

Berkeley Primary School

Physical Education (PE) Policy -Spring Term 2010 (Review – Curriculum Committee Summer 2013)

Co-ordinator: John Allen
Governor: Rachel Fryer

1.0 Rationale

We shall use this policy statement as a basis for the teaching of PE at Berkeley Primary School. While promoting physical activity in all its various forms, we will always recognise the enormous potential PE has for benefiting all aspects of an individual's personal, social and academic development.

2.0 Aims

We aim to:

- ensure all pupils are physically active during PE lessons;
- stimulate interest and enjoyment in physical activity;
- increase Knowledge & Understanding of Health and Fitness in line with National Curriculum guidelines;
- promote good physical development by providing agility, balance, speed, co-ordination and power situations, which foster and maintain stamina, muscular strength, suppleness and good posture;
- help pupils appreciate the benefits of participating in physical activity, while at school and throughout life;
- assist pupils in learning specific physical skills necessary for participation in selected activities;
- encourage pupils to develop an appreciation of skilful and creative performance in physical activities;
- foster the growth of an individual's confidence and self-esteem through increasing physical competence of movement skills;
- promote the learning of good social skills, co-operation, interdependence, working within an agreed framework, coping with success and failure;
- encourage pupils to develop to their full ability through promoting positive attitudes and personal qualities of fairness, commitment and enthusiasm, together with a competitive and sporting attitude;
- ensure that physical activities always take place in a 'safe' environment and that everyone is made aware of their responsibility in maintaining a safe situation.

3.0 Entitlement

At Berkeley Primary School we endorse the National Curriculum requirements that all pupils will be involved in a continuous process of planning, performing and evaluating across all areas of activity for a minimum of 2 hours and up to 5 hours (signposted) per week.

Children are taught gymnastics, dance and games in each year. Athletics is also taught as a discrete unit from Year 1 onwards. In Years 4 and 6 pupils have an opportunity to go on a residential visit which includes walking, climbing and canoeing amongst other activities. This allows the children the chance to attain all of the Outdoor and Adventurous Activities objectives.

Swimming takes place at Dursley Swimming Pool during the year for all year groups except Foundation Stage.

We offer a programme of extra curricular activities for KS1 and KS2 children. Our philosophy is open access. We meet other schools through taking part in matches, tournaments and festivals. Teams are chosen from those who have been attending the clubs.

We ask parents to inform us if a child cannot participate in PE. We aim to involve non-participants by observing and assisting.

4.0 Teaching Strategies

The Class teacher teaches pupils throughout Foundation, KS1 and KS2. All activities are taught in mixed gender and mixed ability groups.

We recognise that physical education can develop language, mathematics and science concepts and reinforce learning in other areas of the curriculum such as PSHCE. Where appropriate, opportunities are identified to take advantage of cross-curricular connections. At other times physical education is taught as a discrete unit of work.

The emphasis of all physical education teaching is on physical activity. We are always looking to improve the individual's physical performance. We aim to help our children progress from teacher directed work to taking increased responsibility for his or her own learning. We encourage children to make imaginative and creative responses. A range of teaching methods will be used. Pupils will be given information, an opportunity to practise and improve the quality of their movement and immediate feedback relating to their success criteria (WILF). They learn through working individually, in small groups, by observing one another and through describing what they have seen. Throughout we provide movement opportunities in which skills can be developed, practised and refined, according to each child's ability. We acknowledge the need to plan for the range of abilities within each group. We do this by:

- individual challenge
- differentiated tasks
- using different size and weight of equipment appropriate to the strength and development of the children.
- Adapted games and rules
- use of pupils as Young Leaders to extend the more able

4.1 Skills

The skills involved in physical activity are many and varied. Each activity has its own set of unique rules. However, a good foundation in basic movement skills will provide the child with an invaluable reserve from which to draw in later years. Increasing maturity and physical strength will enable these basic skills to be practised, reinforced and developed in more complex forms of physical activity. These building blocks can then be applied to the different sports that the children will participate in during their time in KS2.

4.2 Attitudes

We aim to adopt a positive and purposeful approach to all aspects of physical education. We will endeavour to ensure that each child will participate in our physical education programme with interest, enjoyment and confidence. We will promote physical activity as being an essential part of a healthy lifestyle. We encourage co-operation, fair play and a spirit of competition.

5.0 Equal Opportunities

(Refer to Equal Opportunities Policy and the Equality of Opportunities Guidelines) We promote the needs and interests of all pupils. Good quality work to the best of the children's ability is a target for everyone. We provide a games programme of activities which is suitable for boys and girls e.g. unihoc, tennis etc.

We promote social learning by enabling children to use and share space and equipment safely, to work co-operatively with partners and in small groups and to appreciate each other's work. Through our dance lessons, pupils experience a variety of dance forms and style both British and from other cultures. Visiting other schools and taking part in competitive and non-competitive dance events extends opportunities for social and cultural education.

6.0 Special Needs

Any child with special needs will be catered for within the physical education programme. We positively encourage maximum participation by every child. Tasks are appropriate to every child's physical and intellectual ability. Our aim is for all-inclusive learning through the development of common games and sports to facilitate this.

Each teacher has information on pupils and of any medication such as the use of inhalers which is recommended by the parents or the doctor.

7.0 Assessment and Reporting

Teachers observe and assess class and individual progress as part of a normal lesson procedure. Teachers are expected to make brief records/comments of work covered in order to plan effectively for the next lesson and redefine tasks for pupils of different abilities.

The pupils will take a large responsibility for their AfL through individual feedback/self-assessment sheets. These will be referred to and updated after each lesson.

Parents receive a written report each year identifying their child's strengths and any areas for development.

The identification and support of G&T pupils will have its basis within the class teacher assessment. (Please refer to G&T policy).

