



Ball Green Primary School

PE Policy

Policy statement and curricular aims

The school believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and wellbeing. A broad and balanced physical education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils.

Through the selection of suitably differentiated and logically developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential.

A balance of individual, paired and group activities; co-operative, collaborative and competitive situations aims to cater for the preferences, strengths and needs of every pupil. Such activities, experienced within a range of areas of activity, aim to promote a broad base of movement knowledge, skills and understanding. They are also desirous of developing a pupil's ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.

The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem-solving. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness. This work is closely aligned with the school's work on Health Education.

Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the whole school's planning for the development of pupils' communication, Math, SMSC and ICT skills.

Ball Green Primary School is supported in its provision of Physical Education by Excel Academy, school sports partnership. The cluster has a link teacher who, along with the Primary Link Teachers (PE subject leaders), provide opportunities for school sport and supports teaching and learning throughout the year, for physical education. They promote school sport and physical education opportunities within school. North Stoke Cluster provides for inter-school competitions.

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Article 29: Ball Green Primary School has a responsibility to develop every child's personality, talents and abilities to the full.



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Aims

The School's aims for Physical Education have been developed in connection with the aims of the New Physical Education National Curriculum: The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Provision of physical education

The school provides all pupils with two hours high quality Physical Education, per week within all classes. Units of work are appropriately linked. Each class is timetabled so that they can have access to the hall.

All pupils take part in the Daily Mile scheme every day and their results are recorded. The outdoor play area is also available to support all Physical Education learning & activity.

Foundation Stage

Lessons are structured so that there are sessions each week aimed at physical development. These are approximately 1 hour in duration and are aimed at the Desirable Outcomes and Early Learning Goals.

Curriculum Planning

The time-table and scheme of work is centrally planned by the PE coordinator. Planning is carried out at 3 levels:

1. Long Term Planning (scheme of work) to ensure continuity and progression
2. Medium term (Half termly/ Unit plans)
3. Short term – Weekly planning sheets

Relevant units are made available to all staff who teach them and they are evaluated, feeding back to the subject leader. This allows for curriculum review in relation to content, progression, continuity, teaching and learning.

Individual lessons should be evaluated to inform planning and ensure differentiation. Likewise, all staff are asked to annotate and personalise their planning to show differentiation, set suitable targets and address diverse learning needs. Teachers must ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas and fitness and health.

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Year 4 has opportunities to develop their swimming skills at the local leisure centre swimming pool. Information on progress, assessment of attainment is provided by the swimming teacher in consultation with class teachers / support staff. Opportunities for 'catch-up' swimming in Key Stage 2 are offered if children are unable to swim 25 metres by the end of year 6.

Teaching and Learning

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 and additional lesson planning, enables continuity and progression.

Assessment and Reporting

Assessment is normally carried out by teachers in the course of the normal class activity. Formative and summative assessment methods will be used and the P.E co-ordinator monitors these assessments. Pupils are encouraged to complete self-assessment either verbally within lessons, or in a written format. All self assessment is monitored by the class teacher and informs future planning.

The school will utilise core tasks in combination with formative assessment to arrive at end of unit attainment. These will allow a picture to be built up of the pupils progress, any areas of strength or weakness. Individuals will be set challenges appropriate to their attainment and will be involved in making judgements on their own progress – suggesting how they need to improve.

Pupils will be given the opportunities to provide evidence of their knowledge, skills and understanding by contextual tasks, performances and questioning. Knowledge and understanding must underpin the demonstrated skill; this is best achieved through contextual tasks and not in isolation. Lessons are not the only place that pupils demonstrate their knowledge, skills and understanding, wherever practicable staff will consider pupils' outside interests e.g. after school clubs, local teams etc.

In accordance with the school's policy parents will receive a written report on all aspects of a pupil's school work at the end of the summer term. This will include PE and will indicate to the parents the range of activities covered and areas of personal strength and weakness, in line with the aims of the National Curriculum in Physical Education. It will also indicate to the parents whether the individual is working in line with, above or below national expectations.

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Pupils use ICT to record their achievements and to enhance learning. This includes digital photography/ video and data handling.

To ensure standards in teaching, the P.E Co-ordinator and headteacher monitor Physical Education lessons and offer feedback on observations made of individual class teachers.

Equipment and Resources

All resources are recorded on the resources for PE list (available from the PE coordinator). These 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 P.E cupboard & the school hall. Resources should be counted out and counted in, 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 damaged piece of apparatus which could cause subsequent injury must be removed immediately from use and reported to the PE co-ordinator.

The school participates in schemes such as Sainsbury's School Gams, British Heart Foundation Skipathon, Tesco Sports equipment for schools, to enable new equipment to be purchased.

Safe Practice

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching and ensure that the necessary staff required are present before an activity commences. This school follows the "Safe Practice in Physical Education, School Sport and Physical Activity" guidance provided by Baalpe and Stoke LA. A copy of the Baalpe manual is located in the DHT office. All pupils must be taught how to handle and carry apparatus and resources appropriately. 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 LA courses.

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Risk assessments must be prepared by class teachers and checked by the EVC and head teacher for any physical education activity outside of school. These risk assessments must follow LA guidance (see EVC folder for procedures & practice).

All children should:

- Tie long hair back
- Wear appropriate footwear for the lesson (or where appropriate have bare feet)
- Have appropriate kit for the lesson
- Wear shin pads for football
- Make sure all clothing is tucked in and safe
- Remove all jewellery
- Respond to the whistle or teacher commands
- Recognise health and safety considerations within the area they are working
- Recognise the need to work in a safe space and not take risks with height

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. Some pupils may need specialist equipment and approaches or alternative or adapted activities, consistent with school based intervention augmented by advice and support from external specialists, or with a statement of special educational needs.

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 pupil 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. 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. See also SEN, Disability Inclusion, Race Equality and Equal Opportunities policies.

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Staff Continued Professional Development (CPD)

All staff 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 can indicate where they feel they need support so that appropriate support can be given by either the subject leader. All staff who attend any CPD course provide feedback/ disseminate the information.

Out of School Hours Learning (OSHL)

The school offers a wide range of after school activities. These are open to any pupil in the school. Staff will notify pupils of any cancellation, rearrangements of clubs as soon as possible.

The playground leader scheme is run during lunchtimes, which allows children to have active breaks. Leaders are selected children who have been trained by the Physical Education Subject Leader who provides equipment and games for all children to play.

Pupils are all encouraged to compete in local tournaments and competitions, such as Cluster Sports Days, football matches, Cross country tournaments. The P.E coordinator is responsible for arranging these and liaising with organisers, often in connection with the cluster coordinator.

Foul Weather

In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made. These may include class based activities related to the planned activity, or rescheduling the activity for another day. If the indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning intentions to be achieved.

Whenever it is impossible to teach the planned PE lesson, this should be recorded and teachers should endeavour to revisit the learning as soon as is practical.

Monitoring and Review

This policy is a working document and as such will be reviewed on a regular basis. Children, parents, staff and governors will be consulted to evaluate and review the effectiveness of this policy.

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