

# **Garstang Community Primary School**



## **Physical Education Policy**

**October 2014**

**PE Coordinator: Mr Liam Marshall**

## **Introduction**

This document is a statement of aims, principles and strategies for the use of Physical Education (PE) at Garstang Community Primary School.

## **The Place of PE in the Curriculum**

Physical Education (PE) is one of the foundation subjects in the National Curriculum and must be taught to all pupils within the age range of the school. It should be taught for two hours per week in KS1 and KS2. There are six main areas within the subject – games, gymnastics, dance, swimming, athletics and outdoor & adventurous activities.

## **Vision, Aims and Purpose**

At Garstang Community Primary School we encourage children to acquire new knowledge and skills and to develop an in-depth understanding of the subject.

Our pupils show a willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.

During their physical activity our children will show outstanding levels of originality, imagination and creativity in their techniques, tactics and choreography. They demonstrate an understanding of how to improve their own and others performance and the ability to work independently for extended periods of time without guidance and support.

Finally our pupils are able to take the initiative to become excellent young leaders, organising and officiating whilst motivating and instilling excellent sporting attitudes in others.

## **The Characteristics developed in Garstang PE lessons.**

### **Garstang Children:**

- Succeed, excel and enjoy competitive sport and demanding activities.
- Are able to maintain physical activity over sustained periods of time.
- Have confidence to lead healthy and active lifestyles.
- Are fair players and show respect for themselves and others.

## **Teaching and learning**

We apply a wide range of teaching styles within PE lessons which allow our pupils to develop knowledge, skills and understanding, and we do this through a mixture of whole-class teaching and differentiated individual or whole class activities.

Teachers will regularly select children of a range of abilities to model their performances, allowing them to discuss, evaluate and develop each other's abilities. This leads to a deeper understanding of how they can improve as a performer.

Within lessons, children are encouraged to collaborate together and to compete against their peers, whilst sporting fair and positive attitudes towards one another. Activities will be pitched appropriately, allowing all pupils to achieve their potential, and will utilise a range of resources (for example iPads) to add a cross curricular element. The learning environment will foster pupil's ability to recognise their own strengths and areas for development, thus improving their chances of reaching their true potential. Lessons will provide appropriate activities which enable pupils to develop as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators.

## **Subject Organisation**

Garstang Community uses the Lancashire scheme of work as the basis for its curriculum planning in PE. The curriculum planning in PE is constructed in three main phases (long, medium and short term planning).

- The long term plan or curriculum map (**Appendix One**) sets out the main activities and core tasks that each year group will undertake at different points in the year. The PE subject leader has devised the curriculum map in partnership with the curriculum leader (Mrs S Thomas), and has taken on the advice of colleagues in each year group.
- The medium-term plans are based on the Lancashire scheme of work. This outlines the main teaching points and learning objectives that we cover in each unit of work. The class teachers have access to the plans and are in constant contact with the subject leader to discuss how to implement them with their class.
- We have planned a progressive curriculum, which builds on the prior learning of pupils, so that they are increasingly challenged as they progress in an activity. The Lancashire scheme of work is used as a guideline only, with teachers applying their professional judgement, to ensure that lessons are differentiated to support and challenge every pupil.

Each class has been allocated two sessions in the school hall (**Appendix Two – Hall Timetable**). This allows us to maintain our level of PE delivery, even in times of adverse weather. Our curriculum has been organised to take account of British weather patterns, with activities requiring an outdoor space being placed in the warmer, dryer terms of the academic year (**Appendix One**).

## **In The Early Years Foundation Stage (Reception):**

Physical development is an integral part of all learning within our Reception class. Fine motor skills are developed through a range of activities within everyday learning, which contributes to whole child development. Reception teachers develop continuous provision activities which look to enhance the learning within PE lessons. The teachers use the Lancashire Foundation Stage PE Scheme of Work, for their main planning, but are aware of how to tailor activities to their own topics. The PE Coordinator has worked with one of the Reception teachers, in order to develop their confidence with the delivery of EYFS physical education. The main focus within all lessons is on FUNdamentals of movement (Balance, Agility

and coordination), increasing the children's physical competence, and developing a foundation for future learning.

