

St. Joseph's Catholic Primary School PE Policy



This policy should be read in light of our school mission statement which outlines all that underpins our work at St. Joseph's.

At St. Joseph's we live, love and learn by the example of Jesus.

Policy Statement and Curricular Aims:

At St. Joseph's we believe that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well being.

A broad and balanced physical education curriculum is intended to provide for pupil's increasing self confidence in their ability to manage themselves and their bodies within a variety of movement situations.

Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils.

Through the selection of suitably differentiated and logically developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential.

A balance of individual, paired and group activities, cooperative, collaborative and competitive situations aims to cater for the preferences, strengths and needs of every pupil. Such activities,

experienced within a range of areas of activity, aim to promote a broad base of movement knowledge, skills and understanding. They are also desirous of developing a pupil's ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.

The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem solving. Pupils are encouraged to appreciate the importance of a healthy and fit body and begin to understand those factors that affect health and fitness. This work is closely aligned with the school's policy on Health Education.

Whilst retaining its unique contribution to a pupil's movement education, physical education also has a considerable potential to contribute to much wider areas of learning. It is also considered important that physical education is integrated into the whole school's planning for the development of pupils' communication, numeracy, PSHE and ICT skills.

Aims:

At St. Joseph's School, our aims for Physical Education are:

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency (acquiring and developing).
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas (selecting and applying).

- To improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance (improving and evaluating).
- To develop an understanding of the effects of exercise on the body and an appreciation of the value of safe exercising (knowledge and understanding of fitness and health).
- To develop the ability to work independently and communicate with and respond positively towards others (working alone and with others).
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well being (applying safety principles).

It is important to note that this is not just about skill development in isolation but about the knowledge skills and understanding. The aims support and develop the four core strands of learning, safety principles and social.

Entitlement

St. Joseph's provides all pupils with the full entitlement of two hours high quality physical education a week. This is delivered through 2-3 PE lessons a week of varying length depending on the age of the children and the activity being undertaken. Units of work are blocked (based on the LCP Scheme of Work) so that for a set period of time all the lessons are on the same area of activity.

Foundation Stage

Here the lessons are structured so that there are three sessions per week aimed at physical development. These are approximately 35-40 minutes in duration and are aimed at the Stepping Stones and Early Learning Goals.

Key Stage 1

2 lessons a week – 1 hour duration each lesson.

Key Stage 2

2 lessons a week – 1 hour duration each lesson.

Each class is timetabled so that they can access the hall for the duration of the unit that they are studying. Other year groups are timetabled to outside activities such as Outdoor Adventure at this time to facilitate this provision.

Curriculum Planning

Where appropriate PE is organised in themes to promote greater cross curricular planning, teaching and learning.

The time-table and scheme of work is centrally planned by the PE subject team and is based on the progressive schemes of work provided by the LCP scheme in Key Stages 1 and 2. Relevant units are made available to all staff who teach them and they will be expected to evaluate these units, feeding back to the subject leader. This allows for curriculum review in relation to content, progression, continuity, teaching and learning.

Individual lessons should be evaluated to inform planning and ensure differentiation. These units support the LCP scheme of work and deliver the national curriculum for physical education.

At Key stage 2, swimming is taught by a qualified swimming instructor. Information on progress, assessment of attainment is provided by this person in consultation with the class teacher. Teachers must ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas and fitness and health.

Teaching and Learning

The organisation of PE in the school promotes teaching and learning. Lessons are blocked units of work to promote greater depth of understanding, developing skills, contextual application of these skills and the ability to perform reflectively.

Children will be presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams. They will learn how to think in different ways to suit the different challenges. They will be given the opportunity of demonstrating their learning, using a range of communication styles, allowing for effective assessment. This assessment will be used to inform planning and promote greater learning.

The structure of the scheme of work will promote learning and teaching as it provides both continuity and progression. This scheme of work specifies progression of skills, knowledge and understanding.

Assessment and Recording

Pupils' work will be assessed throughout each unit of work using formative assessment methods as well as throughout tasks similar to

those outlined at each unit of the LCP scheme. These contextual core tasks will allow teachers to compare pupils against the attainment target and expected outcomes.

Pupils' progress will be monitored by the individual class teacher who will use these methods to set realistic targets for the individual pupil, based on their strengths and weaknesses. At the end of each unit an indication of the level they are working on will be recorded. Pupils in Key Stage 1 and 2 will be actively involved in assessing their own performances as well as that of others.

Use of ICT in PE

As a whole school focus, the use of ICT in PE will be implemented through allowing opportunities for pupils to; record their achievements to enhance learning using digital video and cameras, using the IWB for viewing, digital photography as stimuli for activities and data handling to represent findings related to health.

