



Tunbury Primary School

Physical Education Policy

Rationale

Physical education provides a unique learning opportunity. It develops pupils' physical competence and confidence through physical activity. It promotes pupils' understandings of physical development and their body in action. Physical Education provides the skills for pupils to use their body efficiently and effectively and promotes the importance of active, fit and healthy lifestyles. Pupils learn to think creatively and to work both individually and collectively to make decisions and solve problems. Physical Education experienced in a safe and supportive environment using a variety of teaching and learning styles makes an important contribution to a pupil's physical and emotional health and well-being.

Aims

We aim to enable children to become physically educated by giving them the opportunity to:

- Explore, acquire and develop physical and cognitive skills and competencies
- Select and apply their skills, tactics and compositional ideas in a variety of physical contexts
- Analyse and evaluate their own and others performance to lead to improvement both in physical and cognitive abilities
- Develop their understanding of the importance of physical activity and a fit and healthy lifestyle
- Develop problem solving and co-operation skills, which will have a much wider application
- Develop a knowledge of safety factors and an appreciation of the principles of safe practice
- Develop positive attitudes

The objectives, derived from the aims, will guide the planning of schemes of work and will form the basis for assessment of pupils and evaluation of the policy. Pupils will have access to a broad and balanced PE curriculum through which they will have opportunities to develop their knowledge, skills and understanding. In Key Stage One they will learn, practise and refine movements and activities in dance, gym and games. In addition to these three, pupils in Key Stage Two will have the opportunity to develop their athletic skills across the age range and their swimming skills in Year 4. Outdoor and adventurous opportunities are provided in Year 6 This will lead to pupils who are able to:

Explore, acquire and develop physical and cognitive skills and competencies:

- Pupils demonstrate a range of skills
- They are able to consolidate existing skills and gain new ones
- They show increasing control and co-ordination leading to consistency and quality

Select and apply their skills, tactics and compositional ideas in a variety of physical contexts:

- Pupils are increasingly able to plan and adapt activities both individually and when working with others
- They are able to use strategies and tactics and improve their understanding of composition in a variety of situations
- They will begin to develop their understanding of some of the principles underpinning their performance and are able to transfer some basic skills and understanding from one activity to another
- They are able to apply rules and conventions appropriate for the activity

Analyse and evaluate their own and others' performances to lead to improvement both in physical and cognitive abilities:

- Pupils are able to understand what constitutes an effective performance
- They are able to suggest improvements and comment constructively on their own and others performance.

Develop their understanding of the importance of physical activity and a fit and healthy lifestyle:

- Understanding the effects of exercise on the body
- Understand the importance of warming up and preparing appropriately for different activities
- Selecting and engaging in regular physical activity
- Understand why physical activity is good for their health and well being
 - Be aware of opportunities both in school and in local clubs and the community which cater for primary age children

Develop problem solving and co-operation skills, which will have a much wider application:

- Pupils are able to think imaginatively and demonstrate creatively in their work
- They are able to work individually and with others to resolve problems
- They are able to express opinions and begin to appreciate the opinions of others
- They are developing leadership skills

Develop knowledge of safety factors and an appreciation of the principles of safe practice

- Understand the importance of wearing the appropriate clothing for the activity
- Know the importance of basic hygiene practices with regard to their health and safety in PE and sport
- Pupils are aware of others in their space and how they can move and work

both personally and in relation to their environment and others.

- They are able to follow instructions and to articulate key features of safe practice

Develop positive attitudes

- Pupils exhibit such personal qualities as perseverance, self-worth and well being
- They understand and show appreciation of fair play and good team-work.
- They are able to meet appropriate challenges and work through solutions
- They are increasing in confidence in their approach to physical activity

Principles of Teaching, Learning and Inclusion

Teachers will adopt a range of teaching styles in order to engage all pupils in the learning. The National Curriculum is the starting point for planning the curriculum and agreed schemes of work should be adapted and differentiated to meet the needs of all pupils. In planning the curriculum regard will be given to the following principles:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning

Equal Opportunities

Pupils will have equal opportunities to access, take part in, and succeed in PE and sport. All pupils, regardless of race, culture, gender or learning disability, social origins or physical stature are entitled to be included and achieve. Every pupil has an entitlement to a broad and balanced curriculum, equal curriculum time, access to extra-curricular activities and use of resources and facilities. Our policy is to enable all pupils to experience success. Sensitive and informed grouping of pupils, for example, mentor, ability, social and random groupings, will ensure all pupils will contribute, be actively and physically involved and be challenged appropriately. Resources and facilities will also support children's age, stage and ability.

Additional Educational Needs:

Pupils with additional educational needs will be entitled to the same access to physical education and sport as their peers. In planning lessons, teachers will identify challenges for all pupils, modifying and adapting the task and /or equipment to include all pupils. Additional support will be given where it is needed and liaison with the SENCO will be sought. For pupils whose attainment is below the expected level, a greater degree of differentiation will be necessary.

Gifted and Talented

For pupils whose abilities exceed the expected levels of attainment, teachers will plan suitably challenging work. Extension work can provide greater depth or breadth of knowledge, skills and understanding. Differentiating resources appropriately can challenge all learners appropriately.

Elements of physical education will also enrich, complement and intensify experiences within the arts curriculum. Opportunities to use ICT to enrich learning will be taken when they are relevant, such as through the use of I-Pads.

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 essential life skills to enable them to participate safely and confidently in physical activity. Pupils are expected to work in a safe manner and be aware of what this means. All teachers will plan their work with the safety of pupils in mind. The physical education co-ordinator will support the teacher, Headteacher and governors to undertake a risk assessment of activities and plan INSET for teachers if needed. New staff will be inducted by the PE co-ordinator in the safe use of apparatus and other relevant safety issues. Guidance can be sought from "Safe Practice in Physical Education" Baalpe.

