

# INGLEBY MILL PRIMARY SCHOOL



## POLICY FOR PHYSICAL EDUCATION

Reviewed December 2016  
Next Review December 2019

## **Rights Respecting Articles**

### **Article 24**

You have the right to a good quality education.

You should be encouraged to go to school to the highest level you can.

### **Article 28**

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

### **Article 29**

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Autumn 2016

## **Introduction**

### **Rationale for P.E.**

At Ingleby Mill we aim to give Physical Education a high profile. We, as a staff, recognise that within the areas covered in Physical Education there should be provided as many opportunities for children to experience a sense of achievement. We also encourage a positive awareness of a fit and healthy lifestyle working alongside other curriculum areas.

We also believe that a good Physical Education curriculum has the capacity to extend a child's emotional, intellectual, moral, spiritual and personal development and particularly their self-esteem to enable them to reach their full potential.

### **Aims**

At Ingleby Mill we aim to provide opportunities for children in Physical Education to:

- become skilful and intelligent performers;
- acquire and develop skills, performing with increasing physical competence and confidence, in a range of physical activities and contexts;
- learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking;
- develop their ideas in a creative way;
- set targets for themselves and compete against others, individually and as team members;
- understand what it takes to persevere, succeed and acknowledge others' success;
- respond to a variety of challenges in a range of physical contexts and environments;
- take the initiative, lead activity and focus on improving aspects of their own performance;
- discover their own aptitudes and preferences for different activities;
- make informed decisions about the importance of exercise in their lives;
- develop positive attitudes to participation in physical activity.

These aims correspond to those outlined in the National Curriculum for Physical Education.

The National Curriculum requirements for Physical Education outline six specific areas in the program of study which pupils should be taught. These are Dance, Games, Gymnastics and Swimming for Key Stage 1 and Dance, Games, Gymnastics, Swimming and Water Safety, Athletics and Outdoor Adventurous Activities for Key Stage 2.

At Ingleby Mill, the Early Years Foundation Stage curriculum is used to allow children to develop their physical competencies through the Physical Development strand. Opportunities for Physical Development exist within many structured play

activities including specific hall and outdoor times with a PE focus. We have used the National curriculum for Key Stages 1 and 2 and the Early Years Curriculum to develop our Scheme of Work to ensure that we provide a broad and balanced Physical Education and Physical Development curriculum which will show continuity and progression through all 3 learning phases within the primary setting. Working closely with the main feeder secondary school through the School Games Programme does provide greater opportunities for smooth transition into Key Stage 3 for our children.

## **Planning**

Planning makes a vital contribution to the effectiveness of the provision of Physical Education at Ingleby Mill. All teachers are responsible for teaching some of the Physical Education with their own class or to selected groups, as appropriate. All year groups except Nursery and Y4 have part of the PE curriculum delivered by outside agencies as part of the PPA cover for teaching staff. In Reception the indoor aspect is taught by Daisy Chain. In the other Year groups (apart from Y4) Mr. D. Fowler delivers the outdoor curriculum.

Long term - There is a curriculum framework which presents balanced access to the required aspects of P.E. over the school year from Nursery to Year 6. This long term planning establishes whole school expectations for children's work when delivering units of work. It is also the class teacher/planning partners' responsibility to plan for each of these aspects with the support of the Co-ordinator and to ensure a varied coverage. To support planning, the school has access to web-based material which provides detailed lesson planning.

The long-term plan is based on the units in the agreed school P.E. scheme of work which specifies the required teaching unit, specific year groups and designated teaching focus. This information has been incorporated into the school Curriculum Grid for P.E.

Medium Term - Each half term the class teacher/planning team will focus on one or two specified aspects and plan for progression and continuity in the physical development of each child. The key learning objectives will be outlined, key activities, how activities will be differentiated according to ability/capability experience of the child and how the children will be grouped. Key details related to each unit will provide information related to individual pupil progression/expectations which will be recorded on Target Tracker half termly.

Short Term - Each week teachers/sports' coaches will plan specific activities which will contribute to the key learning objectives. Class teachers will determine specific goals and will differentiate according to ability, interests, needs and experience. Lessons will be evaluated to inform the next lesson to ensure continuity and progress.

## **Teaching and Learning Styles**

At Ingleby Mill we offer children a wide range of teaching styles and learning strategies in order to deliver a broad, relevant and balanced P.E. curriculum. These include

- Introductory activity/Warm-up
- Individual work
- Paired work
- Small group work
- Occasional larger team games
- Warm down activities

### **Classroom Management**

P.E. may be taught in a variety of settings including the hall, the playground, the school field, or at the swimming baths.

Children will largely be taught in single class groups though Year Groups may work together at times for some activities. A variety of teaching and learning styles will need to be adopted in this subject so that the needs of all of the participating children can be met.

### **Time Allocation**

At Ingleby Mill we have made a commitment to offer a minimum of 2 hours PE per week within curriculum time. All classes will receive one hall time (unless swimming) and one outdoor PE lesson. The lesson time includes that time needed for changing which is kept as short as possible.

