

Harewood Primary School PE Policy

This policy should be read in conjunction with the National Curriculum Programme of Study for Physical Education that was revised at the end of 2014.

Purpose of study

'A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities builds character and help to embed values such as fairness and respect.'

What are the Aims of the Subject?

The National Curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.

How is the Subject Organised and Implemented within School?

Subject Time Allocation

All children have the equivalent of 120 minutes of PE per week

Units of Work

The format of the PE Primary Scheme of Work has been adopted. This takes the form of units of work for each area of the PE curriculum. These units include the following information:

- Time allocation
- Vocabulary
- Resources
- Expectations
- Learning Objectives and outcomes
- Teaching Activities
- Assessment

These units form the Scheme of Work for PE and are reviewed as appropriate.

Year Group	Autumn Term	Spring Term	Summer Term
FS	GYM / STRUCTURED OUTDOOR PLAY	DANCE / STRUCTURED OUTDOOR PLAY	GAMES / STRUCTURED OUTDOOR PLAY
Y1	GYM	DANCE	GAMES
Y2	GYM	DANCE	GAMES
Y3	INVASION GAMES / DANCE / GYM	INVASION GAMES / DANCE / NET WALL / STRIKING FIELDING	NET WALL / STRIKING FIELDING / ATHLETICS
Y4	SWIMMING / DANCE / INVASION GAMES / STRIKING FIELDING / NET WALL	SWIMMING / DANCE / INVASION GAMES / GYM	SWIMMING / NET WALL / ATHLETICS STRIKING FIELDING
Y5	SWIMMING / GYM / STRIKING FIELDING / NET WALL	SWIMMING / DANCE / INVASION GAMES	SWIMMING / NET WALL / OAA / STRIKING FIELDING / ATHLETICS
Y6	SWIMMING / DANCE / ATHLETICS	SWIMMING / GYM / NET WALL / STRIKING FIELDING	SWIMMING / STRIKING FIELDING / ATHLETICS / OAA / NET WALL

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Planning

The Units of Work take the form of Medium Term Planning and Short Term Planning and are reviewed and if necessary revised to address the particular needs of the children within that group, in the half term prior to being delivered.

Lesson plans are on the school's short term planning framework. These are completed before each lesson.

Pupil Grouping

PE is taught in mixed ability groups within the class or year group.

Teaching & Learning Styles

Teachers try to plan a diverse range of activities through which to teach PE skills and knowledge. These activities should reflect the different learning styles of children and encourage enthusiasm and interest in the world around them.

Cross- Curricular Links

Teachers try whenever possible to link concepts from within different subjects to give them meaning in a wider context. Language and communication, drama, PSHE and citizenship, speaking and listening, and thinking skills are all links with other subjects that can enlighten and enhance the learning in PE.

Community Cohesion

The teaching of PE offers a diverse range of opportunities to encourage different gender groups and cultures so all children can participate and be included eg. teaching dance from different cultures and traditions – Bollywood dance festival

We also own a sports hall which is used by the community to enhance children's opportunities eg. a gymnastics club takes place every Saturday morning and a table tennis club on Tuesday evenings in the Sport Hall and it is used by youth clubs, karate clubs etc. In addition our sports hall is used by other schools to teach PE lessons.

ICT

*Class teachers and the ICT team explore the opportunities offered by ICT to enhance teaching and learning eg 'Freddie Fit', 'Wake Up Shake Up' (**See Appendix One**). In Db Primary there is a PE community that parents, children and staff can access. This will provide information regarding local clubs, upcoming events, competitions etc.*

Cross Phase Links

Staff work closely with Key Stages 1 and 3 colleagues to ensure there is continuity and progression on transfer. Key Stage 2 children have many opportunities to participate in sporting activities at the local secondary school.

Specialist Teaching

The PE Co-Ordinator helps with the planning and supports colleagues with advice, staff development and resources. Children have the opportunity of specialist teaching from outside agencies in various areas eg gymnastics, table tennis, cricket, football and swimming eg. A table tennis coach comes in for three hours per week to coach the children who attend the table tennis club and they attend a table tennis club once a week. Also specialist gymnastic coaching is given to all children in Key Stages 1 and 2.

