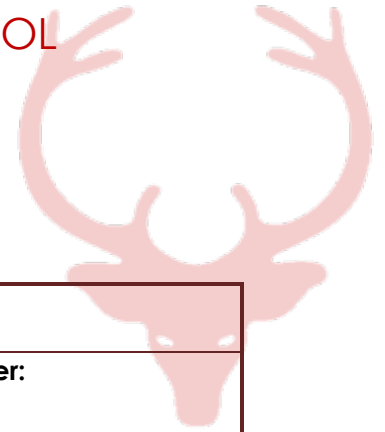


THE RICHARD CLARKE FIRST SCHOOL



Policy Name:	PE (PHYSICAL EDUCATION) POLICY	
Policy Author: Mrs Karen Care	Linked Governor/reviewer: David Lovell	Committee: Standards
Date Approved by Governors:	Related Policies: SEND EYFS H&S Educational Visits Cross curricular areas	
Review Frequency: every 3 years		
Date for review: 2020	Statutory or Voluntary (S/V):	V
Document Version: November 2011		

Chair of Governors:		Date:
Audience:		Website: Yes / No
Pupil Governors		
Finance/resources Governors		
Standards Governors	✓	
Teaching Staff	✓	
Support Staff	✓	
Lunchtime Staff	✓	
Parents	✓	
Other		

Physical Education Policy



Policy Statement and Aims

This policy outlines the purpose, nature and management of the Physical Education (PE) program at The Richard Clarke First School. The implementation of this policy is the responsibility of all teaching staff.

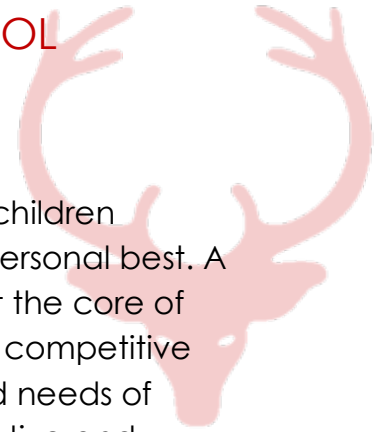
For achievement of our PE vision it is crucial to understand what factors have the greatest impact on the development of the “whole child”. The following webpage highlights these factors in more detail and will be vital to our success.

<http://www.afpe.org.uk/physical-education/wp-content/uploads/Outcomes-of-PE-Poster-September-2016-web-version.pdf>

At Richard Clarke First School the senior management team believe that Physical Education (P.E) experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and emotional well-being. A broad and balanced PE curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies. Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences, irrespective of: age, gender, cultural or ethnic background. Children are taught the importance of health and wellbeing in order to promote a healthy lifestyle. This work is an integral part of our commitment to being a healthy school, promoting the importance of fitness in mind and body and embedding an understanding of factors that affect health and fitness.

We aspire to deliver outstanding teaching in PE on a consistent basis, irrespective of who delivers our PE curriculum. A vision of what the “Outstanding” standard looks like is vital to success and ensuring that all involved know the key deliverables is the responsibility of the PE lead.

See appendix 1:- What is “Outstanding” PE teaching?.



Through the selection of structured differentiated tasks, children develop their skills and understanding to achieve their personal best. A balance of individual, paired and group activities are at the core of our PE lesson structure. Co-operative, collaborative and competitive situations aim to cater for the preferences, strengths and needs of every pupil providing opportunities to develop their creative and expressive abilities, through improvisation and problem solving. Our pupils are actively encouraged to use positive language, to assist and enhance the work of others whilst also promoting the use of correct terminology when children comment on observations in PE or when giving instructions. Children are more able to develop awareness of executing a movement correctly, adapting and modifying their work, in order to meet the aims of the task. Children are also reminded and fostered to demonstrate the school core values <https://www.richardclarke.staffs.sch.uk/about-us/mission-values/> when participating in physical activity.

