



Archdiocese of
Birmingham



St Maria Goretti Catholic Academy

Physical Education Policy 2016-17



All Saints Catholic Collegiate

POLICY

Approval and review

Committee to approve policy	Achievement and Standards Committee
Date of Academy Committee Approval	June 2016
Chair of Academy committee	Mr Ray Chadwick
Signature	
Head teacher	Mrs M Yates
Signature	
Policy review period	12 months
Date of policy review	June 2017

MISSION STATEMENT

With respect for God and united in faith, we place service before self to inspire hearts and minds.

By achieving together through our love and faith, we place Christ at the centre of all we do.

Introductory Statement

This policy document aims to reflect the philosophy of our school in relation to the teaching and learning of high quality P.E.S.S. It provides a basic framework through which all staff, teaching and non-teaching, can approach P.E.S.S. and gives guidance in areas such as curriculum content, planning and evaluating and Health and Safety.

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1 Aims and objectives

1.1 Physical education develops the children's knowledge, skills and understanding so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus we enable the children to make informed choices about physical activity throughout their lives. Physical Education also contributes to the development of social, emotional and personal skills necessary for an individual to interact with others, or operate independently and with enjoyment.

1.2 The objectives of teaching PE in our school are:

- To provide a broad and balanced Physical Education curriculum, fulfilling the requirements of the National Standards.
- To promote physical activity and a healthy lifestyle.
- To provide opportunities for children to take part in competitive sports.
- To establish increased self-esteem through Physical confidence.
- Develop physical skills, habits and interests that will promote a healthy lifestyle and good posture.
- Develop positive attitudes to physical endeavour including fair play, perseverance and sporting behaviour, and an ability to cope with success and failure.
- Learn how to co-operate with each other and work successfully in pairs, groups and teams, therefore developing inter-personal relationships.
- Learn how to show appreciation for their own and others' strengths and weaknesses.
- Learn how physical exercise affects the body and raise an awareness and understanding of the health and hygiene aspects through physical activity.
- Understand the needs for safe practice in physical activities and how to achieve this.
- Have ample opportunity to be creative within the aesthetic aspect of the subject.
- To identify Gifted and Talented children within Physical Education and encourage them to develop their skills further through local community and competitions.

2 Staffing and Roles

2.1 The role of the PE co-ordinator

- To be responsible for the planning and development of the curriculum in PE in the school.
- To co-ordinate the teaching programme throughout the school.
- To ensure progression and continuity from Foundation Stage through to the end of Key Stage 2.
- To support and assist colleagues in lesson planning and teaching methods.
- To disseminate good practice, materials and training resources and make other staff aware of relevant CPD opportunities.
- To work collaboratively across the collaboration/MAC.
- To enhance the quality of teaching in PE through team-teaching, joint planning and CPD opportunities with outside providers.

- To ensure regular competitions are taking place, in addition to a range of extra-curricular clubs which will target all children throughout the school during the school year.
- To create a Termly Newsletter to keep parents up to date with Physical Education inside and outside of school.

2.2 Staff CPD

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should be asked at the beginning of each academic year to indicate where they feel they need support so that appropriate INSET can be identified as soon as possible. All staff who attend any CPD course must provide feedback/ disseminate the information. The PE co-ordinator will continue to use questionnaires for new staff members in order to gain feedback on any areas of development and where their personal weaknesses are within the curriculum. Staff will complete CPD activities in the form of booklets and **team-teaching** with the outside providers, ASM and STM, and will use this knowledge to create their own lesson plans based around the same area of the PE curriculum in the future.

2.3 Other adults

Teaching assistants and Learning Support Practitioners are used in P.E. under direct supervision of the teacher in charge to assist:

- In accompanying children to the swimming baths.
- In supporting the teacher during lessons and OSHL opportunities.
- In sports activities by accompanying teams to matches.
- Supporting children with Physical needs.
- In helping to assess the children by making observations, notes or taking photographic evidence.

Specialist sports Coaches are used in line with the LEA guidelines.

3 PE curriculum

3.1 Foundation Stage

Physical development is a prime area within the early years foundation stage and ultimately covers all areas of children's learning. We relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. Through indoor and outdoor learning we encourage the children to develop confidence, control of the way they move, and care in the handling of tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, using a wide range of resources to support specific skills. Children also work alongside Specialist Sports Coaches to enhance their Physical Development and to allow them to access different types of Physical Activity across the year. This will include 30 minute sessions of Alternative Sports, which will be based around Yoga.

