



PE POLICY

Consultation with Staff: Sept 18

Adopted by Governing Body: (To Re-confirm)

Review date: Annually

OSBORNE PRIMARY SCHOOL: PHYSICAL EDUCATION POLICY

Physical education provides children with learning opportunities through the medium of movement and contributes to their overall development by helping them to lead full, active and healthy lives. We aim to provide these learning opportunities to the children in our school to maximise active learning experiences and approaches to the benefit of each individual child.

Aims:

- To enable children to reflect and evaluate, plan and implement, move with control, find and check information and communicate.
- To develop a positive attitude and interest in a wide range of physical activities.
- To contribute to the physical development of each child; size, strength, fitness, speed, gross and fine motor skills.
- To contribute positively to individual children's self-confidence and self-esteem and to develop social skills (co-operating in groups, playing fairly to rules).
- To understand what it takes to persevere, succeed and acknowledge others' success.
- To develop children's knowledge and ability in the 6 areas of P.E.; Athletic Activities, Dance, Games Activities, Gymnastics, Outdoor Adventurous Activities
- To fulfil the requirements of National Curriculum (2014).
- To use the Sports Premium Funding to raise the standard of P.E. across the school.
- To use the Kingsbury Sports Partnership to engage the children in competitions with other schools and sports days.
- To promote a healthy and fulfilling lifestyle by developing self-motivation to take part in physical activity outside school.

Funding:

As stated in the aims, there is extra money available under the Sports Premium Funding. This will be allocated as follows:

- CPD for staff.
- School Sports Partnership Membership.
- Before and after school/ holiday activity clubs.
- P. E equipment.
- Use of sports coaches.
- New initiatives.

The impact of the Sports Premium is available to view on the School website and is updated annually.

Time Allocation:

A minimum of 2 hours of Physical Activity timetabled each week.

Teaching

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 whilst ensuring that for the large proportion of the lesson children are active and doing.

We do this through a mixture of whole-class teaching and Individual/group activities. Teachers and coaches 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. This is under the umbrella of peer and self-assessment. 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 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.
- Use mini competitions as way to engage children in activities.

Start of the Day:

In order to encompass the importance of physical activity, all children participate in Wake-up and Shake Up at the beginning of the day. This is to encourage a positive fitness attitude, wake the mind and body up and show that exercise can be fun. Staff are encouraged to use a selection of dances, music styles and fitness techniques which the children can also use at home.

Assessment, Recording and Reporting

Teachers and coaches assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children using assessment objectives from Target Tracker. The parents of children who have been identified as gifted and talented are informed and supported, where possible, in finding clubs and events that will nurture their further development.

Inclusion and SEN

All pupils will have equal opportunity to reach their full potential across the subject regardless of their race, gender, cultural background, ability or physical disability.

At our school 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.

Health and Safety

All teachers are responsible for the safety of children in lessons. We follow guidelines as laid out in the B.A.A.L.P.E document "Safe practice in Physical Education and School Sport." Staff must also implement the following:

Supervision:

Every P.E lesson must be supervised by a qualified teacher or sports coach from School Sports Plus (Quality Marked). The coach and teacher will be supported by the teaching assistant. Class control is essential for safe practice with the children being versed in remaining safe whilst using or not using equipment. Children will work under the guidance of the school rules. In lessons, Staff must be aware of their positioning so that they can view their class at all times. If they are working outside, children must be made aware of the limited space and outside permanent features.

Equipment:

Any defects in equipment will be reported to the P. E co-ordinator immediately and not used in lessons. Children are taught about safe handling as an on-going theme throughout P.E lessons but particular attention should be noted towards the movement of gymnastic equipment. In Key stage 1 and 2, children should move mats and benches as laid out in the B.A.A.L.P.E document.

Dress:

Children are expected to change for PE into the agreed clothing (pumps/trainers, shorts/ sports bottoms and a tee- shirt). Teachers are to set a good example by wearing appropriate clothing when teaching PE. No jewellery is to be worn for any physical activity. If a child forgets their kit on a regular basis the teacher is to verbally remind the individual's guardian. It is recommend that children bring their P.E kit in on Monday and take it home on Friday to ensure the correct kit is in school at all times. Persistently not bringing a PE kit into school (Two consecutive sessions) will result in the parents or guardians receiving a letter outlining school requirements of expected dress code.

Non-participants

If pupils are not participating in P.E. it should only be for health or medical reasons and a letter should be sent into the school explaining the reason. Teachers should contact individual guardians if a child consistently fails to dress appropriately.

Where possible, children who are not participating should be given a role so that they feel included and have an awareness of the learning objective for the session. Such a role could be as a scorer, referee, commentator or a responsibility for equipment.

Cross Curricular Links and the Creative Curriculum:

Our units of work promote the importance and benefits of physical activity and health related fitness. Opportunities should be identified to reinforce links between P.E. and Literacy (e.g. instructions/rules, match reviews, performance poetry), Numeracy (e.g. counting/scoring, measuring, direction and movement, data handling), Science (e.g. healthy eating, moving and growing, forces in action), ICT (e.g. data handling and presentation) and other areas of the curriculum.

ICT can also be used to support the teaching of P.E. through the use of video clips to explain rules, skills and strategies. Digital cameras and I-Pads can also be used to enable the children to evaluate and improve their work and record work done.

School Games Mark

Every year the school will satisfy the requirements of the School Games Mark to achieve the award of bronze, silver or gold.

Extra-Curricular Activities:

Throughout the school year the school will provide before school, dinner time and after school clubs which will be supervised by external coaches. Competitions between other schools are taking place on a regular basis.

R.Faris

May 10, 2018

Reviewed