## **In Key Stage One (Years 1-2):**

Teachers plan and deliver using the Lancashire PE Scheme of Work for KS1, but are encouraged to adapt the lessons to suit their own class. The areas of study are; Games (Invasion, Net and Wall, Striking and Fielding), Dance, Gymnastics, Athletics and Swimming. Swimming and water safety will be introduced in Year 2, which will be taught by a qualified instructor at the local swimming centre. Children will be walked to the swimming centre by a minimum of one class teacher and one teaching assistant (supply teachers or teaching assistants may be used to cover absence). In Year One, the level of delivery will be left at the discretion of the class teacher, who may wish to seek guidance from the subject leader. A curriculum map has been created, but it is understood that the early part of Year One may be spent recovering skills from the Foundation Stage Scheme of Work. Pupils in KS1 are entitled to a minimum of two hours physical education per week.

## **In Key Stage Two (Years 3-6):**

The Lancashire Scheme of Work for Key Stage Two will be used by all teachers, to deliver their curriculum. This has been modified to suit Garstang Community School. Units of study can be found in the Curriculum Map, which was cited earlier. Pupils are entitled to a minimum of two hours physical education per week. Outdoor and Adventurous activity will be taught in Year 4 and Year 5. Core tasks are a key part of the curriculum, allowing teachers to monitor the level of differentiation needed for their class. Teachers are encouraged to modify activities to challenge and support all learners. Guidance can be sought from the subject leader about how to best do this.

## **Approaches (Inclusion and Differentiation):**

We teach PE to all pupils, whatever their ability or individual needs. We strive hard to meet the needs of those pupils with special educational needs and disabilities (SEND), those with special gifts and talents, and those learning English as an additional language, and we take reasonable steps to achieve this.

We enable all pupils to have access to the full range of activities involved in learning PE. Where pupils are to participate in activities outside our school (a sports event at another school, for example) participators are selected to ensure that they are of such competence, that they will be safe in the activity that they are taking part in.

Gifted and talented athletes are directed towards club contacts in the local area. They are also provided with many opportunities to develop their performances, e.g. the Wyre and Fylde SSP gifted and talented camp. Children are also allowed time to catch up with any school work that they may have missed. This is left to the class teachers' individual discretion. If a child is in major need to completing certain aspect of school work, then the PE Coordinator will use lunchtimes or PPA time to support this child.

## **Assessment for Learning:**

Teachers are regularly conducting dynamic assessments of the children's abilities as they are working within PE lessons. In Key Stage One, the teacher will model evaluation techniques in order to promote improvement. In Key Stage Two the pupils will be encouraged to reflect critically their own work, and that of their peers, developing self-assessment skills.

At the end of each lesson within a unit, teachers make a judgment against the Lancashire Scheme of Work progressions, and will use this information to plan future lessons. Currently the PE Coordinator is trialing a new assessment system which is aimed at tracking one area of the curriculum. When the system has been refined and suited to the school, it will be passed to another teacher to trial in the Summer Term 2015, to investigate it further. Once the system has been finalised, it will be rolled out across the school (The target for this is the 2015-2016 academic year).

## **Resources**

There is a wide range of resources to support the teaching of PE across the school. Most of the equipment is kept in the PE/Rafters Shed, which is situated in the school playground. The current storage system is being analysed, in order to clearly differentiate between PE and After School Club resources. This is to ensure that we maintain a good level of provision in the years to come.

The hall contains a range of large apparatus, and we expect the pupils to help set up and put away this equipment as part of their work. By so doing, the pupils learn to handle equipment safely. The pupils use the school field and playground for games and athletics activities, and the Garstang swimming pool for swimming lessons.

## **Uniform**

Clothing for Physical Education and School Sport should be well suited to its function. It should be light and allow good freedom of movement, without being baggy or loose, for work indoors. Clothing for outdoor lessons should again allow good freedom of movement, but will also need to offer some insulation from the colder weather in winter months.

Footwear should demonstrate effective grip, support and reasonable protection for outside work and games. In Gymnastics and Dance, pupils' footwear should be capable of transmitting feel for the movement and surface that they are working on. In these cases, bare feet is recommended, but pumps are accepted. This decision will be left up to the class teacher.

The following is a suggested PE kit for every child:

- White, loose fitted t-shirt.
- Loose fitted, black shorts.
- Pumps or training shoes.
- School jumper, in colder weather.

