

Castleton&Glaisdale Federation

Physical Education Policy Spring 2016

1. Aims and objectives

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

The aims of PE are:

- To enable children to develop and explore physical skills with increasing control and co-ordination;
- To encourage children to work and play with others in a range of group situations;
- To develop the way children perform skills and apply rules and conventions for different activities;
- To increase children's ability to use what they have learnt to improve the quality and control of their performance;
- To teach children to recognise and describe how their bodies feel during exercise;
- To develop the children's enjoyment of physical activity through creativity and imagination;
- To develop an understanding in children of how to succeed in a range of physical activities; and how to evaluate their own success.

2. Teaching and learning style

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

In all classes there are children of differing age and physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results.
- Setting tasks of increasing difficulty, where not all children complete all tasks.
- Grouping children by ability and setting different tasks for each group.
- Providing a range of challenge through the provision of different resources.

The schools work within a very pro-active School Sports Partnership and as a result we have access to a range of experienced Community Sports Coaches. They are invited into school to inspire and coach the children in a range of sports activities which often culminate in a sports Festival involving other schools in our local authority. Through the School Sports Partnership, the children also have numerous opportunities to take part in both competitive and non-competitive Festivals throughout the school year as well as many Out of School Clubs.

3. The Programme of Study

What the National Curriculum requires in physical education at KS1 and KS2

Key stage 1

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations.

4. The Foundation Stage

We encourage the physical development of our Foundation Stage children in the KS1 class as an integral part of their work. We relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to

develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. As members of the KS1 class, we believe that our Foundation stage children have an excellent opportunity to learn from and work alongside their KS1 peers in P.E. lessons as well as benefiting from the Community Sports Coaches with the rest of the school.

5. Contribution of PE to teaching in other curriculum areas

English

PE contributes to the teaching of English in our schools by encouraging children to describe what they have done and to discuss how they might improve their performance.

Information and communication technology (ICT)

We use ICT to support PE teaching when appropriate. In dance and gymnastics children can make video recordings of their performance, and use them to develop their movements and actions. Older children can compare each other's performance from recordings and use these to improve the quality of their work.

Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

6. Teaching PE to children with special educational needs

At our schools we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We enable pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our schools, for example, a sports event at another school, we carry out a risk assessment prior to the activity for both the venue and the journey to it to ensure that the activity is safe and appropriate for all pupils.

7. Assessment and recording

Progress is assessed against learning objectives during lessons and this enables judgements to be made against age related expectations.

8. Resources

There is a wide range of resources to support the teaching of PE across the schools. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. The children use the school playground in both schools and the village playing field (Castleton) or school field (Glaisdale) for games and athletics activities and the local swimming pool for swimming lessons. Castleton School has the use of the Village Hall for two sessions per week.

9. Health and safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. The policy of the governing body is that no jewellery is to be worn for any physical activity.

10. Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

11. Extra-curricular activities

The schools provide a range of PE-related activities including netball and football, and through the community sports coaches, basketball, tennis and dance has been provided for children in addition to their normal PE lessons. These encourage children to further develop their skills in a range of the activity areas. The schools send details of the current club activities to parents at the beginning of each term. The schools also play regular fixtures against other local schools and participate in area knockout competitions. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

Review Spring 2019