



Working and learning together for success

Sarisbury Church of England Junior School

Physical Education Policy Statement

September 2017

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At Sarisbury, we believe that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's education, physical development and well-being. The curriculum is designed to ensure that children of all abilities are given the opportunity to access and excel at a range of physical activities.



Our Aims

At Sarisbury Junior School, we believe high quality Physical Education should:

1. Take place within a positive ethos and promote active citizenship by:

- Developing pupil's positive attitudes and self esteem in PE by taking part in well differentiated activities that appropriately challenge high attaining pupils whilst ensuring lower attaining pupils are well supported and enabled to achieve.
- Pupils learning to work well co-operatively and collaboratively on group tasks in PE, as well as competing fairly and honestly in team games with due regard to rules, laws and conventions of play.
- Pupils learning how to cope well with their own successes and areas for improvement in PE activities as well as other pupils' successes and areas for improvement.
- Pupils improving their speaking and listening skills, and their understanding of others' views in PE and sport.
- Pupils improving their capacity to address challenges and solve problems in PE that enhance and develop their visual-kinaesthetic and cognitive domains of learning.

2. Enable pupils to acquire and develop their physical skills (fine and gross motor skills):

- Acquire and develop their physical skills through regular participation in a broad, balanced range of physical education activities in line statutory requirements built up over several years.
- Improve the accuracy, consistency and fluency of skills in relation to the NC Levels of Attainment.

3. Enable pupils to select, use and apply skills by having the opportunity to:-

- Improve in their use and application of skills in progressively challenging situations as they progress through each of the Key Stages. For example;

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

- To increase the level of challenge by using and applying their skills in a well catered after-school sport program, competitive team games and extra curricular activities etc.
- Increase their knowledge of physical recreation and sporting opportunities in the wider community, i.e. – the 'where' as well as the 'why' and 'how'.
- access links/pathways between physical education, school sport and local clubs.

4. Enable pupils to improve performance and understanding through evaluation.

- Learn how success is judged in PE.
- Improve their understanding and use of PE vocabulary in a range of activities and contexts.
- Learn how to recognise and evaluate success, suggesting improvements and effectively using others' suggestions to improve their own performance.
- Become better informed spectators as well as performers through the use of quality peer assessment.
- Improve the quality and effectiveness of their evaluations in relation assessment.

5. In relation to the expectations for their age all pupils will improve their knowledge, skills and understanding of health and safety.

- Improve their knowledge and understanding of risk assessment, safe practice and considerations of hygiene in/after all physical education undertaken within the school's programme of PE and sport.
- Understand the short and long term effects of exercise on the body.
- Know how fitness affects performance.
- Understand the beneficial effects of exercise on health.

Curriculum Planning and Provision:

The Physical Education curriculum and scheme of work developed at our school covers all areas of activity outlined as were statutory in the PE National Curriculum as we feel this still provides a balanced, broad and progressive curriculum. The current scheme of work is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils. In KS2 we teach gymnastics, dance and games with the addition of swimming, athletics and outdoor adventurous activities.

Initially, the curriculum overview provides each year group with a road-map of where the PE curriculum goes over that year whilst also enabling teachers to see what areas of PE they are both building on and working towards. The PE subject leader works this out in conjunction with teaching colleagues in each year group to ensure that these are well matched and provide cross-curricular links where possible and beneficial.

Class teachers work from plans but each week will discuss and review how these maybe modified to suit the children's needs. In addition to this, in conjunction with the school partnership, a PE specialist works across the school, developing plans and upskilling teachers in the delivery of PE sessions. Plans are often discussed between the class teacher and subject leader on an informal basis.

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

Organisation and Timings:

Since the introduction of the school sport grant funding we have endeavoured, to ensure that we are we are committed to delivering a high quality PE Curriculum and have ensured that all children receive a minimum of 100 minutes per week. All classes are timetabled to use the hall, playground or field twice a week. During the summer months, and with extra opportunities provided by the School Games Organisers, the number of minutes per week for a large proportion of children is significantly more.

Teaching Strategies:

We are aware that PE is a distinctive subject where teachers' own experience plays a key role in their delivery and confidence. To ensure that the children benefit from the positive aspects of prior experience and are not hindered by a lack of confidence, support is always provided for teachers to discuss planning and delivery with the subject leaders and a specialist sports teacher paid for by the school sports grant funding. All lessons throughout the school are taught in class groups. Teachers use a range of methods, including working individually, in pairs and as part of a group (ability, mixed ability and mixed gender).

A combination of co-operative and competitive activities are used to develop a sense of sportsmanship and to prepare them for sport outside of the school curriculum. The lower school curriculum is predominantly teacher-led and is heavily focussed on the development of skills leading to an instilment of a love of physical activity. In the upper school, we operate a sport education approach to our invasion games which provides children with a team to be 'part of' and ensures that, regardless of skill level, they are all valued members of a community and play a vital role. Teachers have access to the SGO who provides team teaching opportunities to ensure that teachers are confident in their subject knowledge and their pedagogy in a range of PE areas.

