



COLLIS PRIMARY SCHOOL

PHYSICAL EDUCATION POLICY

Introduction

Physical Education is a foundation subject within the National Curriculum. This policy outlines the purpose, nature and management of the physical education programme taught in our school.

This policy reflects the consensus views of all of the staff and has been approved by the Governing Body. The implementation of this policy is the responsibility of all staff for it reflects the entitlement our children have to a soundly planned curriculum.

Policy Statement

The school believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well being. A broad and balanced physical education curriculum is intended to provide pupil's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations.

Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through selection and logically developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential.

A balance of individual, paired and group activities: co-operative, collaborative and competitive situations aims to cater for the preferences, strengths and needs of every pupil. Such activities, experienced within a range of areas of activity, aim to promote a broad base of movement knowledge, skills and understanding. They are also desirous of developing a pupil's ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.

The activities offered and the training approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem solving. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness. This work is closely aligned with the school's policy on Health Education.

Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the whole school's planning for the development of pupil's communication, numeracy, PSHE and ICT skills.

Curricular Aims

1. To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency (acquiring and developing).
2. To develop and increasingly ability to select, link and apply skills, tactics and compositional ideas (selecting and applying).
3. To improve observational skills and the ability to describe and make simple judgments on their own and others work, and to use their observations and judgements to improve performance (improving and evaluating).
4. To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising (knowledge and understanding of fitness and health).
5. To develop the ability to work independently, and communicate with and respond positively towards others (working alone and with others).
6. To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well being (applying safety principles).

Leadership and Management Roles

1. The PE co-ordinator will direct the physical education programme and the out of school hours sporting activities. They will be line managed by the Head Teacher, with whom they will meet on a termly basis.
2. The PE. Co-ordinator will also act as the Primary Link Teacher in the School Sports Co-ordinators Programme, and will disseminate any information received from this programme for their school.
3. The PE co-ordinator will receive an annual budget to cover the cost of equipment, transportation and entries into events and competitions. They will be responsible for producing a budget proposal and for monitoring the budget each year.
4. Where additional funding is required, it is the responsibility of the PE co-ordinator to approach their line manager to request assistance.

Staffing

1. It should be the responsibility of all classroom teachers to deliver the PE curriculum, following the guidelines set out by the PE co-ordinator.
2. The classroom teacher should also be responsible for monitoring the progress of the children in their class and reporting this on an annual basis.

Entitlement

The school provision for physical education is in line with the Standing Order for Physical Education within the National Curriculum. The following specific programmes of study must be taught during both Key Stages 1 and 2:

- Dance
- Games
- Gymnastics

And two activity areas must be taught from:

- Athletic activities
- Outdoor and adventurous activities
- Swimming activities and water safety

Schemes of work will determine the focus of each activity area. The Scheme of work will comprise of:

- A long term overview plan, which presents the curriculum in an outline form.
- A curriculum map, which shows the progression through each key stage, representing medium term plans
- Units of work, which detail short term planning on a day to day basis. These show learning objectives and outcomes and help teachers to assess pupils progress in the activity. Planned objectives should be linked to teachers' expectations of the majority of pupils, and will be linked to the attainment targets for Physical Education.

It is the aspiration of the school to provide two hours of high quality physical activity for each pupil.

During Key Stage 1, each pupil will receive two 60 minute lessons per week. During Key Stage 2, each pupil will receive two 60 minute lessons per week. This time includes changing time. In addition to this curriculum time, the school will aim to provide a minimum of one hour's physical activity for each key stage through out of school hour's sports clubs.

Lessons will be planned by the teacher in line with the scheme of work provided by the PE co-ordinator.

1. The safety of the pupils is of paramount importance.
2. The content of the lesson will be discussed with the pupils before activity begins
3. An appropriate warm up will be conducted to raise the body temperature, improve cardio-vascular energy, to stretch muscles and to mobilise joints.
4. There should be a balance of activities that will include individual, paired and group work. Activities will be progressive and differentiated where necessary.
5. Demonstrations will be used to amplify learning and develop understanding
6. Opportunities will be provided for pupils to plan and evaluate their own, and when appropriate, other pupils work.