Role of the Teacher

Teachers should know the strengths and weaknesses of all children in their groups. These need to be met by effective planning, organisation and teaching.

Classroom Assistants

Teaching Assistants are used primarily to support children with Special Educational Needs to enable them to have equal access to the learning objectives of the lesson. They may work alongside the children to provide additional explanations or they may adapt activities to meet the particular special needs of an individual child. They work under the guidance of the class teacher and are part of the planning for the lessons. Teaching Assistants develop knowledge and understanding of how the SEN children in their group learn and this experience is valued greatly. HLTA's can, plan, prepare deliver and assess specified work under the supervision of a qualified teacher.

Presentation and Recording of Work

In PE children's work can take various forms. It can be recorded on video tape or camera. Children's work can be presented / recorded individually, as a group or class. In the main entrance to the school we have a plasma screen which is available for parents and visitors to view photos and information regarding children's participation in PE.

Resources

We have a selection of PE resources, including, teacher resource materials; equipment and venues for example the purpose built sports hall. We utilise the surrounding areas as a learning resource and make field trips and visits where ever appropriate.

Assessment and Record Keeping

Formative assessment is ongoing in their Special Books. Children who display exceptional talent or ability are recorded on the Gifted and Talented register. Observation and talking to them about what they are doing and listening to them describe their work is part of the assessment process and identifies attainment and progress that is shared with the children.

Videos may be used in various ways eg. as evidence of activity, to teach a skill or monitor progression. The learning outcomes in each unit indicate how children might show what they have learnt. Monitoring these learning outcomes during the course of teaching a unit will help to establish each child's progress.

Records should be selective and brief, with a clear reason for recording the information eg. as a basis for planning or to form part of the annual report on progress. Teachers are not required to make statutory judgements about children's attainment in relation to the attainment targets and level descriptions for PE at the end of Key Stage 1 or 2.

A record of G & T children is kept for all areas of PE.

SEN

All children take part in mainstream lessons for PE the children from the Support Base are fully included. They are given access to the learning outcomes by additional support from the classroom teaching assistants with planned differentiated activities and specific resources where appropriate. The SENCO is available to support staff with advice concerning any aspect of special needs.

Gifted and Talented

High achieving children are provided with contexts and environments that challenge, motivate and stretch them. They have the opportunity to attend various after school

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clubs.

Children identified by specialists and classroom teachers have the opportunity to compete in cluster competitions and winners of these competitions go onto compete in the district championships. These children are encouraged to join outside clubs eg. North Ormesby Table Tennis Club; Thornaby Cricket Club.

After School Clubs

All children in Key Stages 1 and 2 have access to a variety of after school clubs; e.g. Football, Table Tennis and Multi-Skills. There is also a Gymnastics club on a Saturday morning.

Equal Opportunities

The PE curriculum is accessible to all children irrespective of age, ability, gender and cultural background. Children are encouraged to respect and value the diversity of other cultures and lifestyles.

Health & Safety

All school visits are carefully planned with safety in mind and consideration of the age and ability of the children. Field trips are well supervised. Staff should refer to the Educational Visits Guidelines.

Teachers need to make sure that:

- *the environment and equipment are safe for the children to use*
- *the children know how to move equipment safely*
- *the children are wearing appropriate clothing and footwear*
- *no jewellery is worn by the children*
- *they are aware of any relevant medical conditions children have e.g. asthma*
- *the children are warmed up and cooled down properly*

Relevant Health and Safety issues are included in each unit.

** For a comprehensive guide staff should refer to the baalpe 'Safe Practice in Physical Education and School Sport' handbook found in the PE cage.*

Role of the Subject Leader

Please refer to the policy on the role of the Curriculum Leader.

Parental Involvement

As co-educators of children parents have an important role to play. They should be kept informed about the areas of study within PE so that they can make the most of any opportunities to apply the PE concepts learnt at school within the local environment. They are provided with opportunities to watch their children take part in PE and compete in various sports. Also to support their children by taking them to community clubs if possible.

Homework should support learning in school and the teacher needs to provide parents with enough information to enable them to be clear about the purpose of the activity and their role.

Role of the Governing Body

The School Improvement Committee has the role of approving all curriculum policies.

Date the policy was reviewed: September 2018

Next review date: September 2019