

# Physical Education Policy Document

## Black Firs School

### Introduction:

At Black Firs we believe that Physical Education has a vital part to play in the education of our children. It promotes physical activity, fair play, honest competition and a regard for safety. It establishes an awareness of the importance of a healthy lifestyle, while close links with local sports clubs provides the opportunity for continued participation into adulthood. Physical Education allows children to work effectively with others, promoting life skills such as co-operation, communication and leadership. A positive approach, along with quality teaching and learning, results in raised self-esteem which permeates through the rest of the curriculum. Our Physical Education programme provides the opportunity to develop skills in dance, gymnastics, athletics, tennis and cross-country, as well as team games including netball, football, tag rugby, cricket, hockey and rounders

We also aim for children to become confident and competent in water, providing a weekly swimming programme throughout the year, at Congleton Leisure Centre, for children who cannot swim or need to improve their strokes. All children are encouraged to participate in Out of School Hours Learning by joining the many sports clubs. These are all led by teaching staff and include football, netball, rounders, rugby, cricket, gymnastics, multi-sports and cross-country.

We have an extensive range of indoor and outdoor sports equipment, two netball courts, play-frames and a large well-maintained football pitch. We are active members of Congleton Sports Association and take part in all local inter-school competitions. Individual and team success is celebrated on the sports notice board, in assemblies and at the annual Sports Presentation Evening.

### Aims:

1. To develop a positive attitude towards all aspects of physical education.
2. To promote and develop physical well-being and a healthy lifestyle.
3. To ensure safe practice in physical activity.
4. To encourage and promote an enjoyment of, and participation in, a range of team and individual games and sports.

### Strategies and Approaches:

In order to achieve our aims and provide quality teaching and learning, lessons should include the four strands of Physical Education:

1. ACQUIRING and DEVELOPING skills
2. SELECTING and APPLYING skills, tactics and compositional ideas
3. EVALUATING and IMPROVING performance
4. KNOWLEDGE and UNDERSTANDING of fitness and health

### Staffing and CPD:

The Physical Education Co-ordinator is Daphne Wright, who is a P.E. specialist.

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The Dance Coordinator is Melanie Van Oss, who is a dance specialist.

To provide a strong link between the two areas the shadow coordinator for both areas is Joanne Mullins.

All class teachers take their own class for Physical Education. Teaching assistants will usually participate in these lessons to provide support for teachers and pupils.

Although there are several teachers and teaching assistants who have particular areas of strength in the six areas of P.E. all staff are encouraged to develop their knowledge and experience through training courses, opportunities to observe examples of good practice and the team teaching approach which the school adopts. An annual audit of staff training needs enables the P.E. coordinator to ensure staff development is continually monitored to ensure high standards of teaching and learning exist throughout the school.

The P.E. coordinator keeps all staff (including AOTTS) informed of training that is available.

Staff are encouraged to share their training with other teachers and teaching assistants in weekly staff meetings. INSETS can also be used for staff development in Physical education. For example, the annual staff visit to the Conway centre in October for team building activities.

### **Entitlement:**

All children will receive their statutory entitlement of two hours of Physical Education each week.

Added to this is the time children choose to spend in OHSL, either at lunchtime or after school.

Each unit of work should be six weeks or sessions and the four strands of P.E. will be built into each unit.

The National Curriculum includes six areas for activity. KS1 pupils need to have a balanced programme of Dance, Games and Gymnastics activities. These continue in KS2, where the programme is extended to include the additional coverage of Athletics, Swimming in Years three and four, and Outdoor Education at the Conway Centre for all KS2 children. Games will include netball, football, hockey, rugby, cricket, tennis and rounders to ensure coverage of the three types of games.

All classes have an allocated indoor P.E. time. Generally, KS1 take their hall time in the morning, while KS2 use afternoons, although there is some flexibility in this area. See attached Hall Timetable for further details.

The curriculum is planned and mapped by the teaching teams, in consultation with Key Stage coordinators and the P.E. coordinator. Various schemes of work, including QCA and Val Sabin, are used to plan the curriculum and ensure continuity and progression.

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

After school clubs are more sport specific in nature and often lead to inter school competitions. However, ALL children are encouraged to join after school clubs, regardless of ability, as our aims are to increase participation, to improve skills and fitness levels and to promote teamwork and leadership. OSHL includes tag rugby, football, netball, cricket, multi-skills, rounders, athletics, cross-country and gymnastics. See attached timetables for more information.