7. From time to time, pupils will be given the opportunity to discuss what they have done, the progress they are making and what they need to do to improve their performances.
8. Lessons should conclude with a cool down and quiet reflection to ensure the pupils leave calmly and quietly.

Assessment and Recording

1. Assessments will be conducted at the end of each unit of work. They should be ongoing throughout the school year and feed into the end of year and end of key stage reports
2. Assessments should be based on the National Curriculum level descriptors
3. Assessment will be reported to parents on an annual basis in the form of a written report, a copy of which will be retained by the school for the pupils file.
4. National Curriculum levels should be distributed to Secondary Schools when pupils leave at the end of Key Stage 2.

Continuity and Progression

1. The PE co-ordinator should monitor the curriculum mapping for physical education across the school year, and monitor the effectiveness of the programme on an annual basis.
2. A physical education review should take place on an annual basis, with staff involved in teaching the subject evaluating progress, strengths and weaknesses, so as to assist planning for future years.
3. The findings from this review should feed into the PE and the school development plan, as appropriate.

Inclusion

In all planning and teaching, it is the aim of the school to develop an inclusive curriculum through:

- Setting suitable learning challenges
- Responding to the diverse needs of our pupils
- Helping individuals to overcome barriers to learning

In physical education lessons, tasks will be differentiated so that pupils are challenged appropriately to achieve successful outcomes. In some lessons modification of equipment may result in more tangible learning, whilst the establishment of ability groups in some activities may be adopted to enable progress to be made at appropriate rates.

Differentiation will help our pupils with Special Educational Needs to be integrated into physical education lessons where a concentration on their specific needs and abilities rather than their handicaps and disabilities will make it easier to improve their movement skills, co-ordination and body awareness as well as any feelings of disaffection, underachievement and low self esteem. They will have equal access and opportunity to the full range of activities and will participate alongside their more able bodied peers. Where tasks are differentiated for their needs this will have to be undertaken with integrity. The most likely form of special needs may be a result of:

- Physical difficulties, poor co-ordination and body management
- Sensory difficulties
- Emotional and behavioural difficulties
- Cognitive difficulties

All pupils, and especially those who are gifted, will be encouraged to participate in our extra curricular sports programme

Equal Opportunities

In Physical education lessons, staff will not assume that interests and skills in this area of the curriculum are predetermined by ethnic background or by gender and will not permit themselves or their pupils to be influenced by stereotypical behaviour.

Our pupils will have equal opportunities to develop qualities and skills relating to co-operation and sensitivity, fair play and respect, the acceptance of decisions and rules and the handling of success and failure with dignity. All our pupils will have equal access to the component parts of the physical education programme.

On the occasions where it may be necessary for pupils to be taught in single gender groups, this will be for specific preparation for a girls only or boys only competition or for health and safety concerns.

All extra curricular activities are open to all pupils regardless of gender or ability. A child's individual needs will be taken into account when preparing a club activity. Due to organisational, logistical and safety issues, some clubs may be restricted to specific year groups. The school aims to provide opportunities for all pupils within its overall programme.

Safe Practice and Risk Assessment

The school's Health and Safety policy outlines the safe codes of practice for our school and provides the necessary guidance on the response and the reporting of all incidents. Additional reference may be made to the following documents specifically relating to physical education, which are available in the staff room:

'Guidance on First Aid for Schools' 1998 Published by DfEE

'Safe Practice in Physical Education' Millennium Edition Published by BAALPE 2000 (copy in staff room).