Equipment and Resources

All resources are centrally stored in a large cupboard in the hall.

These resources are regularly reviewed in order to ensure they are appropriate to the range of ages, abilities and needs of the children in order to enhance learning.

These resources are consistently updated and the school has greatly benefited from the recent Sainsbury's Active Kids and Tesco Sport Vouchers schemes.

Resources should be counted out and back in, returned in good condition and working order. The pupils should be encouraged to:

- Look after resources.
- Use different resources to promote learning.
- Return all resources tidily and to the correct place (staff should oversee).

➤ Be informed of any safety procedures relating to the carrying or handling of resources.

Any damage, breakage or loss of resources should be reported to the PE subject leader as soon as possible. Any obvious damage to a piece of equipment with potential to cause subsequent injury must be isolated from use and reported. No other groups or individuals should be able to access the resource until it is made safe.

Safe practice

Teachers should make themselves aware of health and safety arrangements for all the areas of activity that they are teaching. This school follows the Safe Practice in Physical Education guidance by BAALPE and Hertfordshire LEA.

All pupils must be taught how to handle and carry apparatus and resources appropriately. They should be taught how to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.

Specific guidance on all areas of activities is given by BAALPE - additional LEA guidance is also available.

Staff that lack confidence in teaching areas of activities will be supported by access to INSET training either in school or on LEA courses.

Differentiation

PE in school will comply with the three basic principles for inclusion in that it will:

➤ Set suitable learning challenges.

- Respond to pupils' diverse learning needs.
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils.

The action necessary to respond to an individual's requirement for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. Some pupils may need specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists, or in exceptional circumstances, with a statement of special educational needs.

Any classroom support provided must extend into PE lessons as appropriate. Teachers and Adults Other Than Teachers (AOTTs) working with the children will be made aware of any pupils who have special educational needs or medical conditions. The SENCO will liaise with all staff to ensure all pupils' needs are met in relation to learning and teaching in PE. The QCA document "Physical Education – Planning, teaching and assessing the curriculum for pupils with learning difficulties" (2001) is available to all staff.

Equal opportunities and Inclusion

Every pupil has equal access to national curriculum PE. Learning experiences are differentiated in such a way as to meet the needs of all pupils.

All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

Assessment and Reporting

Assessment is normally carried out by the teachers in the course of the normal course of activity. Formative and summative assessment methods will be used. The school will utilise the contextual core tasks identified by QCA in combination with formative assessment to arrive at the end of unit levels of attainment. These will allow a picture to be built of pupil's progress and any areas of strength or weakness.

Individual's will be set challenges appropriate to their attainment and will be involved in making judgements on their own progress, suggesting how they can improve.

Pupils will be given the opportunity to provide evidence of their knowledge, skill and understanding by contextual tasks, performances and questioning. Knowledge and understanding must underpin the skill demonstrated. This is best achieved through contextual tasks and not in isolation.

Lessons are not the only place where pupils demonstrate their knowledge, skills and understanding. Wherever practicable staff will consider pupil's outside interests. E.g. Lunch time, after school clubs, local teams etc.

In accordance with the school's policy, parents will receive a written report on all aspects of a pupil's school work in the Spring Term. This will include PE and should indicate to the parents the range of activities offered and areas of personal strength and weaknesses. It will also indicate to the parents whether the individual is working in line with, above or below national expectations.

Staff Continued Professional Development (CPD)

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need guidance so that appropriate support can be given, either by the subject leader or the a PE advisor through INSET. All staff who attend any CPD course must provide feedback/disseminate the information.

Further staff development is occurring through being part of the A10 School Sports Partnership (SSP). The subject leader is now also the Primary Link Teacher (PLT) and has undergone training, in addition to more opportunities for whole school training attending TOPs courses and other development opportunities.

Out of School Hours Learning (OSHL)

The school offers a wide range of after school activities which are being broadened through the SSP, currently all year groups have access to OSHL over the course of the academic year. These are open to any pupils in the relevant year groups. Staff will notify pupils of any cancellation, rearrangements of clubs as soon as possible.

Foul Weather

In the event of foul weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made. These may include class based activities around the activity or re-scheduling the activity for another day. If the indoor space is available, the activity could be taught inside with modification or adaptation, still allowing the learning intentions to be achieved.

Loss of Teaching Time/Space

Whenever it is not possible to teach the planned PE lesson, this should be recorded. Teachers should endeavour to revisit the planned learning as soon as it is practicable.

Policy agreed by staff/Governors: December 2008

Review Date: December 2009