The school has developed strong links with a variety of local community clubs. As a result, the school enables gifted and talented pupils to develop further, whilst encouraging all children to establish links for later life.

### **Adults other than Teachers(AOTTS):**

All clubs are led by teachers. AOTTS who help with clubs are appropriately inducted and monitored. They are encouraged to participate in appropriate training courses.

Parents are encouraged to support their children eg. helping with transport to matches and venues.

This is organised by the teacher in charge of the activity.

### **Safe Practice:**

Health and safety awareness is an integral part of children's learning in P.E.

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All staff work to accepted codes of practice in P.E.(BAALPE) and this is monitored regularly by P.E. coordinator.

Parents are informed of guidelines for health and safety in P.E.

Children are encouraged to keep kit in school every day. If a child forgets or loses kit, there is some spare kit available in school. For those children who regularly forget, a standard letter is available to remind parents of the requirements for P.E.

At the beginning of every lesson all teachers check that all jewellery has been removed, long hair is tied back and children are wearing appropriate footwear. For indoor activities, children may use bare feet or plimsolls (not training shoes). For outdoor activities trainers ( or football boots on the field) are preferable.

In the case of an emergency in a P.E. lesson, the teacher in charge should stay with the class until a qualified first aider arrives. Any injuries should be recorded in the school accident book.

In the case of swimming, a fully qualified life guard is always in attendance.

When travelling to the leisure centre teachers check seat belts and number of children participating.

Changing arrangements: a member of staff will supervise at all times in the changing rooms.

Gymnastics equipment is checked regularly. Class teachers check equipment for safety before allowing children to use it.

### **Cross-curricular Issues:**

Cross- curricular links are made between P.E. and other areas of the curriculum:.

- The link with science when looking at the effect of exercise on the body, physiology and the importance of exercise in later life.
- Children also use their literacy and ICT skills to write match reports for assemblies, school newsletters and the annual Sports Presentation Evening.
- Numeracy links include use of stopwatches, coordinate work and number games
- Multi-cultural links include the annual dance and music festival, which involves dance workshops for staff and pupils, resulting in an outdoor performance to parents.

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

It is the policy at Black Firs to include all children in all of the curriculum as far as their individual needs and abilities allow.

All lessons involve boys and girls being taught together, with no differentiation being made for gender.

After school clubs are open to both genders, apart from girls' football.

### **Equipment and Resources:**

Large P.E. equipment is kept in the hall.

All other equipment is kept either in the P.E. cupboard, or in the outdoor container. Both are kept locked and the keys are available from the P.E. coordinator.

Equipment should be returned to the correct place at the end of a session and stored tidily.

If in any doubt about the safety, suitability or availability of equipment, speak to the coordinator.

A central resource of planning materials and schemes of work is kept in the resource area. Staff should photocopy what they need and return files as soon as possible as this is a shared resource.

A current list of equipment and resources is available on the staff shared directory.

### **Monitoring and Evaluation:**

The P.E. coordinator has an allocated amount of non-contact time, which is used to manage the subject area. This consists of a half day per week for a half term, when the coordinator will evaluate the teaching and

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learning in P.E. This will involve some monitoring of lessons, as well as talking to staff, and children about P.E. in school. The outcomes are shared with staff and governors.

**Assessment and Recording:**

Assessing children in P.E. is about careful observation of progression in skills and techniques, knowledge and confidence. The best time to make these judgments is during the actual lesson. Children should be encouraged to take part in the assessment process through careful questioning and commenting on the learning that has taken place. With this in mind, the teacher should share the lesson objective with the children at the beginning of the lesson.

When assessing and recording children’s progress teachers should refer to the NC level descriptors and record assessment on electronic format to be found on the staff shared directory. This is then available for the child’s next teacher. The children’s achievements are shared with parents in the annual school reports.

**Continuity and Progression:**

The Val Sabin Scheme of Work is now available for most areas of P.E. in the curriculum These, however, should not be used to the exclusion of other quality resources and staff expertise, but as a means of monitoring continuity and progression throughout the school. It is important that staff consider the balance of activities and prior learning when planning their long term programme in P.E.

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