Safe Practice

1. All accidents should be reported in the school's accident record book, which is held in the welfare room.
2. When involved in physical activity, pupils are expected, and should be reminded, to behave in a responsible and considerate manner.
3. Health and Safety is an integral part of child's learning and therefore during physical education lessons, pupils should be encouraged to discuss safety implications for themselves and others.
4. All KS2 pupils will be taught to lift, carry and set out apparatus in accordance with the agreed policy
5. All pupils will be taught appropriate procedures regarding their behaviour in all the different environments used for physical education; hall, swimming pool, playing field and travelling to and from activities away from the school site.
6. All pupils must be supervised throughout their physical education lesson. This includes staff supervision whilst changing, travelling to and from the location of the activity and during the activity itself.
7. All pupils will be taught appropriate procedures when an accident or an incident takes place during a physical education lesson. Pupils should stop activity immediately and sit on the floor or as directed by the teacher in charge. In the event of an accident, pupils should report the incident to the teacher immediately and follow instructions as requested. In the event of an incident involving the teacher in charge, one student should report the incident immediately to the school office if the teachers are unable to deal with the situation themselves.
8. Careful attention will be given to the preparation of the pupils for physical education through safe and appropriate warm up activities.
9. No jewellery or watches are to be worn for physical education activities and long hair must be tied back.
10. All pupils are expected to change into different clothes for physical education and extra curricular sporting activities, and to have footwear that is appropriate for the activity. Parents will be informed of the school's arrangements for physical education clothing. Staff will also change appropriately for physical education lessons.
11. For swimming, pupils will be encouraged to wear a swimming cap and goggles.
12. Any child not participating in physical education should bring a note from a parent or guardian.

Risk assessment

1. The Head Teacher is responsible for conducting a risk assessment on all areas used for physical education on a termly basis, and recording their findings appropriately. All teachers should conduct a visual risk assessment before every lesson, and should report any concerns to the Head Teacher accordingly.
2. A qualified technician on an annual basis should conduct safety checks on equipment used for physical activity. All teachers should also conduct a visual safety check before every lesson, and should report any concerns to the Head Teacher accordingly.

3. Teachers will ensure before a physical education lesson begins that the area being used is safe for the activity planned e.g. free from protruding objects and that the floor is not slippery
3. Teachers will ensure that all equipment is in a good state of repair and of suitable size for the pupils using it.
4. Equipment will be stored in an appropriate location, which provides convenient access. Gymnastics equipment should not encroach in the learning space.

Staffing and Staff Development

1. All teachers of physical education should meet with the PE co-ordinator on an annual basis to assess their strengths and weaknesses in terms of teaching the six aspects of PE, and any training requirements that are required by the teacher.
2. Teachers are to be encouraged to attend Coaching 4 Teachers Courses, which are arranged on a regular basis by the local authority. The PE co-ordinator will inform all staff of the courses available, and liaise with the Inset co-ordinator to ensure funding is available.
3. Where a specific skill or activity area is being taught, every effort will be made to support a teacher concerned about delivery

Cross Curricular Links

A far as possible, the physical education curriculum will provide opportunities to establish links with other curriculum areas. In particular we will endeavour to establish the links between:

1. Citizenship: We will help pupils to respect, tolerate and value the views of others and of decision making through democratic process. They will learn about their local community and what extra curricular sporting opportunities are available.
2. PSICHE: All areas of the curriculum will aim to challenge the pupils, developing a feeling of personal improvement, a sense of achievement, a sense of learning something new and wanting to learn more, physical well being, a wish to perform well with commitment.
3. Numeracy: In athletics our pupils will be encouraged to improve their numeracy skills through measuring, time keeping, judging distance and recording information.
4. Literacy: We will make a strong contribution to pupils literacy development through the extensive use of speaking and listening skills, and through the use of specific terminology which can be applied in many different environments.
5. Science: Health and Physical activity, the effects of exercise of the heart and the important role of physical activity in promoting an active lifestyle.
6. ICT: Pupils will be encouraged to investigate skills through Internet websites as a way of improving performance in sporting activities.
7. Music: Dance will provide opportunities for pupils to gain an appreciation of wide ranging styles of music, which will reflect different cultures. Dance will also be used as a medium for pupils to explore issues concerning personal and cultural identity.

Out of School Hours Learning (OSHL)

The school believes it is of great benefit to provide a rich variety of extra curricular activities for the pupils. These activities are led by staff, parents and outside coaches at the end of the school day and lunchtime.

It should be understood that all of these activities are organised on a voluntary basis by the leaders in their own time and the school is grateful to all those involved. Where possible club activities are free to all participants. Where activities are run on a fee paying basis, contributions should be made on a termly basis, although no child will be excluded for financial reasons.

