

## Physical Education (PE) Policy The Grove Junior School

### Aims and objectives

Physical education (P.E.) is a vital and statutory part of a child's education, ensuring that children develop as healthy, holistically developed individuals. At the Grove Junior school, the teaching of P.E. encompasses the 3 school values of: creativity, inclusion and aspiration during intra and extracurricular sport. P.E. is taught by a variety of people at the Grove Junior school, in the most part by the P.E. specialist and the school's P.E. apprentice (supported through a national training scheme).

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 promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

The aims of PE are:

- to enable children to develop and apply physical skills with increasing control and co-ordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way children perform skills and apply rules and conventions for different activities;
- to increase children's ability to use what they have learnt 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 and build upon their own success.

### 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/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 there are children of differing 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 80m sprint;
- setting tasks of increasing difficulty, where not all children complete all tasks,
- 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.
- providing a classroom assistant to support some of the children with particular needs or adapting to ensure all can engage independently

### PE curriculum planning

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PE is a foundation subject in the National Curriculum. We teach dance, games, gymnastics, swimming, outdoor and adventure activities and athletics. Years 4 and 6 have an opportunity to participate further in outdoor and adventurous activities on their residential trips.

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 in each term.

Our medium-term plans give 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 P.E. subject leader keeps copies of these plans.

Class teachers complete a weekly planning sheet and information about individual P.E. lessons is recorded on it, including notes and outcomes of the lessons

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

### Teaching staff are expected to:-

- Have clear aims, objectives and standards for each lesson.
- Create a caring and safe environment utilizing the guidance of the AfPE publication 'Safe practice in Physical Education and Sport'
- Have knowledge of National Curriculum expectations.
- Display teaching that is well planned, interesting and motivational.
- Have realistic expectations of pupils to achieve the highest standards.
- Have lessons well managed and resourced.
- Be forward looking and have an awareness of new initiatives.
- Display good examples of punctuality, standards of dress and commitment.
- Use a variety of teaching styles and environments.
- Take off jewellery and wear appropriate footwear

### Pupils are expected to

- Be punctual.
- Attend each lesson with appropriate kit and footwear.
- Have high standards of behaviour.
- Work to their full potential.
- Accept responsibility for their own learning.
- Show respect for themselves, others and the environment.
- Show awareness of safe practice.
- Be understanding whether in victory or loss.

### Non-Participation

- We aim for full participation but in reality non-participation will occur for various reasons. Covering letters are encouraged if a child is to miss PE for any reason.
- Pupils who are not participating will be encouraged to help/instruct where possible by refereeing, time keeping, coaching, observing etc to make them as involved as possible, if the pupil is safe in doing so.
- Teachers monitor pupil participation and will contact parents/ carers if concerned

### Contribution of PE to teaching in other curriculum areas

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### **English**

PE contributes to the teaching of English, particularly speaking and listening, in our school by encouraging children to listen to instructions and each other, describe what they have done and to discuss how they might improve their performance.

### **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.

### **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, support and work with each other, and develop a better understanding of themselves and of each other.

### **Teaching PE to children with special needs**

We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Learning experiences are differentiated in such a way to meet the needs of all pupils. This will be the responsibility of the individual teachers to ensure they have sufficient knowledge about the barriers to learning and capabilities of any children within their class with a special educational need. The P.E. coach will meet on an annual basis, along with the school P.E. apprentice, with the Special Education Needs Co-Ordinator to ensure they have a working knowledge of how best to support children with special educational needs across the school within P.E. lessons.

### **Gifted and talented provision**

As within any setting, there will be children who give evidence of high achievement capability. These children have specific needs to develop the existing skills they possess and develop not yet ascertained skills. Within the lessons, they will be taught within the class however differentiated for with different challenges. The children within this group will be encouraged to participate in a school sports club or an extra-curricular club. Clubs which have a kitemark from their national governing body will be the initial links for the children, in particular clubs that have links with the school. For more information see Appendix 2.

### **Assessment and recording**

Teachers assess children's work in PE by making assessments as they observe them working during lessons. These assessments are taken into account when planning future work. A child's progress in P.E. is commented upon in the annual report to parents. The teacher passes this information on to the next teacher at the end of each year. We are working towards levelling children in PE using National level descriptors from different sources.

### **Resources**

There is a wide range of resources to support the teaching of PE across the school. We keep our P.E. equipment in the outdoor shed. The school hall also contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their lesson. By doing so, the children learn to handle equipment safely. The children use the playground and school field for games and athletics activities. Aldwickbury School pool is used for swimming lessons.

### **Health and safety**

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All teachers involved with PE should make themselves aware of the health and safety arrangements and the risk assessment of the activity they are teaching. The school follows the 'Safe practice in Physical Education and Sport' guidance provided by AfPE and Herts LA. 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. No jewellery is worn. Hair longer than shoulder length must be tied back.

### **Monitoring and review**

The work of the subject leader and P.E. staff involves supporting colleagues in the teaching of PE and keeping them informed about current developments in the subject. The PE subject leader, P.E. staff and the Headteacher will analyse the strengths and weaknesses in the subject and indicate areas for further improvement. Work sampling is undertaken twice a year and a scrutiny report written. From this, the subject leader identifies targets for the SIDP.

### **Extra-curricular activities**

The school provides a range of PE-related activities for children at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. 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 co-operation amongst our children. Staff will notify pupils and parents of any cancellation or rearrangements as soon as possible. The selection of children to attend the event will be completed by staff members where at least two members of staff are present. The children will be notified when trials will take place unless trials are ongoing and this will be communicated. For more information see Appendix 1. Parents/guardians are currently excluded from attending sporting events until after school hours due to child protection issues. When parents/guardians are attending sporting events, they will be requested to sign a spectators' code of conduct form, as produced and required by the Harpenden and District Sports Association (Appendix 3).

Children are encouraged to participate in clubs outside of school hours. A large number of children of Grove Junior School are also members of the local sports clubs e.g. Harpenden Rugby Club, Harpenden Hockey Club, Redbourn Cricket Club, Harpenden Squash Club, Herts Colts Football Club, Wheathamstead Wanderers Football Club to name but a few.

### **Bad Weather**

In the event that weather is unsuitable for outdoor activity, an indoor session of practical games will be arranged wherever possible. The classroom can be used for an indoor activity relevant to the learning or skill that was to be taught.

The Grove Junior School hopes to encourage its pupils to play sport outside school and to develop a love for exercise and game playing that will be the basis of a healthy lifestyle for the rest of their lives.

**Date sent to SIC Autumn 2015**

**Date reviewed by SIC Committee 17/09/2015**

**Physical Education (PE) Policy**

**Committee Chair: Jan Gillen**

**Date Approved at FGB 12/10/2015**

**Chair of Governors: Kathy Hilton**

**Headteacher: Maggie Clifford**

**Date for Review 2017**

**Appendices**

- 1. Selection policy**
- 2. Gifted and talented policy**
- 3. Spectators code of conduct.**