and buckets
- Make changes to the rules of the game e.g. reducing the number of players, making playing area smaller, reducing playing time
- Provide pupils with opportunities to play against those of similar ability, or working in groups of mixed ability with more able supporting those with specific difficulties

Religious beliefs are also taken into account. Situations that may clash with religious beliefs may be avoided by early communication with parents / adults with responsibility. We aim to help pupils experience and understand the significance of activities from their own and other cultures, particularly in dance.

Gifted and Talented

Pupils demonstrating particular talents are recorded in the school's More Able and Talented register.

G & T are encouraged through;

- Differentiation / Extension
- Directing them towards after school clubs
- Links to external agencies

9. Assessment, Recording, Monitoring and Reporting

Assessment

In Physical Education assessment is undertaken in line with our whole school assessment policy. Specific objectives are drawn from the programmes of study for all areas of activity of PE. As in all areas of learning, Assessment for Learning is incorporated within the teaching and learning in PE. At the end of every unit of work in Key Stage 1 & 2, summative assessments are completed. In EYFS children's progress is assessed using the stepping stones (Physical and Creative development). The children's achievements are recorded in their observation booklets and summative assessment recorded on the EY Foundation Stage Profile.

Monitoring

A variety of methods are used to monitor pupils' achievements, which include;

- Teacher observation of pupils performance in lessons (Effort and Achievement)
- Questioning pupils about their knowledge and how they can improve
- Recording involvement in out of school hours activities

Reporting to pupils

Objectives for lesson are shared with pupils at beginning of lesson and are revisited in plenary to provide feedback on how well they have been met.

Pupils are asked to comment on their own work (AfL), and on the work of others (peer assessment).

Verbal feedback is given to pupils to further their progress.

Success is highlighted in assembly.

Reporting to other teachers

Pupil reports, comments and assessments are exchanged between teachers at the end of the year.

Physical Education attainment is discussed during end of year meeting with next teacher.

Verbal feedback is undertaken informally between class teachers and subject leader throughout the year.

Year 4 transfer data is provided to Middle schools including Physical Ability and/or medical conditions, backed up by discussions between head of year at Middle school and class teacher.

Reporting to Parents

End of year reports include a physical education section, which informs parents of achievements and where developments can be made.

Parent Evenings during the year include comments on physical education.

Information is provided in newsletters and letters to parents about forthcoming activities, achievements or reminders.

Reporting to Governors

This policy will be monitored by the Subject Leader during the P.E. monitoring process, as part of the School Development Plan rolling programme of review.