



COLLIS PRIMARY SCHOOL

PHYSICAL EDUCATION POLICY

RATIONALE

Collis believes that PE is essential to the development of the whole child – academic, social, emotional, spiritual and psychological. It provides the foundation for a healthy lifestyle and promotes character building, co-operation and self-esteem.

THE AIMS OF PHYSICAL EDUCATION

The Order for Physical Education in the National Curriculum provides a basis for us to deliver a broad, balanced and differentiated physical education programme which helps us to fulfil our main aims which are:-

1. To promote physical activity, physical development and a healthy lifestyle,
2. To develop social co-operation and positive attitudes and to compete with a sense of fair play,
3. To promote and develop safe practice in physical activities,
4. To provide equal opportunities for all children regardless of race, gender, background or ability and to provide a P.E. programme for children with special needs,
5. To provide opportunities for all children to achieve their full potential.

We aim to deliver a balanced programme which provides children with opportunities to promote physical development and competence and to develop artistic, aesthetic and linguistic understanding through movement.

We aim to give all children the opportunity to extend their range of physical skills and develop proficiency as well as appreciating the benefits of participation. Through physical education we aim to develop interpersonal and problem-solving skills, develop personal qualities, such as self-esteem, confidence, tolerance and empathy, and help forge links between the school and its community.

SECTION 1 - THE SCHOOL

Staffing

1. It is 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.
3. The PE Co-ordinator is responsible for:
 - Completing a PE policy
 - The organisation, care and ordering of PE equipment
 - Acting as a guide on curriculum matters
 - Being prepared to take part/deliver in-service, if necessary
 - Encouraging other teachers to attend coaching courses in the Local Authority

- Supporting teachers concerned with the delivery of a specific skill or area of activity being taught
- Directing the out of school hours sports programme at Collis Primary School
- Receiving an annual budget and producing a budget proposal, and monitoring the budget each year.
- If additional funding is required, approaching their line manager to request assistance.

Physical Resources Available for PE

1. The areas available for PE are: old hall, new hall, playground and field.
2. We have a wide range of gymnastic equipment available which includes fixed apparatus, moveable apparatus, benches and mats.
3. We have a sound system, CD player and percussion instruments for dance.
4. We have a wide variety of games equipment which includes: different sized bats, balls, quoits, hoops, skipping ropes, bean bags, unihoc equipment, rounders bats and balls, cricket bats and balls, tennis racquets, netball and footballs.
5. We have a learner pool. We provide the opportunity for all children from the Reception year to Year 6 to take part in swimming sessions. Years 3 and 4 travel to Teddington Pool for professional swimming lessons.
6. We have a range of wooden adventure equipment. We have two marked netball courts, two marked football pitches (with goal posts) and a range of playground markings.

Allocation of Time for PE Per Week

1. Early Years and Foundation Stage have a time allocation of 1.5 hours per week which includes two areas of physical education.
2. Infant classes have a time allocation of two hours per week which includes two areas of physical education.
3. Junior classes have a time allocation of two hours per week which includes two areas of physical education.
4. The time allocation for swimming lessons for Years 3 and 4 at the local pool will be 6 x 30 minute sessions in the academic year.
5. Reception through to Year 6 swim in our learner pool, weather permitting, for the seven weeks during the second half of the summer term. The session time is 30-60 minutes, depending on the age and ability of the children.

Non Participants

PE is a very important part of children's development and everyone takes part in the lesson unless excused with a note or a medical problem. If the children are excused, they watch the lesson to keep up with the progress of the class. If it is appropriate the child is also set work to do.

SECTION 2 - HEALTH & SAFETY FACTORS IN PHYSICAL EDUCATION

1. Children must wear suitable clothing for PE:
 - A tucked in T-shirt
 - Well fitted navy blue shorts
 - Soft rubber soled plimsolls for indoor work, stronger trainers for outdoor work
 - Tracksuit for colder days outdoors
2. All jewellery must be removed for PE and games lessons.
3. Long hair should be tied back.
4. It is strongly recommended that when the children are using the wooden hockey sticks they wear a mouth guard.
5. Children must work in a safe and suitable environment. This means:
 - The removal of unnecessary furniture from the working space
 - A clean floor
 - A safe, outdoor surface for playing games (no loose stones and gravel, no badly uneven surfaces, no holes in tarmac)
 - Floor markings for games are sufficiently far away from fences and walls to prevent accidents
6. Suitable and safe organisation of apparatus will mean:
 - Easily accessible gymnastic apparatus (spread around the hall to allow for its safe and efficient handling) and not blocking the fire exits.
 - Games apparatus/equipment is stored safely in separate cupboards near to the hall/playground and is organised so that children can easily and safely remove the selected equipment.
7. Risk assessment:
 - Regular checks and risk assessments are made by all teachers as well as ongoing risk assessment made every day.
 - Annual safety checks and repairs are carried out on gymnastic equipment. Staff to check apparatus as it is being taken out for every lesson.
 - If a potential hazard is identified, it is immediately taken out of use.