8.0 Resources

Playing Areas:	Netball Court	full size/2 small courts
	Football Pitch	Autumn/Spring
	Cricket Pitch	Summer
	Rounders Pitch	2/Summer
	400m Track	Summer

A good selection of games equipment is available. A list of PE resources is displayed in the PE storage area and above the equipment stored in the Hall.

The children are expected to take responsibility for collecting and returning equipment if it is safe and reasonable to do so. Teachers are expected to ensure that all equipment has been stored correctly at the end of the lesson.

If you notice any equipment to be defective please remove it from the store or in the case of larger equipment please clearly identify with a label and tell the PE coordinator immediately.

PE resources are not to be used as playground toys during breaks. The Playground Games equipment is stored separately in its own outside storage area. This is kept locked at all times when not in use.

9.0 Staff Development (Refer to Staff Development Policy)

Curriculum meetings are held to discuss physical education. Ideas and approaches to physical education need to be considered and shared, thus enabling a clear progression of skill learning to be established throughout the school.

The Subject Leader identifies any training opportunities available from outside school and draws them to the attention of any teacher for whom they may be helpful.

Any teacher who sees any courses advertised and is interested should approach the PE coordinator.

10.0 Health and Safety (Refer to Health and Safety Policy)

The school must provide a safe working environment for children and staff. In physical education, safety is a paramount consideration. Every physical education lesson must be based on sound safety principles. This involves:

- a safe, well organised working environment (which will also be quiet when needed)
- close supervision by the teacher of all pupils at all times including whilst changing (Year 5&6 boys and girls will change separately.
- familiarisation with any specific safety procedures by staff and pupils e.g. correct carrying of apparatus,.
- correct use of all available equipment
- correct dress for pupils and teacher participating in physical activity
- ensuring removal or covering up of all jewellery and removal of watches prior to lesson
- long hair to be tied back
- an awareness of any illness or medical condition of a child which may be triggered by or worsen during physical activity e.g. asthma. Each class is provided with a First Aid Kit which will be taken to each PE lesson.

Information about the wearing of jewellery, correct dress and footwear is sent to parents each year.

Verrucas should be ignored unless they are too painful for the child to be able to perform comfortably. Current medical knowledge confirms that by the time the verruca appears the virus will already have been present for several weeks and there is little likelihood of further infection of other children.

For more comprehensive details of planned health and safety procedures, throughout the school, reference can be made to the school's Health and Safety Policy.

11.0 Dress

Staff

All staff, when teaching PE, are expected to wear appropriate footwear to enable them to move quickly and efficiently and to set a good example. Staff are encouraged to wear suitable clothing for PE e.g. sweatshirt/tracksuit.

Pupils

Pupils will change for all PE lessons.

Games/PE

Infants;
White T-shirt/black shorts
Trainers

Gym daps if parents wish to purchase them but children will not wear these outside as they do not provide enough support to feet.

Juniors;

White T-shirt or polo shirt/black shorts
Socks if needed. Girls will not be allowed to wear the tights that they wear during the school day.
Trainers

In colder weather:
Sweatshirt/dark tracksuit trousers.

Swimming Swimming trunks/one piece costume (no Bermuda shorts/bikinis)
Towel
Long hair to be tied back
Earrings to be covered by swimming hat
Goggles are allowed
Hair gel is not permitted

In Gymnastics and Dance children will work with bare feet, unless a medical reason has been given – this is to allow greater control and expression during movement.

In the event that children forget kit or have inappropriate clothing for PE an observation sheet will be completed by that child. This will allow them to still be part of the learning during the lesson and also a standard letter will be sent home to the parents explaining why their child was unable to take part in the lesson. If the situation continues then the parents will be invited to discuss the situation. A copy of the standard letter to be kept in each classroom ready to be photocopied as required. A reference copy is attached to this policy document as Appendix 1.

12.00 Review

The PE Subject Leader is responsible for monitoring the implementation of our policy and scheme of work.

The PE Subject leader will:

- offer support to staff in the delivery and planning of PE;
- discuss PE with visiting Governors, the Headteacher and staff;
- report to the Headteacher and Governors on PE in line with the Curriculum Development timetable;
- analyse evidence of children's achievement (Teacher Assessment) and discuss implications with the Headteacher and staff.

This policy and the scheme of work for PE will be reviewed in the Summer Term 2013 in line with the School Development Plan.

APPENDIX 1: STANDARD LETTER - PE KIT

BERKELEY PRIMARY SCHOOL
Marybrook Street
Berkeley
Glos. GL13 9AZ

Dear Parent,

Your child did not have the appropriate PE kit in school today and consequently, was unable to take part in today's physical education lesson.

We believe that all pupils should, for Health and Safety reasons, change their clothing when participating in P.E. and recommend the following kit be worn:

Games/PE Infants:
 White T-shirt/black shorts
 Trainers
 Juniors:
 White T-shirt or polo shirt/black shorts
 Socks (if needed). Girls will not be allowed to wear the tights that they wear during the school day.
 Trainers

In colder weather:
Sweatshirt/ dark tracksuit trousers.

Swimming: Swimming trunks/one piece costume (no Bermuda shorts/bikinis)
 Towel
 Long hair to be tied back
 Earrings to be covered by swimming hat
 Goggles are allowed
 Hair gel is not permitted

All clothing to be clearly labelled with your child's name and kept in a suitable bag.

Please acknowledge receipt of this letter by signing and returning the slip below to the class teacher.

If this is likely to cause any problems please contact me as soon as possible.

Yours sincerely,

Class teacher

.....
PE Kit (Please return to Class teacher)

Child:

I acknowledge receipt of your letter regarding missing PE kit.

Signed:.....