Our Resources:

Sarisbury has a school hall, which is equipped with portable and fixed apparatus for gymnastics. For the teaching of games, there is a large playground, with markings and a large field that is used whenever it suitable. The school also has a well-resourced PE store including, portable football and netball goals and athletics equipment. Equipment is checked regularly and stock replenished as often as the budget and voucher schemes allow. A wide range of lunchtime games are provided for children ensuring that although it is not directed PE time, they are still active and participating in physical activity. The adventure playground increases the opportunities for children to develop their physical capabilities.

Contribution of PE to teaching in other curriculum areas:

RE and Topic

PE contributes to the teaching of RE, Geography and History. For example, in year 3 the story of Diwali is retold through dance and the creation story through gymnastics. In year 5, children embed their understanding of the Tudors through dance and the Ancient Egyptians through Gymnastics. PE also provides a unique opportunity to develop speaking and listening skills in what are sometimes pressured situations, whilst also giving children another context in which to assess each other.

Information and communication technology (ICT)

We use ICT to support PE teaching when appropriate for example, showing skills videos or excellent examples from the professional world while children are getting changed. In dance and gymnastics children are able to take photographs of their performance, and use them to develop their movements and actions.

Personal Development Learning

PE contributes to the teaching of PDL in a variety of ways and on the whole, they two are inextricably linked. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. PE also develops the ability to work together co-operatively whilst overcoming difficulties within structured activities enabling them to then use these skills in varying contexts of 'real life'.

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

Community links:

We are linked with a variety of local schools and colleges which ensure that our local cluster is well catered for in terms of school sport and PE opportunities. It also ensures that we can be involved with local festivals whilst also sharing good practice.

Our PE leaders:

The member of staff responsible for the management and development of PE throughout the school is Charlotte Hartley who will:

- Seek to enthuse pupils and staff about PE and promote high standards of achievement and high quality provision.
- Advise and support staff in the planning, delivery and assessment of PE.
- Manage and develop all resources for PE.
- Monitor and evaluate PE throughout the school, ensuring continuity and progression.
- Keep up to date with current developments by attending courses, liaising with the SGO and colleagues from other schools, and use this as a basis for staff development activities.
- Provide opportunities for our gifted and talented pupils to participate in appropriate activities both in and out of school.
- Provide opportunities for *all* pupils to participate in appropriate activities both in and out of school.
- Continue to promote and raise the profile of PE throughout the school.
- Continue to make use of opportunities provided by partnership for both children and staff and maintain the levels of participation for the Your School Games kitemark status.

Assessment, Record Keeping and Reporting:

Each child is assessed throughout the year. Teachers assess children's work in PE by making assessments as they observe them working during lessons and using photographic or video evidence to support their assessments. They record the progress made by children against the learning objectives for their units and in line with the assessment level descriptors. This evidence is then passed on to the Subject Leader who keeps a record of all year group assessments in their portfolio. At the end of a unit of work, teachers make a judgement as to whether the child has met, exceeded or is below age related expectations. Teacher's use the information as a basis for future planning in conjunction with the PE leader. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

Inclusion:

We aim to provide a programme, which allows all children to access the curriculum. Children with SEND will be included in any physical education lesson. If a programme needs to be adapted then the teacher in charge will do this in consultation with the PE Manager and SENCO.

Gifted and Talented:

Effective learning in PE is inclusive of all pupils. From a broad base of National Curriculum PE activities, it will highlight those pupils who would like to take advantage of the school's extra curricular PE Programme and those who are particularly gifted and talented. In line with the school's Gifted and Talented Policy, these pupils will be recognised and nurtured through:

- A well differentiated programme of learning in PE lessons
- The school's extra curricular programme of PE and sport
- School links with sports clubs in the local and wider community

Health and Safety:

The safety of children in lessons is of paramount importance. The BAALPE publication 'The Safe Practice in PE' is our point of reference for safe working in PE.

Class teachers are to ensure that:

- PE clothing is worn (in line with that stated in the school uniform policy, including correct footwear.)
- Long hair is tied back with a soft band.
- No jewellery is worn, including earrings.
- They have received a letter from the child's parents if they are unable to do PE, otherwise they will be expected to participate in the lesson.
- They set an excellent example by wearing appropriate clothing when teaching PE and conducting themselves in a safe and appropriate manner.
- They will ensure that all equipment is safe to use prior to each lesson and any queries are directed to the PE manager immediately and are not used if the teacher is unsure.

Throughout the school, children are taught how to lift, carry, assemble and use equipment safely. Staff are also trained in this area by the subject leader and Senior Leadership Team.

Our Success Criteria:

Children will be inspired to life-long learning and activity whilst 90% achieve the national expectation or above.