**Children will not be allowed to participate in PE in normal school uniform.**

It is school policy that jewellery must be removed before participation in **ALL** PE Lessons. Earrings should be removed for PE and swimming. Where this is not possible (newly pierced ears) advice should be sought from the PE lead within the school. Under no circumstances should plasters be used to cover earrings, as this does not safeguard children from injury. This could be to support the class teacher in setting up activities or to analyse and review the performances of others.

## Health and Safety

We encourage the pupils to consider their own safety, and the safety of others, at all times. Teachers will also change for PE, to ensure that they are also safe.

Teachers are encouraged to complete a dynamic, mental risk assessment during all PE lessons to ensure that our pupils are safe at all times. All written risk assessments can be found in the Risk Assessments Master File, which is located in the site supervisor's room.

Relevant risk assessments are as follows:

1. Outdoor activities including gardening – 10<sup>th</sup> February 2014.
2. Physical Education in the Primary School Hall – 10<sup>th</sup> February 2014.
3. Physical Education in the playground and playing field – 10<sup>th</sup> February 2014.
4. Use of playground equipment and fitness trails – 14<sup>th</sup> February 2014

**Please Note: These are due to be reviewed in February 2015.**

*All staff have signed to state that they are aware of the existence and location of all risk assessments.*

All classes are allocated two hours' worth of hall time, to ensure that PE can still be taught during periods of errant weather. Teachers will make an educated judgement on whether they feel the outdoor areas are safe, if not, they will utilise one of their hall times.

Staff can contact the subject leader, at any time, if they are unsure how to safely deliver an activity. In depth training and CPD is continually provided to ensure that staff are fully confident with all areas of the PE curriculum.

## Quality Assurance

The subject leader models PE lessons in other classes, to increase staff confidence with delivery. In summer 2014, the PE Leader worked with EYFS to model how to fit a PE session around a whole class scheme. Monitoring of lessons takes place by the method of observations, some of which will be videoed for further analysis. A method of assessment is being developed and trialled by the subject leader, with the hope of rolling out a user-friendly system by September 2015. It is hoped that INSETS or staff meetings could be used to support the process of quality assurance.

## Cross Curricular

PE will be used to improve the attitudes and behaviour to learning across the school, with a range of enrichment opportunities. This will be assessed annually to judge the level of impact it has on learning. School iPads will be used by the subject leader to video the performances of children across the school, allowing for assessment to take place. Teachers are also encouraged to use these devices to develop the children's competencies with self and peer evaluation. Dance and drama are regularly used across the school to enhance the teaching of literacy and improve attainment in writing.

## **Out of School Hours Learning (OSHL)**

Through OSHL we aim to provide activities that enable and extend children's experience and learning. Providers of OSHL are expected to contribute towards the realisation of our curricular aims. Links are made with community/club activities wherever possible. Parents may be used to transport the children to and from competitions and events. Year 6 take part in an annual residential which is organised by the year 6 class teacher and senior leadership team.

## **Inter-Schools competitive sports.**

Pupils have a wide range of opportunities to compete against other schools in sports such as: football, netball, athletics and cricket. They take part in the Whit Cup football and netball, sports hall athletics and outdoor athletics, at different times in the year. Competitions in cross country running, table tennis, basketball, tennis and hockey, ensure that there is a wide range of activities available to all children. Our school takes pride in the fair play and sporting behaviour of its pupils, and this is a value that we try to foster at all times.

## **Intra-Schools competitive sports.**

The main Intra-school competition is the school sports day, which runs in the summer term, annually. In this, children compete in mixed age and gender groups and are challenged to win points in each activity that they face. In PE lessons, children have many opportunities to compete against their peers, but most importantly they are challenged to improve their own performances.

## **The P.E. coordinator should:**

- Take a leading role in developing, implementing, monitoring and updating the PE policy and guidelines.
- Be available to advise in the development of schemes of work designed to ensure the continuity and progression in PE throughout the school.
- Support colleagues with planning, teaching and assessing.
- Monitor teaching and learning in P.E. and advise the Head. Teacher/INSET Co-ordinator of development needed.
- Help to arrange Staff Development.
- Order, organise and monitor equipment and resources for safety and replacement.
- Liaise with other members of staff to identify needs for budgeting.

- Instigate and co-ordinate applications for funding from supporting organisations to use to extend P.E. and Sports Provision.
- Keep up-to-date with new developments and disseminate information to colleagues as appropriate.
- Liase with other P.E. Co-ordinators and outside organisations.
- Co-ordinate visits by guest coaches.