

Atwood Primary School



Policy for Physical Activity

(This policy includes PE taught during curriculum time)

What is Physical Activity?

Physical Activity is concerned with the development of physical skills, fitness, strength and mobility through participation in activities that help to encourage leadership, team spirit and promote the understanding that physical activity and sport are an important part of healthy lifestyle. PE involves children in the continuous process of planning, performing and evaluating.

Aims

OUR AIMS IN TEACHING **Physical Activity** are that all children will build upon their natural pleasure in physical exercise to:

- enjoy the development of physical skills
- plan and make decisions in response to tasks
- develop confidence and a sense of achievement through maximum participation
- to understand and appreciate the importance of safety
- to adopt appropriate roles and appreciate and evaluate performance both of themselves and of others
- learn how to cope with success and limitations in performance
- encourage a healthy lifestyle and develop a positive attitude to being active which may be carried into adult life
- value others and appreciate fair play while working in co-operative and competitive situations
- develop knowledge and understanding of the need for rules
- experience a variety of types of movement and activity

Principles of learning Physical Activity

Physical Activity is important because:

- children can derive enjoyment, satisfaction and a sense of achievement from the subject
- it enables children to acquire skills for adult life
- it encourages fitness and a healthy lifestyle

PE is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in “PE in the National Curriculum” where they are categorised into areas of activity.

- **Foundation Stage** – physical development is about improving skills of co-ordination, control, manipulation and movement.
- **Key Stage 1** - gymnastics, games and dance are taught. Athletics and outdoor/adventure activities may be taught.
- **Key Stage 2** - gymnastics, games and dance are to be taught every year. Athletics and outdoor/adventure and swimming are to be taught at some points during the key stage.
- It is recognised that not all physical activity is provided during curriculum time. Other opportunities for physical activity are offered before and after school, through lunchtime games and activities (including supervised play) as well as travelling to and from school. The link between the school travel plan and physical activity is recognised by all staff; safe walking is actively encouraged.
- Physical activity is encouraged through a range of after school activities that include individual group and team games.

Principles for the teaching

- The PE curriculum is organised as stated above
- Approximately two hours of the week is spent on PE during the year. In addition to this all children are encouraged to participate in school sport and other physical activities before, during and after the school day.
- Skills are taught by demonstration from the teacher and/or pupils.
- Children are taught individually, in pairs, in groups or as a whole class.

THERE IS NO SPECIALIST TEACHING IN PE it is taught by class teachers (additional specialist teaching may be provided)

TEACHING ASSISTANTS MAY BE USED IN PE to assist:

- in sports activities by taking groups but supervised by the class teacher
- in providing assistance for children with special needs (e.g. physical disabilities)
- in providing other help such as in the setting out of apparatus

SCHEMES OF WORK : The Val Sabin scheme of work is used as the main guide from reception to Year 6. This scheme is used to support the planning and delivery of PE lessons. Lesson plans may be adapted by the year group teacher.

PUPILS WITH SPECIAL NEEDS IN PE receive extra support from a non-teaching assistant. They include:

- pupils with difficulties in performing in PE
- pupils with particular ability and flair for PE are encouraged to extend themselves through joining extra curricular clubs and outside school clubs
- Some pupils may be involved in the Rising Stars programme.

HOMEWORK IS NOT NORMALLY USED TO SUPPORT PE

THE EMPHASIS IN OUR TEACHING OF PE is on first hand experience and taking an active part. To obtain this:

- careful observation is fostered
- self evaluation and that of others is encouraged
- resources are readily available and accessible
- skills are explicitly taught and communication between pupils is encouraged
- a positive attitude towards all forms of physical activity is encouraged.

SAFETY AND CLOTHING are important because:

- equipment must be checked before pupil use especially in gymnastics
- children should wear T-shirts, shorts and plimsolls; trainers, tracksuits or similar can be worn for outdoor activities
- teachers should wear clothing suitable for the activity
- children must not wear jewellery and long hair must be tied back. Earrings must be removed or taped over.
- non-participants should normally attend lessons for involvement, observation and evaluation. This does not apply to swimming.

EXCELLENCE IN PE IS CELEBRATED in display and performances including:

- sports matches/competitions with neighbouring schools
- encouragement to participate in outside school clubs
- reports on sporting achievements
- awards

Strategies for Ensuring Progress and Continuity

- PLANNING IN PE is a process in which all teachers are involved.
- yearly plans are drawn up to ensure full coverage of the National Curriculum
- schemes of work for PE are developed by the co-ordinator (in collaboration with the whole staff) and are integrated into the yearly plans
- lesson plans drawn from the scheme of work are prepared by year group teachers for each half term and monitored by the curriculum team.
- staff meetings are used to discuss the PE curriculum and ensure consistency of approach

THE ROLE OF THE PE CO-ORDINATOR is to:

- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in PE throughout the school
- support colleagues in developing detailed lesson plans and implementation of the scheme of work and in assessment and record keeping activities
- monitor progress in PE and advise head teacher on action needed
- take responsibility for the purchase and organisation of central resources for PE.

- keep up to date with developments in PE and disseminate information to colleagues as appropriate.
- provide clear leadership to develop and monitor physical activity in liaison with the Healthy Schools Co-ordinator, a task group of parents and the school council.
- to liaise with the School Sports Co-ordinator (SSCO)

FEEDBACK TO PUPILS about their own progress in PE is achieved through the evaluation of performance. This:

- aims to help children learn, not to find fault, and to be positive and constructive in comments
- is often done while a task is being carried out through discussion between child and teacher

FORMATIVE ASSESSMENT is used to guide the progress of individual pupils in PE. It is generally informal and part of everyday teaching. Tasks for assessment include:

- small group discussions on a practical task
- specific assignments for individual pupils
- individual discussions in which children are encouraged to appraise their own work and progress.

Strategies for Recording and Reporting

RECORDS OF PROGRESS IN PE are kept for each child in each area of activity.

REPORTING TO PARENTS is carried out on a termly basis through interviews and annually through a written report. Reporting in PE will focus on each child's relevant achievement.

Principles for Assessment

- **FEEDBACK TO PUPILS** is through pupil and teacher evaluation and modification of performance
- **FORMATIVE ASSESSMENT** is used to guide progress in PE. It involves identifying each child's progress, determining what each child has learned and what therefore should be the next stage of his/her learning. Formative assessment is carried out both formally and informally by teachers in the course of their teaching.
- **FORMAL SUMMATIVE ASSESSMENT** is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) through teacher assessment by reference to the individual record sheets

Strategies for the Use of Resources

There is a list of centrally held resources available.

CENTRAL RESOURCES IN PE are the responsibility of the PE co-ordinator who has a budget available. They include:

- gymnastics apparatus in hall
- indoor and outdoor games equipment in hall cupboard, games sheds and changing hut
- books and tapes and CDs to aid lessons

TIME is a resource we value. To maximise its use in PE:

- as little actual PE time should be spent in changing
- physical activities should form as much of the lessons as possible

INFORMATION TECHNOLOGY can be used in PE as a follow-up to practical lessons.
THE LIBRARY can be used for reference.

EQUAL OPPORTUNITIES

Equal opportunities are addressed by the whole school policy and care is taken to provide opportunities for all to experience the diverse activities within the PE curriculum

October 2006