

Marwood School Physical Education Policy

Rationale

Physical education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and to make choices about how to get involved in lifelong physical activity.

Expectations

- By the end of Key Stage 1, most pupils should achieve at least the standard expected for the end of year 2 with many exceeding the expected standard.
- By the end of lower Key Stage 2, most pupils should achieve at least the standard expected for the end of year 4 with many exceeding the expected standard.
- By the end of upper Key Stage 2, most pupils should achieve at least the standard expected for the end of year 6 with many exceeding the expected standard.

Aims

- To teach pupils to be more skillful in the ways they control their movements and develop co-ordination.
- To develop habits leading to a healthy and active lifestyle and promote physical fitness and well-being.
- To help pupils understand how the body responds to activity.
- To develop pupils' confidence in applying and adapting a range of skills in a variety of settings.
- To foster an appreciation of the artistic and aesthetic aspects of physical activity.
- To contribute to pupils' social and emotional development, by developing their self-confidence and self-esteem.
- To develop personal qualities such as commitment, fairness, tolerance, and a concern for others.
- To develop personal and social competence and the necessary skills to manage success in competitive and co-operative situations; to cope with losing, and to retain a proper sense of perspective in competition.

Entitlement and Curriculum Provision

All pupils are entitled to a progressive and comprehensive physical education programme which covers National Curriculum requirements and which takes account of individual interests and needs.

PE will be allocated at least 2 hours a week for Key Stage 1 and Key Stage 2. This may vary slightly during the year depending on what activities are being taught but should equate to the equivalent of 2 for KS1 and 2 respectively, when averaged out across the school year.

At Foundation Stage and Key Stage 1 pupils will develop Functional Movement, Aesthetic Movement, Manipulative Skills and Movement Concepts using Devon's Physical Literacy Programme 'LEAP into Life' as a basis and guide for planning.

At Key Stage 2 pupils will have experienced at least five components of the National Curriculum programmes of study, (athletics, dance, games, gymnastics, outdoor education and swimming) so that they have every opportunity to meet and exceed expected levels.

Lessons will include activity appropriate warming-up exercises and stretches before the main tasks, and cooling down activities at the end, when appropriate.

Opportunities will be taken where appropriate to make links between PE and other subjects.

Swimming lessons will take place for Year 3 and 4 pupils, additionally year 5 and 6 pupils who cannot swim 25 metres will also be included. This will be once a week for half of the autumn term for pupils in KS2.

All KS1 and KS2 pupils will attend Tarka Gym for one session per week for half a term per annum to meet gymnastics objectives for KS2 and aid in the development of gross motor skill in KS1.

Full use will be made of the field when conditions allow.

Lessons will provide good quality experiences that are suitably challenging for all pupils. Pupils will undertake different activities, but all pupils will be given the same opportunity to achieve the aims through an appropriate range of activities. For pupils with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of pupils. No pupils will be excluded from any physical education programme.

The 'Funfit' programme is in place for children assessed as having not met age related expectations for gross motor skills.

Assessment and Recording

The subject leader will monitor standards achieved throughout the year.

Continuity and Progression

Good lessons should contain the following elements:

- Purpose: lessons should have clear objectives and defined learning outcomes which should be explained to the pupils at the beginning of the lesson.
- Progression: pupils' capabilities should be developed with increasing demand made on the physical and mental processes. Building on previous learning is essential; so too is working to achieve successful outcomes through repetition, application and refinement of skills.
- Pace: high levels of activity, avoiding dead spots, with clear expectations for high work rates to be maintained are important. The physiological benefits of exercise should be explained and understood and their association with health emphasised.
- Coherence: all teachers should reinforce previous understanding and establish links between curriculum experiences.

- Challenge: high expectations will be set for individual and group achievement. Pupils will be extended both physically and intellectually through interesting tasks.
- Differentiation: will be achieved through using tasks and equipment that enable pupils to be challenged appropriately and which ensures good progress for all ability groups.
- Pupils' responsibility: in lessons pupils will be encouraged to make decisions. They will be given responsibility for: equipment; group organisation; and at times their own learning, as they practice and repeat movements in order to improve efficiency and the quality of their performances.

