

LIBERI SUPER OMNES



Above all the child

St Martin's School, Dover

Physical Education Policy

Document Information	Date/source of Policy	Responsibility
Date of review	September 2017	James Higgins
Date of new review	September 2018	James Higgins
Source of policy		
Date of Adoption		

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of P.E. at St. Martin's School. 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.

What is physical education?

Physical education is a major area of the curriculum, which develops the pupil's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities.

A balance of individual, team, co-operative and competitive skills aim to cater for individual pupil's needs and abilities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities.

Aims

The aims of PE are:

- to enable pupils to develop and explore physical skills with increasing control and co-ordination;
- to encourage pupils to work and play with others in a range of group situations;
- to develop the way pupils perform skills and apply rules and conventions for different activities;
- to teach pupils to recognise and describe how their bodies feel during exercise;
- to develop the pupil's enjoyment of physical activity through creativity and imagination;
- to increase pupil's ability to use what they have learnt to improve the quality and control of their performance;
- to develop an understanding in pupils of how to succeed in a range of physical activities and how to evaluate their own success;
- to develop an ability to plan a range of movement sequences,
- organize equipment and apparatus, and foster an appreciation of safe practice;
- 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 develop a sense of fair play and sportsmanship.
- to compete competitively yet in a fair manner.

Entitlement

The school aims to offer a minimum of two hours high quality PE and school sport each week, within and beyond the curriculum.

All lessons throughout the school are taught as class groups. PE lessons are planned by the class teacher so the learning is personalised for the children within the group. Some lessons may on occasion be taught alongside a sports coach.

Swimming lessons are always taught by a specialist swimming teacher along with the class teacher (if trained).

All staff within the school are required to teach PE to their usual teaching group at the time specified on the whole school timetable.

Children in Key Stage One should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Children in Key Stage Two should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team

- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Teachers do not need to deliver their lessons following set sporting games, i.e Netball or football etc. so long as the required objectives are met.

Swimming and water safety is required to be taught to children whilst they are in Key Stage One or Two. We currently teach swimming in Year 3.

In foundation stage, St Martin's encourages the physical development of its pupils as an integral part of their work. All pupils in the foundation stage are taught in accordance with the Foundation stage Curriculum and work towards the Early Learning Goal. These underpin the curriculum planning for children aged three to five years of age. The school encourages the pupils to develop confidence and control of the way they move, and the way they handle tools and equipment, and approach PE in a more holistic way. All pupils are given the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Assessment and recording

Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of every term teachers will assess the progress made and plan for the following term accordingly to ensure good progression of skills. The teacher passes this information on to the next teacher at the end of each year.

Class teachers may also keep photographic and video evidence of children's work. This helps to assess children and can be used for children to peer assess and be general evidence of coverage.

Equal Opportunities and Inclusion

At our school we teach PE to all pupils, whatever their ability. PE forms part of a broad and balanced education to all pupils. Through our PE teaching we provide learning opportunities that enable all pupils to make progress.

In all classes there are pupils of differing abilities. Whilst recognising this fact, we provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the pupil.

PE lessons are differentiated according to the pupils within the class so that every one can access the lesson.

Gifted and Talented pupils are challenged within the PE lessons and can be supported by the Gifted and Talented policy within the school. Gifted and Talented Pupils are also placed on the school's G & T register.

School Games Organiser

The school games organiser provides opportunities for all children to extend their abilities and take part in competitions outside of the school environment. Pupils from all ages come together to engage in more competitive sport and festivals, and to lead activities in their own and other schools and within the local community. The leader of PE (MLT) will direct individual teachers towards appropriate events for their specific year group. These activities take place throughout the school year.

Out of School Hours Learning (OSHL)

The school provides a range of PE-related activities for pupils during the school day and also as after school clubs. The OSHL programme extends the current PE curriculum and enriches the pupil's opportunities to further develop their skills in a range of the activity areas.

The OSHL clubs are run by members of the school staff or qualified helpers who are fully inducted by a senior member of staff.

