

St John's CEVAP School

Physical Education and Sport Policy



1 Introduction

At St. John's CEVA Primary School we are committed to providing all children with learning opportunities to engage in Physical Education and Sport. This policy reflects St. John's values and philosophy in relation to the teaching and learning of PE. It sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

2 Aims and objectives

PE 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. These activities are not available to all children all the time, but are provided within the context of a broad and balanced curriculum over the duration of a child's time at primary school. PE 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.

2.1 Our objectives in the teaching of PE are:

- to enable children to develop and explore physical skills with increasing control and coordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way in which children perform skills, and apply rules and conventions, for different activities;
- to show children how to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to develop the children's enjoyment of physical activity through creativity and imagination;
- to develop an understanding in children of how to succeed in a range of physical activities, and how to evaluate their own success;

2.2 Teaching and learning style

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of whole-class teaching and individual or

group activities. Teachers draw attention to good examples of individual performance as models for the other children, and we encourage the children to evaluate their own work as well as the work of other children. Within lessons, we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

In all classes, children have a wide range of physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results (e.g. timed events, such as an 80 m sprint);
- setting tasks of increasing difficulty, where not all children complete all tasks (e.g. the high jump);
- grouping children by ability, and setting different tasks for each group (e.g. different games);
- providing a range of challenge through the provision of different resources (e.g. different gymnastics equipment).

3 PE curriculum planning and organisation

- Each class is timetabled so that they can access the hall at least twice a week regularly.
- The playground areas, field and woodland are used to facilitate activities such as Outdoor Activities and Games.
- The school currently employs a qualified sports coach to teach part of the PE Curriculum across the whole school.
- Swimming lessons for years 5 and 6 are provided by qualified swimming teachers.
- Through the Copleston and Northgate Pyramid, Suffolk School Games and IPSAA schools links, the children are all given regular opportunities to participate in after school competitive sporting activities. School staff accompany the teams to these events.

PE is a foundation subject in the National Curriculum. Our school uses the Rising Stars scheme of work as the basis for its curriculum planning in PE. Our curriculum is further enhanced with resources from the Suffolk scheme of work. We have adapted the schemes to meet the needs of the children.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered by each class. The PE subject leader devises this plan in consultation with staff.

Our medium-term plans gives details of each unit of work for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The subject leader reviews these plans regularly with teaching staff and the sports coach.

Class teachers use a daily plan for each PE lesson. This lists the specific learning objectives and expected outcomes, and gives details of how the lesson is to be taught. The subject leader reviews these plans regularly with teaching staff and the sports coach when needed.

We plan the PE activities so that they build upon the prior learning of the children. There are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area. There is also progression planned into the scheme of work, so that the children are increasingly challenged as their skills develop.

3.1 Early Years Foundation Stage

Physical development within the EYFS framework is one of three prime areas for learning.

The two related early learning goals are:

Expected

- Moving and handling - Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
- Health and self-care - children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Exceeding

- Moving and handling - Children can confidently hop and skip in time to music.
- Health and self-care - Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

Children access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. In addition to this, they also have weekly PE lessons.

3.2 Key Stage 1 & 2

Lessons are blocked in units of work to promote greater depth of understanding, developing skills, contextual application of these skills and the ability to perform reflectively.

Swimming lessons take place for Year 5 and 6 during the summer term.

4 Contribution of PE to teaching in other curriculum areas

4.1 English

Links between PE and English include: writing sequences, following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama.

4.2 Maths

Links between PE and Mathematics include: measurement, shape and space, sequences, number, angles, position and movement, rotation and time.

4.3 PSHE

PSHE and PE links include following rules, living healthily, co-operating with others and understanding fairness and equality.

4.4 SMSC

PE offers many opportunities that support the social development of our children. Groupings allow children to work together and give them the chance to develop respect for the abilities of other children through collaborative and co-operative work, while gaining a better understanding of themselves.

4.5 ICT

Children use capturing and recording equipment (cameras and videos) for evaluation/ development of skills. Videos of professional/skilled athletes are also used to help develop good technique

5 Inclusion

- Class teachers will ensure that spare PE kit is available for any occasional circumstances where a child does not have their own in school.
- All children will included in the physical education programme unless advised by a medical professional.
- Lessons will provide good quality experiences that are suitably challenging for all pupils.
- Children will undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.
- For children with limited gross motor skills, the integrity of activities will be maintained and reasonable adjustments will be made to take into account the individual needs of pupils.
- Where a child has an identified visual special educational need, i.e. colour blindness, we will make reasonable adjustments to vary the choice of colours used for bibs, cones, hoops and other resources.

6 Assessment for learning

- Assessment is usually carried out by teachers in the course of the normal class activity. This is done mainly through observations and sometimes through discussion with children.

- A photographic/video record may be used to document some of their work and stored in line with our Data Protection Policy.
- Physical development levels and progress are recorded by the EYFS teachers for each child.
- Levels of attainment for all children in KS1 and KS2 are recorded and tracked on the whole school PE Assessment grid.

7 Resources

There is a wide range of resources to support the teaching of PE across the school which all classes have access to. The children are given opportunities to help set up and put away equipment as part of their lessons. By so doing, the children learn to handle equipment safely. The children use the school field and playgrounds for games and athletics activities, and a local swimming pool for swimming lessons.

8 Health and safety

- Pupils are taught how to improve their own abilities to assess risks.
- First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident.
- Inhalers for pupils suffering from asthma are readily accessible.
- Children with diabetes are monitored closely throughout and after PE lessons by staff.
- Regular checks are made on all equipment.
- The subject leader makes regular visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear.
- Any items constituting a danger are taken out of use immediately.
- All large items of equipment are inspected annually by an independent safety expert.
- Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- Pupils are made aware of safe practice and understand the need for safety when undertaking any activity.
- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and body piercings.
- Teachers ensure that no jewellery is worn in lessons and long hair should be tied back. If earrings cannot be taken out, they are taped over.
- Pupils wear suitable footwear when travelling to and from the hall.

9 Extra-curricular activities

The school provides a range of PE-related activities for children to provide opportunities to further develop their skills in a range of activities. The school publishes details of the current club activities for parents and carers at the beginning of each half term. The school also plays regular fixtures against other local schools.

10 Monitoring and review

The coordination and planning of the PE curriculum is the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in PE and provides a strategic lead and direction for this subject;
- gives the headteacher an annual summary report in which (s)he evaluates the strengths and weaknesses in PE and indicates areas for further improvement;

The quality of teaching and learning in PE is monitored and evaluated by the PE leader/headteacher as part of the school's agreed cycle of lesson observations. This policy will be reviewed at least every three years.

Signed:

		Date
Version	1.4	
Drafted by	A. Culf	23-11-2015
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