3.2 Key stage 1

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 co-operative physical activities, in a range of increasingly challenging situations.

Pupils 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.

During Key Stage 1, children will participate in the following areas of activities:

- Gymnastics
- Dance
- Multi-sports
- Games
- Alternative sports – Boxercise (Y1) and Tri-golf (Y2).

3.3 Key stage 2

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.

Pupils 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 [for example, through athletics and gymnastics].
- 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.

During Key Stage 2, children will participate in the following areas of activities:

- Dance
- Gymnastics
- Games
- Athletics
- Outdoor and adventurous activities
- Alternative sports – Fencing (Y3), Archery (Y4), Bubble football (Y5), Orienteering (Y6)

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively [front crawl, backstroke and breaststroke].
- Perform safe self-rescue in different water-based situations.
- All children in Years 3, 4, 5 and 6 will take part in swimming lessons throughout the year either on a termly or half termly basis, one lesson a week.

3.4 Competitive sports

A high-quality Physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. We provide our pupils with competitive sports through our MAC links and school sports partners. Competitive sports are also provided through the OPEN Network.

3.5 Alternative sports

Children have a voice within our school and this impacts on our 'Alternative sports curriculum content.' Pupils experience an extensive range of sports and physical activities via a team of highly qualified coaches and the children provide a preference on which sports they would like to learn.

4. PE Planning

- 4.1 Teachers' planning lists the specific learning objectives and outcomes and gives details of how the lesson should be taught. Teachers plan PE activities so that they build upon prior learning of the children. There is progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school. The Bronze, Silver, Gold scheme is used within the PE curriculum to enable differentiation and assessment. Planning is regularly collated by the PE co-ordinator in order to look for effective Teaching and Learning within this area of the curriculum.

5 Entitlement

- 5.1 In response to the Government's PSA target regarding PE all children receive two hours of PE within the curriculum. In addition each child receives a minimum of 10 minutes daily physical activity (DPA).
- 5.2 PE is time-tabled so that both indoor and outdoor facilities are available to each year group. PE is taught throughout the school year, but not all areas of activity are covered each term and in each year group. PE is taught in mixed ability groups, however grouping by ability is done where required to enable all children to progress at their own level. Swimming is the only lesson whereby children are grouped and taught according to their specific ability.

Lessons follow the format of:

- Warm up
- Introductory activity
- Skill development
- Game situation/performance/refinement
- Cool down

6 PE across the curriculum

6.1 English

PE contributes to the teaching of English in our school by encouraging children to describe what they have done, and to discuss how they might improve their performance.

6.2 Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

6.3 Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

6.4 PE and ICT

Information and communication technology enhances the teaching of PE, where appropriate, in all key stages. In dance and gymnastics children are able to photograph their performance, and use them to develop their movements and actions. Music composed on the computer may be used for creative dance. I pads and digital cameras can record experiences during activities.

7 PE and inclusion

7.1 We teach PE to all children, whatever their ability or individual needs. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For those children with English as an additional language, care should be taken when explaining and presenting their tasks/activities.

7.2 All children are expected to take part in PE, unless provided with a written note from parents to say otherwise. They provide their own PE kit, which they are to keep in school. In the event of a child not having their PE kit, spare clothing is provided and a written note sent home to advise that PE kits should stay in school at all times.

- 7.3 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – equipment, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child’s attainment and progress against expected levels. This helps ensure that our teaching is matched to the child’s needs.
- 7.4 We enable all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school (a sports event at another school, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils. Any vulnerable pupils are highlighted upon the risk assessment ensuring staff are fully aware of their needs.

8 Assessment for learning

- 8.1 Teachers may assess children’s work in PE by making assessments through observations during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways to improve. Younger pupils can use ICT to help assess their peers through the use of video and photographs and also comment upon their strategies and what they think their peers did well. Teachers record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers may make a judgement against the milestones and then record this information. They will then use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child. Assessment will also be provided by the Specialist Sports Coaches. This information is shared with subject leaders who analyse the provision across the school.

9 Gifted and talented

We believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement.