The school also plays occasional fixtures against other local schools. This encourages the competitive element to team games and allows the pupils 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 pupils. All school achievements are acknowledged in our whole school celebration assemblies.

Staffing / Staff development

The Physical Education Leader is James Higgins.

The overall role is:

- To ensure there is high quality teaching and learning of PE and school sport throughout the school.
- To manage the development and delivery of a PE lesson and out-of-school-hours sport programme within the school, complementing overall school development.
- Ensuring that pupils have the opportunity to become involved in extra –curricular clubs to further develop skills and talents.
- Attending meetings and courses, which will inform future development of the subject and ensure other staff are aware of courses themselves.
- Share good practice in PE and sport in school and with other schools.
- Develop and increase sporting links with other local schools.
- Ensure that ALL young people are included in the school's PE and sport programme.
- Maintain and replace equipment.
- Ensure effective spending of Sports Premium funding.

Adults other than Teachers (AOTTs)

AOTTs are, from time to time, in school to teach during curriculum time and extra curriculum. If AOTTs are recruited for curriculum time it is the responsibility of the classroom teacher to induct the AOTT and to work with the AOTT with regard to planning.

In circumstances where AOTTs are used it is the responsibility of either the PE co-ordinator or a senior teacher to ensure they are appropriately inducted to the school, practices will also be monitored and a member of support staff must remain with them / on site at all times.

Equipment and resources

There is a wide range of resources to support the teaching of PE across the school. The majority of equipment is kept in the PE shed, located outside, and this is only accessible to pupils under adult supervision.

The hall contains a range of large apparatus, and we expect the pupils to help set up and put away this equipment as part of their work. By doing so, the pupils learn to handle equipment safely. However, it is the responsibility of the classroom teacher to check the apparatus prior to use. The pupils use the school field and hard playground for games and athletics activities and the local swimming pool for swimming lessons.

The Leader of PE is responsible for purchasing and maintaining the PE equipment but it is the responsibility of the classroom teacher to report any items that may need replacing or repairing if noticed during their lesson. It is also expected that class teachers put away the equipment properly.

Safe Practice

It is essential to secure safe practice and to ensure that all routine procedures are agreed and consistently adhered to by all staff. These procedures will include organisation within the lesson as well as before and after the lesson when changing and moving to and from the working area, pupils' kit and equipment, resources including storage and safety, pupils' responsibilities and management of safe practice and the withdrawal of pupils.

All staff plan their work with the safety of pupils in mind, and support can be sought from the subject leader to ensure that this is the case and that risks have been assessed and are managed effectively. All staff are expected to work to accepted codes of safe practice as identified in 'Safe practice in PE' BAALPE (2004) and LEA guidelines

It is essential that pupils are taught skills and operate within the appropriate ground rules to enable them to participate safely and confidently within PE. Pupils are expected to work in a safe manner and are encouraged to consider their own safety and the safety of others at all times. They are expected to change for PE into the agreed clothing for each activity area, which is as follows.

Indoor PE	Outdoor PE
Black shorts	Black shorts / black jogging bottoms
White t-shirt	White t-shirt
Black plimsolls	Trainers
	School sweatshirt / dark coloured jumper (not hooded)

No jewellery including earrings is to be worn during PE sessions and hair is to be tied back. Earring cannot be covered up by the use of plasters or microporous tape.

For safety reasons, children under no circumstances should wear socks, tights, or track suits, on apparatus, as this can be potentially dangerous.

Class Teacher's will speak to parents/carers if children consistently do not have the correct PE kit; enforcing the importance of participating in physical education in school.

Staff dress for Physical Education

All teaching staff must change into appropriate clothing and footwear so that they may teach safely and provide a positive role model for the children. A polo shirt with the school logo will be provided for staff teaching physical education.

Children unable to participate

PE is compulsory and therefore all children should be involved in lessons. If a child has an injury (that has been reported to the teacher by the parent/carer) and they are unable to participate in the physical side of the lesson the teacher will ensure that learning is still achieved through a range of means eg, peer observation.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998