



Olveston CEVC Primary School Policy for Physical Activity

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.

A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil's needs and abilities. The scheme of work is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavours to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils.

The scheme aims to promote an understanding of the many benefits of exercise, through a balanced range of relevant activities. Physical education is considered as a vehicle to facilitate access to cross-curricular themes, skills and dimensions, rather than a subject concerned exclusively with the acquisition of motor skills and techniques.

Aims of Physical Activities:

- To develop an ability to plan a range of movement sequences, organize equipment and apparatus, and begin to design and apply simple rules.
- To develop an ability to remember, adapt and apply knowledge, practical skills and concepts in a variety of movement based activities.
- To promote positive attitudes towards health, hygiene and fitness.
- To foster an appreciation of safe practice.
- To develop psycho-motor skills through a range of relevant movement based activities.
- To develop a sense of fair play and sportsmanship.
- To develop communication skills, encouraging the use of correct terminology, to promote effective co-operation.
- To foster an enjoyment, and positive attitude to, the subject in school.

Objectives of Physical Activities:

Children will:

- Participate in a range of psycho-motor / movement activities in order to develop personal physical skills. (Practical attainment)
- Be made aware of their body in relation to others and their immediate environment and aim to promote quality of movement. (Kinaesthetics)
- Be made aware of simple physiological changes that occur to their bodies during exercise. (Physiology)
- Be given opportunities to develop imagination and co-operation to achieve shared goals. (Teamwork)
- Be given opportunities to develop personal characteristics like initiative, self-reliance and self discipline (Self knowledge)
- Be given opportunities to enjoy and succeed in the subject as well as be stimulated and challenged. (Problem solving)
- Be given the opportunity to develop areas of activity of their choice in extra-curricular time.
- Make full use of the facilities here to prepare a child mentally and physically for key stage 3 and beyond.

Entitlement

The school provides all pupils with the full entitlement of two hours high quality Physical Education a week. This is delivered through two lessons of 1 hour duration. Units of work are blocked so that for a set period of time all the lessons are on the same area of activity e.g. Seven weeks on gymnastics.

Foundation Stage:

Here the lessons are structured so that there are 3 sessions per week aimed at physical development. These are approximately 45 minutes in duration and are aimed at the Desirable Outcomes and Early Learning Goals.

Key Stage 1 (x 2 lessons - 1 hour duration each lesson)

Key Stage 2 (x 2 lessons - 1 hour duration each lesson)

Each class is timetabled so that they can access the hall for the duration of the unit that they are studying. Other year groups are timetabled to outside activities on the field or playground.

Teaching and Learning

The organisation of PE in the school promotes teaching and learning. Lessons are blocked in units of work to promote greater depth of understanding, developing of skills, contextual application of these skills and the ability to perform reflectively.

Children will be presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams. They will learn how to think in different ways to suit the different challenges. They will be given the opportunity of demonstrating their learning, using a range of communication styles, allowing for effective assessment. This assessment will be used to inform planning and promote greater learning.

The structure of the scheme of work will promote teaching and learning as it provides both continuity and progression. This scheme of work specifies progression of skills, knowledge and understanding. As part of our Preparation, Planning and Assessment (PPA) time, the school employs a sports coach for all pupils, who also shares our aims for Physical Activity. These lessons form part of our Year 3 – 6 entitlement.

Planning

The school follows the progressive QCA schemes of work for Gymnastics, Dance and Games at Key Stages 1 and 2. Relevant units will be made available to all staff who teach them and they will be expected to evaluate these units, feeding back to the subject leader. This allows for curriculum review in relation to content, progression, continuity, teaching and learning.

Individual lessons should be evaluated to inform planning and ensure differentiation.

At key stage 2, swimming is taught by the Swimming Instructor with support from the staff. Information on progress, assessment of attainment is provided by this person in consultation with the class teacher.

Teachers must ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas and fitness and health.

Equipment and Resources:

All resources are recorded on the resources for PE list (available from the PE coordinator). These are regularly reviewed in order to ensure they are appropriate to the range of ages, abilities and needs of the children in order to enhance learning.

Resources are kept in the store cupboard in the hall, clearly labelled.

Resources should be counted out and counted in, returned in good condition and working order.

The pupils should be encouraged to:

- Look after resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place (staff should oversee)
- Be told of any safety procedures relating to the carrying or handling of resources.

Any damage, breakage or loss of resources should be reported to the PE Coordinator as soon as possible. Any damage observed done to a piece of apparatus which could cause subsequent injury must be isolated from use, and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.

Assessment / Monitoring

The subject leader for Physical Activity monitors teaching and learning as part of the schools' monitoring cycle. He/she gives constructive feedback on the lesson and the progress made by the pupils.

Teachers use the Assessment for Learning model and encourage pupils to assess their own and their peers' work throughout any physical activity lesson. Digital cameras are also used as an effective form of assessment.

Equal Opportunities and Inclusion:

Every pupil has equal access to national curriculum physical education. Learning experiences are differentiated in such a way as to meet the needs of all pupils.

All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

Differentiation:

Physical education in the school will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils

The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. Some pupils may need specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists, or in exceptional circumstances, with a statement of special educational needs.

Any classroom support provided must extend into physical education lessons as appropriate. Teachers and Adults Other Than Teachers (AOTTs) working with the children will be made aware of any pupils who have special educational needs or medical conditions. The SENCO will liaise with all staff to ensure all pupils needs are met in relation to teaching and learning in PE.

The QCA document "Physical Education – Planning, teaching and assessing the curriculum for pupils with learning difficulties" (2001) is available to all staff.

Health and Safety

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching.

All pupils must be taught how to handle and carry apparatus, resources appropriately. (Training is available from the PE Adviser) They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.

Specific guidance on all areas of activities is given by Baaple- additional LEA guidance is available on the website. The PE Coordinator will provide all staff teaching PE with the appropriate guidance and access to the risk assessments.

Staff who lack confidence in teaching areas of activities will be supported by access to INSET training either in school or on LEA courses. (Further details, advice is available from the adviser)

Role of the Coordinator

The role of the PE Coordinator involves

- Producing a flexible scheme of work, with lesson ideas to support its implementation.
- Supporting colleagues in all aspects of the curriculum.
- Maintaining and replacing equipment.
- Ensuring areas for lessons are safe.
- Assisting with recording keeping and assessment of the subject.
- Monitoring the teaching of the subject at school.
- Attending meetings and courses, which will inform future development of the subject and ensure other staff are aware of courses themselves.
- Ensuring that pupils have the opportunity to become involved in extra –curricular clubs to further develop skills and talents.
- Ensure standards remain high in each year group through effective monitoring of the subject.

Out of School Hours Learning (OSHL):

The school offers a ***wide range of lunch-time and after school activities***. These are open to any pupil in the relevant year group. Staff will assist the lunch time supervisors by providing lists of pupils who will need early access to the dining hall etc. Staff will notify pupils of any cancellation or rearrangements of clubs as soon as possible.

Review of Policy: December 2010

Next review date: December 2013