National Curricular Aims & Objectives

Key Stage 1 (KS1) Pupils

Pupils should develop fundamental movement skills, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

Key Stage 2 (KS2) Pupils

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.



For further information visit:

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study/national-curriculum-in-england-physical-education-programmes-of-study>

Organisation

All our pupils will receive 2 hours of PE Curricular lessons per week and have the opportunity to participate each term in at least 2 additional physical extra-curricular activities.

In KS1, pupils will:

- ❖ Be taught the knowledge and understanding of basic movement skills including: - running, jumping, throwing and catching. They will also develop core skills:- agility, balance and co-ordination (the A,B,C's of Sport), 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.

In KS2, pupils should continue to apply and develop a broader range of skills learned in KS1, learning how to use them in different ways and link them to make actions and sequences of movement, enjoy communication, collaboration and competition with each other:

- ❖ 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.

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Swimming and water safety will also be included in the delivery of our school PE provision during Key Stage Two, in line with the National Curriculum requirements.

Cross-curricular links are actively encouraged at Richard Clarke. Individual subjects are not taught in isolation and PE contributes to many areas of the curriculum and topic work within each class.

Before transition to middle school pupils will have started to develop an understanding of how to improve in different physical activities and sports and begun learning how to evaluate and recognise their own success.

Inclusion

Understanding what can impact on a child's growth, development and maturity will be considered by all our teaching staff to provide effective learning opportunities for all our pupils. By taking account of our students' physical, religious, cultural and diverse learning needs we will ensure high quality teaching is delivered in PE at each stage of a child's development. Children with specific physical needs are catered for by a range of intervention programs, which on occasion may be in addition to timetabled P.E. lessons.

The three principles to ensure an inclusive curriculum are:

1. Setting suitable learning challenges to meet the needs of the individual child.
2. Responding to pupils' diverse needs.
3. Overcoming potential barriers to learning and assessment for individual and groups of pupils.

To overcome any potential barriers to learning in physical education in lessons, some pupils will require:

- ❖ Adapted, modified or alternative activities that have integrity and equivalence to the activities in the programme of study and that enable the pupils to make progress
- ❖ Specific support to enable them to participate in certain activities or types of movement.
- ❖ Careful management of their physical regime to allow for specific medical conditions.



In assessment:

- ❖ When pupils follow adapted or alternative activities, judgements against level descriptions will be in the context of the activities undertaken by that pupil, their stage of maturity and their physical needs.

Foundation Stage

We will encourage the physical development of our children in the reception class as an integral part of their work. Through following the Practice Guidance for the Early Years Foundation Stage (EYFS) we will relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin curriculum planning for children aged three to five years of age. We will encourage children to develop confidence, control of the way that they move, and handle tools and equipment. All children will be 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.

The following webpage details the statutory framework for EYFS:-

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Assessment and Attainment

Following the introduction in September 2014 of the New PE National Curriculum, "Assessment Without Levels", the Uttoxeter Schools Partnership has developed a standard criteria, for each school year, for all schools to adopt should they wish. This will ensure a smooth transition throughout pupils' school years (first, middle and high schools). At Richard Clarke we will assess our pupils against the expected aims of each unit of work, their stage of maturity and the 4 key principles of our PE vision. We will baseline every pupil at the beginning of each PE unit of work (typically 6 -10 weeks), monitor progress made at the unit midpoint and again at the end. Each pupil will then be given a Bronze, Silver or Gold attainment mark. Data will be collected using a variety of methods including video evidence, photo's and teacher/coach assessment notes. A PE statement will be included in the annual report to parents to inform them of their child's achievements in PE. A child's

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effort and general attainment grade will also be reported in the school mid-year report. The name of any child demonstrating outstanding talent in PE will be given to the Gifted and Talented co-ordinator.

Extra-Curricular

At Richard Clarke First School we believe that extra-curricular activities are an important part of a child's primary education as they enable them to develop particular skills and further their interests in one or more activities.

