

Hayfield Primary School

Policy for

Physical Education

Gwen Bowker
April 2016

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Policy Statement and Aims

Physical Education develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes skilfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive, cooperative and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes toward healthy and active lifestyles.

Pupils learn how to think in different ways to suit a wide variety of creative, competitive, cooperative and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes, abilities, preferences and make choices about how to get involved in lifelong physical activity.

National Curriculum for England and Wales; Physical Education; p15

Aims

1. To develop a positive attitude to participate in physical activity.
2. To make informed decisions about the importance of exercise in their wider life during school, after school and in adulthood.
3. To become skilful and intelligent performers by acquiring and developing physical competence and confidence in a range of physical activities and contexts.
4. To learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking.
5. To develop ideas in a creative way.
6. To set targets for themselves and compete against others individually and as team members.
7. To provide opportunities for all children to participate in all activities at their own level whilst extending their skills and knowledge to achieve their potential.

8. To become a good sports person, who plays fairly and can develop a team spirit.

Entitlement

Our school aims to provide high quality PE for all its students through a broad and balanced curriculum. Timetables are set to allocate each class access to facilities. Timetables are set to ensure each class can cover all National Curriculum areas. The head teacher, with the subject leader, is responsible for mapping out the curriculum in liason with each individual teacher.

School Sports Premium Funding

The premium must be used to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils, to encourage the development of healthy, active lifestyles. At Hayfield we are committed to providing high quality continual professional development for all staff delivering PE and ensuring that this good practice is sustained. We are increasing our participation in School Sports Partnership events.

Out of Hours Learning

Our school promotes extra curricular opportunities for all its pupils. Clubs are offered to encourage pupils to further develop their skills in a range of activities and to promote positive attitudes to sport, health, hygiene and fitness. The clubs help to reinforce a competitive element in team games and promote co-operation, fairplay and a sense of good sportsmanship. They also allow pupils to put into practice skills that they have learnt in lessons.

Pupils are given the opportunity to participate in local fixtures, tournaments and competitions. Information is given about local clubs for pupils who want to participate out of school time. In addition, talented pupils are identified and encouraged to join appropriate clubs.

Adults Other Than Teachers (AOTTS)

Where appropriate, AOTTS are used to support the curriculum. All relevant checks are completed prior to appointment. Parental support is also encouraged.

Safe Practice

All staff work to codes of practice in PE (Ref Safe Practice PE BAALPE 2000). When working with equipment in practical activities and in different environments, pupils are taught:

- About hazards, risks and control
- To recognise hazards, assess consequent risks and steps to control the risks to themselves and others
- To use information to assess the immediate and cumulative risks
- To manage their environment to ensure the health and safety of themselves and others
- To explain the steps that they have taken to control risks

In the different activities, especially gymnastics, pupils are taught to set up and handle all equipment safely.

All equipment is maintained by DCC.

All pupils are expected to wear appropriate kit for PE lessons.

Jewellery

The only jewellery allowed in school is stud earrings, which must be taken out for PE sessions or covered by micro pore type tape provided by the parents.

Staff are not to take earrings out of children's ears or take responsibility for items of jewellery.

Children who need to wear glasses generally wear them in PE, as advised by the parents.

Correct PE Clothing

Indoor:

- T-Shirt in house colour (blue, red, yellow or green)
- Black PE shorts
- Pumps or bare feet

Outdoor

- T-Shirt in house colour (blue, red, yellow or green)
- Black PE shorts/black jogging bottoms or leggings
- Black jumper

- Trainers or pumps

Cross Curricular Links

1. Science - health and fitness.
2. Maths - speed, distance, time, measuring, recording, handling data.
3. English - speaking & listening, subject specific vocabulary.
4. Music - rhythm & tempo.
5. ICT - use of stop watches, digital cameras, digital video and internet to research sporting events.
6. History/RE - dances related to periods/religions covered.

Equal Opportunities and Inclusion

All pupils are taught PE whatever their abilities. PE forms part of the school curriculum policy to provide a broad and balanced education for all children. The teaching of PE will be designed to meet the child's needs using the IEPs and differentiation (if appropriate) with particular attention given to safety aspects.

Equipment and Resources

All equipment is stored safely at the school in a locked storage area. Lists of the equipment form an Appendix to this policy. Subject leaders order, maintain and manage the equipment including the PE budget. Expenditure of the Sports Premium funding is continuously logged. PUPILS DO NOT ACCESS THE EQUIPMENT WITHOUT SUPERVISION.

The Learning Environment

Our school promotes a positive, safe working environment for its pupils. Display work promotes healthy living, hygiene and fosters positive attitudes to physical activity and diet. Staff ensure teaching areas are clear and safe for use.

Leadership and Management Roles

The Subject Leader is responsible to the Headteacher and Governors and is available to support her colleagues, sharing initiatives and developments to promote excellent teaching.

The Subject Leader is supported by the High Peak School Sports Partnership and works closely with the other primary schools in the cluster. Training is organised for staff, links with local sports clubs and provided and opportunities to participate in inter-school/county level competitions. With the support of the High Peak School sports Partnership and High Peak Borough Council, the school can access Sports Premium |Funding to support the curriculum.

Monitoring and Evaluating

Teaching of PE is monitored by the head teacher and the Subject Leader. The Subject Leader aims to observe colleagues to support their professional development. Feedback is given and recorded to increase the quality of teaching and learning. The Subject Leader looks at the long and medium planning of individual staff to ensure a broad and balanced curriculum is being taught.

Assessment and Recording

Pupils are assessed in line with school assessment policies. Parents gain feedback at parents evening and through end of year reports. Progress is assessed against National Curriculum objectives by individual teachers. Information is then used for reporting to parents. Assessment is continuous, and a process integral to the planning of lessons. As pupils move through the Key Stages, information is passed on to ensure continuity and progression and to provide class teachers with information of prior attainment. Records are stored both centrally and with individual teachers.

Policy Review

This policy was revised in April 2016 by G Bowker, PE Subject Leader.

It was adopted by Governors at their meeting 25th April 2016.