- ‘Gifted’ refers to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects;
- ‘Talented’ refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

Provision will be made for these children within the normal class teaching, but sometimes we will provide enrichment or extension activities to promote their skills and talents still further. Children are also guided towards local clubs and associations to develop skills and talents. Pupils successes are shared within school and sports champions are selected to promote this.

10 Health and safety

- 10.1 It is the general teaching requirement for health and safety that applies to this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate clothing when

teaching PE. The policy of the governing body is that no potentially dangerous jewellery is to be worn for any physical activity.

- 10.2 When working with PE equipment, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:
1. about hazards, risks and risk control
 2. to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
 3. to use information to assess the immediate and cumulative risks
 4. to manage their environment to ensure the health and safety of themselves and others to explain the steps they take to control risks.

Risk assessments made for PE are available for viewing in the School Office.

10.3 Reporting accidents

Minor Injury - Staff to follow the school's First Aid procedure's informing parents through completion of medical slips.

In the unlikely event of a severe accident, when additional medical advice is required, staff will follow this procedure:

1. Ring for medical support
2. Inform parents/carers
3. Inform a member of the SLT
4. Complete appropriate paperwork (If required)

11 Equipment and Resources

- 11.1 There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store off the hall, and these are accessible to all adults. The PE store cupboard is kept locked at all times so that children are not entering unsupervised and therefore keeping safety at a high standard. Some equipment (mainly for playtime) is kept in containers stored on the playgrounds. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field and playground for games and athletics activities. Fenton Manor swimming pool is used for swimming lessons.

12 Extra-curricular activities

- 12.1 The school provides a range of PE-related activities for children at lunchtime and at the end of the school day. These encourage children to further develop their skills in a range of activity areas. Details of the current school sport activities are posted on the Life Channel and school website. The school sends appropriate information to parents during each term. The school also plays regular fixtures against other local schools. This introduces a competitive element to team games, and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and cooperation amongst our children.

- 12.2 Extra-curricular activities are of upmost importance. In the unlikely event of a cancellation, staff will provide one weeks' notice. Where a weeks' notice is not provided staff will make the necessary alternative arrangements for the pupils.
- 12.3 Sporting extra-curricular activities are delivered by teachers or qualified sports coaches. Any support staff will have a qualified Level 1 coaching certificate.
- 12.4 Extra-curricular activities are monitored by the PE co-ordinator to ensure that all children within the school are offered and are taking part in a sports club during the school year. Clubs are also run for certain groups of children, such as Gifted and Talented, Key stage 1, Key Stage 2 and Pupil Premium children.

13. **Clothing**

- 13.1 All children are made aware of the importance of changing for PE and should understand the safety and hygiene principles involved. Children are to have full PE kit in school at all times and it is to be kept in a suitable PE bag which clearly states their full name. Children are allowed to take their PE kit home during holidays or over the weekends.
- 13.2 Within Foundation Stage, Key Stage 1 and Key Stage 2, all children should wear black shorts and a white t-shirt for their PE lessons. During colder weather, children are allowed to wear dark coloured jogging bottoms and sweatshirts. Plain black pumps should be worn in their feet.
- 13.3 During Gymnastics and Dance lessons, children should be bare foot. Pumps are worn for all other Games activities within the Hall environment. Children must wear their shoes or pumps when walking to and from the Hall and only take them off when they arrive at the Hall for their Gymnastics or Dance lessons.
- 13.4 Swimming kit will consist of trunks or a one piece swimming costume and their towel. Both boys and girls with long hair will also wear a swimming cap. Children are not encouraged to wear goggles; however, if a note from parents is provided, then children will be allowed to take them for their lesson.
- 13.5 In line with the school policy, all long hair is to be tied back at all times and jewellery, including earrings, is not to be worn during any PE lesson.

14 **Monitoring and review**

- 14.1 The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for PE in the school. The PE subject leader has specially-allocated, regular management time in order to review evidence of the children's work and to undertake lesson observations of PE teaching across the school.
- 14.2 This policy will be reviewed at least every two years.

This policy has been agreed following consultation with all staff and governors.

Signed: Executive Headteacher Date:

Signed: Chair of Academy Committee Date:

The policy will be reviewed

Version Control			
Version	Date Approved	Changes	Reason for Alterations
Issue 1		Annual update of policy	