

Physical Education

Introduction

The school believes that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. The physical education curriculum aims to provide for pupils' increasing self-confidence through an ability to manage themselves successfully in a variety of situations.

The scheme of work is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils.

Aims and purposes of P.E.

All children should be provided with opportunities and encouraged to:

- Experience a wide range of physical activity;
- Enable children to develop and explore physical skill with increasing control and coordination.
- Develop confidence and competence in performing different skills;
- Develop positive attitudes to physical activity;
- Improve social and interpersonal skills;
- Appreciate the efforts of others, as well as their own;
- Respond positively to different challenges;
- Persevere and make sustained efforts to develop and improve their own performance;
- Pursue habits and interests that promote a healthy lifestyle;
- Become increasingly aware of how physical activity affects the body;
- To develop a sense of fair play and sportsmanship
- To provide two hours of high quality Physical Education

Planning, Teaching and Assessment.

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.

Teachers assess children's learning in PE as they observe them during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

Inclusion SEN and Equal Opportunities

All children at Marton Manor primary school are entitled to participate in the P.E curriculum regardless of ethnicity, gender, religion and special educational needs. When planning and selecting materials, tasks, resources and teaching styles we will take into account the needs of all pupils in terms of abilities and stages of development. Pupils with special educational needs will be entitled to the same access to physical education as their peers. In planning lessons teachers will identify challenge for all pupils, modifying and adapting the task and/or equipment to include the least able child and stretch the most able. Teachers will liaise with the SENCO and additional adult support will be sought if needed.

Cross-curricular skills and links

Physical education offers an added dimension to the whole school curriculum and the wider life of the school, for example, in health education; citizenship; literacy, mathematics and language skills; and in personal and social education.

Non Participation

On occasions pupils may be unable to participate in a physical education lesson. A note should be taken of this- whether it is medical, or no suitable kit available -and recorded. A note from their parent should be shown for a child to be excused from a lesson. The pupil will have to either make observations of the lesson or record these in writing or can be sent to another member of staff with work to do. Spare kits will be given when available.

Health and safety

All routine procedures relating to safe practice are agreed and will be consistently adhered to by all teachers and support staff.

It is essential that pupils are taught life skills to enable them to participate safely and confidently in physical activity. Pupils are expected to work in a sensible manner and be aware of what this means.

All teachers will plan their work with the safety of pupils in mind. The physical education coordinator will support the teacher, Head teacher and governors to undertake a risk assessment of activities and plan INSET for teachers if needed.

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. The PE subject leader gives the head teacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The PE subject leader has specially-allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of PE teaching across the school.

Extra-curricular activities

The school provides a range of PE-related activities including netball, football, rugby and dance for children at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term. The school also plays regular fixtures against other local schools and participates 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

P.E in the Foundation Stage.

At Marton Manor, we believe that young children learn using all their senses through being active and interactive. Physical Development is one of 6 areas in the Foundation Stage Curriculum. Activities provide children with opportunities to achieve nine early learning goals. Activities are planned specifically to ensure a safe, well-resourced environment, which helps them to build on and develop their confidence and independence. Children are given time to explore, experiment and refine their social, interpersonal skills as well as gross motor skills and hand-eye coordination. Staff provide children with a balance of opportunities for all round physical development. This is achieved through use of in school and outdoor play, use of the small hall, playground and field. A range of equipment, apparatus and stimuli is employed to encourage the development of specific skills.

P.E in Key Stage 1.

Children continue to build on their early experiences and move into paired and group activities. They begin to play simple games, explore and link actions, improve coordination and response to stimuli. They develop greater awareness of others and begin to develop their own ideas and creativity. Children improve their use of apparatus and equipment:: they continue to develop gross motor skills and hand-eye coordination. They learn to refine skills in throwing, catching and kicking balls and working cooperatively. They continue to develop coordination, balance and achieve greater control over their movements. They develop their visual and auditory awareness and begin to express themselves through movement and communicate ideas and feelings about their performance.

P.E in Key Stage 2.

Children build on their previous experiences through a broader P.E curriculum. They learn specific skills and refine and improve existing ones. Children learn and demonstrate the importance of teamwork in pairs and small groups, and are taught common skills and principles for playing games with increasing complexity. They are given opportunities to be creative in developing their own rules as well as learning the conventions of traditional games. Children will take part in competitive experiences and develop greater awareness of the importance of their efforts as well as winning. Children begin to sequence movements with greater complexity, and develop poise and control over their actions, including equipment and apparatus. They respond creatively to stimuli and improve compositional work, performance and content. They become confident at evaluating their own performances and others, and reflect on how they can refine and improve their skills. Children develop greater awareness of the importance of physical activity and the effect upon their own body.

Outdoor Education

Children in key stage 2 are given the opportunity to take part in orienteering, mountain walks and residential visits to outdoor education centres where they can take part in abseiling and climbing, caving, archery, canoeing, kayaking, self-guided walks, ghyll scrambling and problem solving activities. These activities are designed to provide children with alternative ways of developing personal fitness, testing their resilience and teamwork skills as well as communication, strategy and leadership. They help children to become more independent and to develop an appreciation of the rich and varied landscapes that form our national parks and areas of natural beauty.

Swimming and water safety

At Marton Manor, we provide swimming instruction for KS2.

Pupils will be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively
- Perform safe self-rescue in different water based situations.

Resources

- Children should have access to a range of well organised, clearly labelled resources to develop the ability to select the appropriate equipment for a task
- Teachers will ensure that all resources are available when they are needed
- Everyday resources will be stored and available from the PE store cupboard and returned after use
- Teachers will notify the PE Leader of damaged resources
- Children should be taught to use resources/equipment appropriately and independently
- Teachers to use a diverse range of resource material to cater for all the needs of the children

Appropriate dress.

We expect children to change for PE into the agreed clothing for each activity area. We expect the teachers to set a good example by wearing appropriate clothing when teaching PE. Children are expected to wear the school PE kit in order to ensure safe participation during sessions.

Indoor sessions:

- Shorts
- 'T' - shirt
- plimsolls/trainers

Outdoor sessions:

- 'T' shirts or sweaters (winter)
- Shorts or tracksuit bottoms (winter)
- Trainers

Jewellery should not be worn during PE and children are required to remove items such as earrings, necklaces, watches and rings etc. Children with newly pierced ears should cover

them with surgical tape or plasters brought from home for the first 6 weeks. Children will not be permitted to participate in P.E wearing earrings after this time.

Evaluation

- The policy will be evaluated in line with the school's review policy
- Evaluation will include: effectiveness, ease of implementation, resourcing issues identifying any amendments needed and additions required to the policy as a result of legislation or other changes in the PE curriculum

This policy will be reviewed every 2 years or earlier if necessary.

Governors

- Governors will play a key role in the monitoring and evaluating of policy and the implementation of PE across the whole school
- The curriculum coordinator will keep governors informed of the implementation and changes in policy and changes in legislation and curriculum