Clothing

The following clothing should be worn:

Indoor PE	Leotard or shorts and tee-shirt
	Bare feet

It is important that limbs are not covered. This aids sensory use of arms, legs and feet, enhancing grip and promoting aesthetic awareness.

Footwear should be worn en-route to the hall and while moving large apparatus, but should be removed for activities. Verruca's should be covered with an appropriate sealant or plaster.

Games and Outdoor Activities	Leggings Cycling shorts/shorts Games skirt Tee-shirt Track suit Sweat shirt/jumper Plimsolls/trainers
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Children may wear extra layers of clothing in cold weather.

Children should not miss their lessons because they do not have the appropriate kit. Children with missing kit should be sent to the PE co-ordinator who will issue some

spare kit from a supply kept for this eventuality. The names of these children will be recorded and a letter sent to their parents on the third occasion where no kit is available at school. If kit still does not appear, this will be followed up with a phone call to establish the reasons.

Swimming Trunks or one piece swimming costume
 Goggles (if required)

Outdoor Activities To be advised depending on activity undertaken

Medium and long hair must be tied back for safety and so that vision is not impaired. Children are to remove all jewellery for PE lessons. Children who have recently had their ears pierced should provide tape to cover their studs, although this is not appropriate for swimming. This also applies to children wearing earrings for cultural or religious reasons. Jewellery can be handed to the class teacher for safe-keeping.

Medical Procedure and First Aid

Children who are unable to participate due to injury or recent illness should bring a dated letter prior to the session. Children who are unable to take part in the physical activity of the lesson, should participate in some other way, for example, by keeping scores or evaluating the performances of others.

If an accident occurs and a pupil sustains an injury, prompt action must be taken to administer first aid as necessary. First aid boxes are located in :

Every activity area Infant first aid area Junior first aid area

First aid kits should be taken to all off-site lessons and

matches. **Assessment, Recording & Reporting**

Assessment for Learning:

Opportunities for assessment will be identified during planning and pupils will receive ongoing teacher assessment. Teachers will also use assessment to inform future planning for groups and individuals. Pupils will be actively engaged in self-assessment and in setting targets for improvement. Effective feedback from teachers

is essential in supporting and developing pupils' knowledge, skills and

understanding and consolidating their learning.

Assessment of Learning:

Summative assessments will also be made based on the ongoing assessments, at the end of each term. Reports to parents will assess and record pupils' progress and attainment at the end of each academic year, tracking progress against year group targets.

Role of the Leader

The aim of the PE co-ordinator is to provide professional leadership and

management for the subject and to secure high quality teaching, improved standards of learning and achievement for all pupils.

The subject leader:

- Will provide strategic direction and development of physical education, for example, ensuring an up to date policy and long-term curriculum plans are in place and subject development plans are produced, detailing the development of PE
- Will secure and sustain effective teaching of PE and evaluate the standards of learning and achievement, for example, undertaking monitoring of the standards of teaching and learning using a range of strategies including lesson observations, reviewing planning and talking with staff and pupils
- Will lead and manage staff, for example, leading professional development of the subject, auditing staff needs and providing a range of INSET opportunities
- Will identify and support efficient and effective deployment of staff and resources, for example, ensure effective management and organization of learning resources and equipment

Equipment

Apparatus is to be checked regularly and inspected annually by an outside contractor.

Teachers must ensure that any defects in apparatus equipment and premises are reported immediately to the Headteacher.

Defective or worn apparatus and equipment must be withdrawn from use immediately.

No apparatus should be dragged across the floor and children should be taught how to carry apparatus safely (see appendix 1)

During gymnastics, matting should be placed at the point of landing only.

Apparatus should not be placed too near walls, doors etc. A suitable distance should be kept between pieces of apparatus and sufficient space allowed for landings.

Play area

This is a fenced off areas with safety flooring, for children to use for recreational and educational purposes. When climbing apparatus is in use, children should wear appropriate clothing, as for PE, and be supervised by the teacher or a classroom assistant.

Facilities

- Two hard surfaced play areas with one full sized netball courts.
- Large playing fields with several small sized football pitches marked and 100

- meter track
- School hall for gymnastics, badminton, table tennis, indoor games, dance and gym
- Small hall, with cushioned floor, for dance, drama and music
- Soft activity area for infant use
- Large playtime games/apparatus

Off-site Facilities

- Tunbury Community Hall
- Local Swimming Pool

Large Equipment

Football posts and nets

Netball posts and stands

Basketball backboards, rings and nets

Gymnastic apparatus

mats

Benches (small and large)

Planks

Nesting agility tables

Octagonal Table

Large interchangeable box

Pair of trestles, ladder, beam and bar

Infant Large apparatus

Agility center

Trestle

Ladders

Slides

Fixed apparatus

Wall bars

Ropes

Small Equipment

Canes

Small stacking

cones

Hockey sticks

Wooden skittle

Team parachute

cones

Short tennis

Relay battons

rackets Cricket

Sinking objects

bats Plastic play

Badminton posts

bats Netballs

and nets

Tags for rugby

Shuttlecocks

Fabric easy

Early years

handle balls

equipment

Plastic glow balls

basketballs

Hockey training

tennis balls

balls

airflow balls

Sponge short

unihoc balls and

tennis balls

pucks

Bean bags

safe surface balls

Ropes

small medium

and large hoops
stilts
large cones
small marker
saucers
cane and hoop
support cones
swimming floats
numbered
floating eggs
short tennis
posts and nets
bean bag frogs

Storage

Most equipment is presently stored in the hall, the hall storage area, outside in the PE store cupboard adjacent to the hall and some large equipment, like football posts, are in the storage sheds next to the field.