Staff to enhance school curriculum opportunities will provide a range of out of school hour's extra-curricular sports and expressive activities. Authorised and qualified staff will supervise all of the OSHL activities. Details of these activities, which will change periodically, will be sent home to parents including information of extended opportunities available within the community, when such information is available.

Clubs and activities are inclusive and open to all pupils irrespective of gender, background or ability.

Aims

1. To provide opportunities for pupils to further develop skills and interest in particular activities for enjoyment and for the future.
2. To support and enhance the school curriculum, including enabling, extending and extension activities
3. To provide further opportunities for pupils to work together in teams, being mutually supportive.
4. To help to provide a pathway for pupils into community sports clubs.

Transportation to and from sporting events

It should be the responsibility of the school to provide adequate transport to and from sporting events, when these take place away from the school site.

1. When a school mini bus is used to transport children, there should be at least one adult present in addition to the driver. Children must be briefed on the wearing of seat belts and on suitable behaviour when travelling on a mini bus.
2. The school should be responsible for appointing a member of staff in charge of maintenance of the school mini bus, in line with 'Safe Practice in Physical Education' Millenium Edition Published by BAALPE 2000

Monitoring and evaluating

Out of school hours sporting activities are regularly monitored and evaluated by the P.E. co-ordinator through informal discussion, staff meetings and governors meetings.

Adults other than teachers

Adults other than teachers may be used within the school for one of the following:

1. To assist or support a teacher in the delivery of an activity
2. To run a taster session or an out of school hours activity or club

The use of AOTT will be arranged by the PE co-ordinator, in liaison with the Head Teacher. When an AOTT leads an activity, a member of the school staff must always be present. A designated member of staff will also be appointed to induct, monitor and evaluate the work of the AOTT, which should be reviewed on a termly basis.

External sports coaches will only be used in the school once professional qualifications have been presented to the school and a formal police check has been conducted and the individual has been approved by their national governing body and /or the local authority.

Parents are encouraged to support their children when they are involved in sporting activities outside of the curriculum, but their behaviour must be in accordance with the Local Authority Code of Conduct. Failure to abide by these rules will result in the individual being requested to leave the event.

Equipment and Resources

1. All equipment for physical education and out of school hours activities is kept in one of five storage areas. Equipment suitable for indoor activities (balls of various sizes, quoits, hoops, bats, bean bags, etc) is kept in the cupboards in both halls. Equipment used for outdoor activities (footballs, netballs, rugby balls and tags, cricket sets, tennis racquets and nets, hockey sticks and balls, etc) is kept in the storerooms situated at the playground end of both wings of the KS2 building. The keys to this store is held by the PE coordinator.

Staff must take full responsibility for accessing and returning all equipment to designated areas to ensure that it is available for the next lesson. Lost or damaged items should be reported to the PE coordinator at the earliest opportunity.

The equipment used for the lunchtime play scheme, 'Play Pals', is kept in the shed adjacent to the northern boundary wall. The key to this store is kept in the Welfare Room.

2. The PE coordinator is responsible for purchasing and maintaining equipment that should be budgeted from the annual PE budget and acquired through voucher schemes. Teachers should make a request for equipment to the PE coordinator.
3. Teachers will teach pupils the importance of respecting the equipment they use and how to use apparatus safely and effectively.

The Learning Environment

1. The areas used for physical education and out of school hours sports clubs are cleaned and maintained by the school cleaning services on a daily basis.
2. As both halls are multipurpose areas plimsolls should be worn for dance and gymnastics. The old hall is swept after lunch and both halls are cleaned after school on a daily basis.
3. The playground is regularly swept and kept free from hazards.
4. All PE equipment (indoor/outdoor) is inspected annually by an independent company.

Policy Review Date

This policy should be reviewed on an annual basis, on a date agreed by the PE coordinator in consultation with the SMT.

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Primary School Policy for Physical Education

About this document

This document is based on the guidelines explained at the PLT Module One. PLT's may edit the documents as appropriate to suit the specific requirements of your own school, though every effort should be made to retain the basic structure and headings, to ensure standardisation across the authority.

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Acknowledgements

Physical Education Consultancy Services
Hampton Hill Junior School Policy Statement for PE
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The Queens School Policy for PE

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