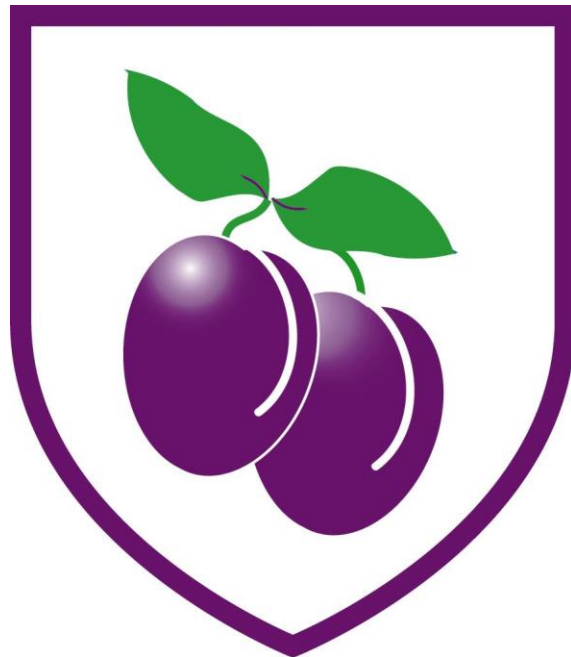


Plumcroft Primary School

Universal high expectations

Knowing every child

In pursuit of excellence



Physical Education Policy

July 2020

Physical Education provides a vital contribution to a pupil's physical development and well-being. A broad and balanced physical education curriculum, experienced in a safe and supportive environment, provides for pupils' increasing self-confidence in their ability to control themselves and their bodies within a variety of movement situations.

Aims

- To ensure pupils appreciate the importance of a healthy and fit body, and understand the factors that encourage health and fitness.
- To develop a pupil's ability to work independently and to respond appropriately and sympathetically to others.
- To promote a broad base of knowledge, skills and understanding of movement.
- To encourage pupils to give their creative and expressive abilities physical form.

Objectives

To enable pupils:

- To remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.
- To select, link and apply skills, tactics and compositional ideas.
- To evaluate their own and others' work, and use these evaluations to develop their own skills.
- To develop a sense of responsibility towards their own and others' safety and well-being.

Teaching Guidelines

Physical education, experienced in a safe and supportive environment, provides vital contribution to a pupil's physical development and well-being. A broad and balanced physical education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations.

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Sympathetic and varied teaching approaches and specific learning objectives provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and well-developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential.

Teaching styles incorporate a variety of individual, paired and group activities. Pupils work in co-operative, collaborative and competitive situations that aim to cater for the strengths and needs of every pupil. These, experienced within a range of areas of activity, aim to promote the knowledge, skills and understanding of movement skills. In this way a pupil's ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background is also developed. Pupils are also provided with opportunities to develop their creative and expressive abilities through dance and improvisation. They are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness.

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 skills.

The teaching of PE in the Foundation Stage covers the development of early and basic physical skills, taught through play activities that support the child's development. These skills can be identified in the EYFS curriculum.

The physical education curriculum at Key Stage One and Key Stage Two follows the Key Stage One and Key Stage Two National Curriculum for Physical Education, and includes gymnastics, dance and games for Key Stage One with the addition of athletics, swimming and/or outdoor and adventurous activities for Key Stage Two.

All these activities will be adapted for suitability to the ages and abilities of the pupils concerned. To ensure safe use of apparatus children will be taught about its appropriate use, movement and placement.

Pupils are expected to wear suitable clothing for all types of physical education; details of this are to be found in the parents' handbook, where the rules for clothing and safety in PE, including clothing and jewelry rules, are detailed.

Curriculum Planning

Planning is all done by the PE Co-ordinator. Individual teachers can adapt these plans depending on their children's needs.

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The plans are all in progressive units covering Gymnastics, Dance, Games, Athletics. Swimming is taught by external teachers and qualified Plumcroft staff.

Planning for each unit includes resources, visual aids, videos, learning intentions and success criteria.

Delivery of Physical Education Curriculum

Where possible, PE is taught by a specialist PE teacher. Year 5 swimming is taught by swimming instructors and qualified Plumcroft staff.

Physical education will comply with three principles for inclusion:

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

Individual needs will be met through differentiation of activities. The use of materials to best suit the individual needs of the children, and in compliance with the SEN code of practice.

The school offers a wide range of activities out of the school day, which is open to any child in the relevant year or key stage, these include a variety of competitive and non-competitive activities.

Health and Safety

In their planning of activities, teachers will anticipate likely safety issues. They will also explain the reasons for safety measures and discuss any implications with the children. Children are always encouraged to consider safety for themselves, others, the environment and the resources they use, when undertaking physical activities.

PE Kit

Pupils are expected to change into and out of PE kit at the start and end of every lesson.

PE kit requirements are as follows:

- A pale blue crew neck t-shirt (Replacement t-shirts can be purchased from the school office, £2.00)

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- Plain black or navy shorts (Available at any supermarket chain. Some sizes are available from the school office, £4.50)
- Plain black or navy tracksuit trousers or joggers (Available at any supermarket chain)
- Pair of plimsolls / trainers
- Pair of socks if tights are worn
- Hair band /clips to tie back long hair

Year 5 Swimming

Children in Year 5 go swimming. Kit for this is a swimming costume (trunks for boys, not loose-fitting shorts; one-piece costume for girls) and a towel. Swimming caps must be worn. Swimming kit should be brought to school on the day when swimming lessons take place and taken home at the end of the day.

Excusing your child from PE lessons

If your child is injured or unwell, your child's teacher will require a note/letter to excuse them from taking part in the lesson. If we do not receive such a letter, your child will be expected to take part as usual in the PE lesson. If the injury occurs during the school day, the teacher will excuse the child on your behalf.

Monitoring and assessment

The physical education curriculum is monitored on a regular basis by the coordinator, who studies pupils' performances, monitors teaching practice and planning and ensures parity of entitlement for all pupils across the school. S/he identifies the training needs of the staff and plans the training programmes. S/he also attends training for coordinators run by the local authority and other providers.

There is no legal requirement for assessment against the end of key stage expectations until the end of each key stage. However, in Key Stage Two we assess pupils against the end of key stage expectations at the end of every year. This is a summative assessment and details the pupil's development of skills at that moment in time.

More important to the school, however, are the formative assessments, which are informal, continuous and ongoing, and identify the needs of the individual pupils. These are incidental, form part of the physical education activities, and are used to inform the pupil's future developmental areas.

Additional Educational Needs (SEN)

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All classes consist of pupils of varying abilities and with varying needs, and our classroom practice ensures that most of these needs can be met within the class organization. (See Teaching Guidelines)

However when a child has very specific additional needs, support is provided firstly by the school's internal organizational structure, which gives personal assistance and additional practice and is administered by support assistants within the school during the lessons. Further details of the school's policy for SEN are found in the school's SEN policy.