8. Water safety and emergency procedures:
 - Water safety and emergency procedures are displayed in the learner swimming pool area and are known and practised by all children and members of staff.
 - Safety and emergency procedures for Teddington Pool are displayed prominently at the pool and are known and practised by all the Year 3 and 4 children and members of staff.
9. Procedures for dealing with an accident:
 - If it is a minor accident it is dealt with on site by the class teacher.
 - If the accident is more serious s/he is taken to a Teaching Assistant. All TAs are first-aid qualified.
10. Children who have verrucas:
 - Must wear a swimming sock in the pool
 - Must wear plimsolls and socks in the hall

There is a first-aid box and blanket in the office and a first-aid box and blanket inside the changing hut at the school pool.

All teaching staff have basic first-aid training, and within each year group the teaching assistants hold First Aid at Work qualifications.

Accidents are recorded.

SECTION 3 - PLANNING THE PHYSICAL EDUCATION PROGRAMME

The schemes of work for each area of activity in PE have been developed in order to ensure continuity, development and progression.

1. The teaching/learning objectives have been discussed and approved by all staff.
2. Using a long-term planning grid, suitable physical education work for the age and development of each class has been identified. This has been planned to show progression and development from the previous year and throughout the present year.

All the class/year sheets assembled together indicate the progression, development and continuity of each area over the entire key stage.

In the same way, progression is ensured from one key stage to the next, (see Appendix 3 for long term planning grids identifying themes and foci of the progressive units of work in each area of activity).

DIFFERENTIATION AND SPECIAL NEEDS

The short-term planning of physical education units of work addresses the ever present need for differentiation. Within each of the areas of activity, broad task setting allows for differentiation by outcome. Differentiation by task can also be used – here the more able child can be challenged by extending the specific task and the less physically able can be encouraged to achieve success by breaking the task down into simpler progressive stages or be given a different task.

In games, differentiation can also be achieved through choice and use of appropriate apparatus and groups sizes/personnel.

By:

1. Setting suitable learning challenge
2. Responding to pupils' diverse needs
3. Overcoming potential barriers to learning and assessment (National Curriculum statutory principals for inclusion)

It is possible to operate an inclusive policy in PE.

For the small proportion of children who may need more individual and specialised provision, teachers recognise that they need not necessarily attempt to teach rigidly within the programmes of study for each Key Stage. Indeed, in order to enable these individuals to progress and demonstrate a degree of achievement and success, teachers should be aware of the Pupils' Statement of Educational Needs and IEP and select material and teaching strategies which enable inclusion. Material may also be selected from different Key Stages and presented in a suitable context for the child.

Children placed within a designated special provision may also be supported by a classroom assistant or nursery nurse, either to aid achievement or further differentiate tasks on an individual basis.

Achievement is possible for all children.

SECTION 4 - ASSESSMENT IN PHYSICAL EDUCATION

The main method of gathering evidence and assessing achievement in PE is made through a continuous process of teacher observation. This is informed assessment based on knowledge of the pupil and the content of the work. Appropriate activities/skills have been identified for assessment following agreed criteria, and judgements are made on the ability of the children to plan, perform and evaluate in physical education. At the planning stage of the units, staff discussed material content and points for assessment and agreed content for the assessment.

An example of the assessment recording system is included.

Evidence of knowledge and understanding is also gathered by using the strategy of questions and answer. Assessment of pupils' powers of evaluation can be made through comments on demonstrations or through reciprocal teaching.

This evidence can be collected as a result of stimulating the children's natural instinct to learn through a variety of teaching and learning strategies.

DEVELOPMENT PLAN

Refer to the whole school development plan where, in each subject, areas for development are detailed.

This Policy Document is intended to be a comprehensive guide to the school Physical Education Programme and periodic revision of topics and units of work will be conducted at regular periods to ensure its continued validity.

OUT OF SCHOOLS 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 are made directly to the organisation.

To enhance school curriculum opportunities staff will provide a range of out of school hours' 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.

TRANSPORTING 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. On some local journeys, confident staff drive alone. 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 PE 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.

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.

JENNY DAY
Sports Coordinator
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