Resources

There is a variety of games equipment to enable pupils to work with balls, bats and rackets, which are best suited for their age and stage. Equipment is stored in the PE shed on the trim trail and in the cupboard in the main Community Hall.

Pupils should be trained to select, collect and replace all equipment tidily, but it is the responsibility of the staff to ensure that this is done properly.

Leadership and Management

To develop staff confidence and competence in teaching physical education:

- The subject leader will attend DCS area conferences;
- Whole school training needs will be identified as a result of the monitoring and evaluation programme;
- Other training needs will be identified through induction programmes and appraisal.
- The subject leader will arrange for relevant advice and information from courses to be disseminated and where appropriate is included in improvement planning and turned into practice;
- Where necessary, the subject leader leads (or arranges) school based training;

Safe Practice

Safety should be paramount when planning PE activities. All teachers must refer to the following guidelines:

Safe Practice in Physical Education (2008) - afPE (Association for P.E)

SCITT trainees will always be accompanied by a member of staff when taking PE

A range of health and safety policy papers can be found at www.deseducation.org - subject specialisms - physical education - health and safety guidance for PEDPASS

Safe Practice in Swimming Activities - Guidance Notes for Devon Schools (2003) - Devon Education Safety in Swimming - Wearing Goggles (2006)(www.deseducation.org - subject specialisms - physical education - health and safety guidance for PEDPASS- Devon LA guidance notes for PE, DPA and SS)

Documents below can be found at:

www.deseducation.org - subject specialisms - outdoor education

Safety in Outdoor Education Model Policy (2007)

Outdoor Education, Visits and Off-Site Activities Health and Safety Policy (January 2008) DCC Risk Assessment forms

(Copies of the above documents relevant to this establishment are located in the subject leader's file in the staff room.)

Safety aspects should be discussed with the pupils prior to activities. Pupils should be taught how to improve their own abilities to assess risks.

First aid equipment must be available, and all staff should know what action to take, including calling for assistance in the event of an accident. Inhalers for pupils suffering from asthma must be readily accessible.

Regular checks should be made on all equipment. Any items constituting a danger should be taken out of use immediately.

All large items of equipment are inspected annually by an independent safety expert under a contract set up by Devon Purchasing.

Pupils should be taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.

Pupils should be made aware of safe practice when undertaking any activity, (e.g. not lifting Unihoc stick, not jumping or running in front of others, etc.).

Pupils should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercing.

Good class control, appropriate routines and the use of recognised procedures to teach skills are fundamental to safety.

Physical Activity Policy

Rationale

- It establishes an entitlement for all pupils;
- It establishes expectations for standards to be achieved;
- It builds on what pupils have learned previously and promotes continuity and coherence across the school;
- It states the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

Expectations:

1. The school has a whole school approach to the promotion of physical activity;
2. The school provides for all pupils, whatever their age, a minimum of two hours physical activity a week;
3. The school is aware of a range of relevant national and local initiatives and networks and takes advantage of appropriate opportunities to promote and develop physical activity;
4. The school encourages its staff, pupils, parents/carers and other adults, for example, sports development officers, to become involved in promoting physical activity and to develop their skills, abilities and understanding by appropriate training.

Aims of promoting exercise

The school is committed to the following aims:

- To provide a good learning environment for physical activity; to ensure that changing facilities have sufficient space, are clean, well decorated and appropriately equipped;
- To challenge gender stereotypical beliefs and attitudes and promote positive images of boys/men and girls/women enjoying activity at all levels of achievement; (not just elite performer)
- To ensure that all physical activity is enjoyable and makes a positive contribution to the pupils' self-confidence and self-esteem;
- To ensure an appropriate balance of individual, team, aesthetic, competitive and recreational opportunities, recognising that all pupils will have preferences;
- To provide all pupils with a varied and positive experience of physical education/activity;
- To cater for the physical needs of all pupils (whatever their age and stage);
- To recognise and celebrate individual differences in pupil's abilities and to ensure that all pupils feel a sense of achievement and success;
- To ensure lunch times are productive periods where activity is encouraged and purposeful;
- To promote an understanding of the benefits of an active life style through the school's culture which embraces all members of the school community;
- To work in partnership with other agencies to promote activity patterns which are supported by extra-curricular and community activity provision;
- To encourage members of the school community to use active physical means of transport from home to school where it is safe and feasible.