- ❖ A wide range of after school clubs will be offered throughout the year to suit different ages and abilities.
- ❖ We aim to expand our links with local community clubs/activities, encourage children to join and keep them informed of upcoming events.
- ❖ As part of the Sainsbury's School Games the school provides opportunities for Key Stage 2 pupils to experience sporting competitions against other schools organized by the School Games Coordinator.
- ❖ We will also actively seek competition with other individual local independent schools and link with Oldfields Middle School in a range of activities supported by their Young Leaders.
- ❖ Our Year Four Sports Leaders are given specific training to help lead and deliver a programme of games/activities for everyone to participate in during the lunchtime break.

Health and Safety

All staff will follow the accepted Association for Physical Education (afpe) Safe Practice in Physical Education and School Sport guidelines for all PE. An up to date copy of this is kept in the Head Teacher's office in the PE box file.

An outside body inspects the gymnastics equipment annually. If any problems are found they are reported to the Head teacher in writing. Any equipment found to be defective will be identified as such and put out of use until repairs have been carried out.

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Staff will ensure that pupils wear appropriate PE kit and dress appropriately themselves for the activities being taught, jewellery should be removed and long hair tied back.

When participating in PE children will be expected and encouraged to behave in a considerate and responsible manner, showing respect for other people and equipment. During PE activities children will be made aware of and encouraged to discuss safety implications relating to themselves and others.

All adults will have been fully briefed on our emergency procedures, will follow our safeguarding and any other relevant school policies. All external PE coaches attending school to deliver PE will undergo an induction process in-line with the afpe guidelines above.

Staffing and Staff Development

High Quality teaching will be at the forefront of our PE curriculum. At the Richard Clarke First School staff will ensure that all children receive high quality teaching and learning in PE through the class teacher or an experienced PE/ Sport's professional. This may include the use of external teachers and/or coaches that have been identified for their expertise. We also encourage governors, teaching assistants and parents to offer their skills to further enhance our PE curriculum. The PE Coordinator, after discussion with class teachers, is responsible for the mapping of the PE curriculum and supporting staff to access the appropriate schemes of work and resources.

Teacher's developmental needs are identified through consultation between them and the PE Coordinator. Following these discussions the PE coordinator will liaise with the Head Teacher to ensure that these needs are addressed, planned and delivered through the use of team teaching, continual professional development opportunities or courses as appropriate.

Celebrating Achievement

During the weekly Celebration Assembly PE activities will be regularly highlighted and praised. We will award House points for PE achievement throughout the week for each year group and record totals on the PE notice board.

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We closely link the school's core values with the Sainsbury's School Games core values, which are;

- ❖ Passion,
- ❖ Honesty,
- ❖ Respect,
- ❖ Teamwork,
- ❖ Self Belief,
- ❖ Determination.

We will hold an annual Sports Day in June based on Athletics Track & field events and 2 afternoon cross-curricular linked sports afternoons, one in the Autumn Term and one in the Spring Term.

Appendices:

Aiming for good and outstanding teaching in PE

What is 'Outstanding' PE teaching?

- Pupils secure outstanding progress because teachers and coaches are organised and well-planned. They use their **extensive subject knowledge and expertise to show pupils the step-by-step stages of learning new skills, and how to apply skills in different activities and situations.** They **question pupils** to check their understanding and provide expert advice on how to attain exceptionally high levels of performance.
- Expectations of all pupils are consistently high. Pupils are challenged to work their hardest, even when they begin to tire and are encouraged to **find their own ways of improving their performance.**
- The pace of learning is rapid. Time in lessons is maximised to engage all pupils in vigorous, physical activity. Pupils are physically active for sustained periods of time.
- A wide range of equipment and resources, including computers and video technology, is used to enable pupils to enhance their learning and performance.
- Pupils' progress is **systematically checked throughout all key stages.** Assessment data is used by teachers and coaches to plan further challenges for more able pupils and provide additional support for the less able.