Involvement with the School Games programme allows children to access many sporting festivals, training and competitions and also access teaching by visiting sports coaches both in curriculum and extra curricular time. As a school extra curricular clubs are arranged and run to encourage children to be active and develop a healthy lifestyle.

Throughout the year there are many more opportunities for children to participate in PE activities such as...

- Health and Fitness Week across the whole school,
- termly intra sporting competitions,
- whole school participation events.

### **Resources**

A range of good quality Physical Education resources are stored in the cupboards adjacent to the halls and also in the outdoor PE store. Year 6 PE monitors assist in the running of the PE cupboards/resources. The resources are checked regularly to ensure quality provision and any damaged equipment is replaced when necessary.

### **Role of the Co-ordinators**

The coordinators are Mrs. Frances Smith and Mrs. Ruth Hamblett who work together to facilitate the policy throughout the school from Nursery to Year 6 including liaison work with the secondary phase.

The Co-ordinators will:

- lead the development of P.E. in the school
- Liaise with Daisy Chain Provider and Mr. D. Fowler.
- provide appropriate guidance for all members of staff
- have an overview of the continuity and progression of P.E. throughout the school and be able to review and monitor the progress/success of the planned units of work. He/she have access to staff planning and evaluation of P.E. teaching/learning.
- Keep up to date with new developments in the subject.
- Ensure within budgetary constraints a wide range of appropriate resources is readily available and utilised effectively.
- Ensure P.E. is implemented effectively in school to expected National Curriculum standards.

### **Assessment and Record Keeping**

Assessment in PE takes the format of weekly evaluation to inform next planning. This also feeds into the Target Tracker system that is consistently used across school for all subject areas.

Once a year teachers will give a written report to parents on their child's progress, achievements and attainment in Physical Education as a summative assessment. Staff will also review children's progress 3 times a year with parents at consultation evenings.

### **Evaluation**

Individual teachers evaluate the success of their teaching each week, where necessary suggesting future improvements to their short term planning. Half-termly evaluations may be discussed in Team meetings and their individual evaluations are then fed-back to the subject co-ordinator and head teacher.

The P.E. co-ordinators have access to every teachers medium term planning and will work with classroom teachers to build in a system of regular reviews to help them follow and improve the school's policy and scheme of work. The co-ordinators may have the opportunity to evaluate the subject through the direct observation of its teaching at agreed times in the year.

### **Equal Opportunities**

The P.E. programme is devised for all children attending our school. There will be no barriers to access or opportunity based on race, sex, ethnic group culture or ability. Teachers will be required to treat all children as individuals with their own abilities, attitudes and differences. Children will be provided with the opportunity to work as

individuals and as part of a variety of groups where groupings have been considered with relation to the children's educational need.

### **Special Educational Needs**

All children will be provided with relevant opportunities and at times challenging work in this subject. All children will have access to all areas of P.E.

- Setting suitable learning challenges for all pupils
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning and assessment of individuals and groups.

Curriculum planning and assessment will therefore take into account the type and extent of those special needs related to each identified pupil - e.g. physical disability, specific learning difficulty, gifted and talented.

In many cases the action necessary to respond to an individuals requirements for such curriculum access will be met through greater differentiation of task and targeted/appropriate resources.

### **Health and Safety in P.E.**

Health and Safety is considered of paramount importance at Ingleby Mill. When working with any form of Physical Education equipment and/or when in different environments, including those that are unfamiliar, pupils will be taught:

- a) about hazards, risks and risk control
- b) to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others.
- c) to use information to assess the immediate and cumulative risks
- d) to manage their environment to ensure the health and safety of themselves and others.
- e) to explain the steps they take to control risks.

Children will also be taught about the safety risks of wearing inappropriate clothing, footwear and jewellery.

Risk assessments are in place for areas of work and are formulated for any specific or "one off" events.

### **Extra curricular Opportunities**

Children are encouraged to take part in as many extra curricular activities as possible. Ingleby Mill so that children increase their levels of activity within an average week and which will then contribute to their healthier lifestyles.

As a school we work closely within the School Games partnership. This allows our children to take part in sporting festivals at a variety of venues. There are opportunities for children from all year groups in school to take part in a diverse range of activities when available.

A range of after school clubs exist for children which change on a termly basis.

### **Healthy schools Initiative**

Ingleby Mill is keen to develop further its positive approach towards healthy lifestyle choices. This includes areas of learning such as healthy eating, playground activities and bicycle safety. The close link between P.E and these initiatives will be fostered by all concerned so that the children of Ingleby Mill can benefit to their full potential.

### **Residential Visits**

Ingleby Mill promotes residential visit opportunities when possible and viable. Currently children are offered this opportunity in year 6 for a 2-3 day visit including a range of outdoor and adventurous activities. These are designed to provide challenge for the children.

### **Review of this policy**

The review of this policy will take place in the September Term of 2019 when Frances Smith and Ruth Hamblett will meet and consider the implications for the Scheme of Work and Policy in the light of any changes to the curriculum.