

Bushfield Road Infant School

P.E POLICY

BUSHFIELD ROAD INFANTS SCHOOL VALUES AND ETHOS

MISSION STATEMENT

At Bushfield Infants, we provide a positive, happy and safe learning environment where all children feel valued and secure. We are committed to providing a rich and exciting curriculum, which encourages all children to meet challenges with enthusiasm and inspires them to succeed. At the heart of our school is a strong commitment to raising children's self esteem and self confidence, which enables them to become confident life long learners.

COMMUNICATION AND INTERACTION

We spend a huge part of our lives talking, listening and responding to people around us. We should never just expect communication to happen; we should take personal responsibility for the quality of our conversations. Almost everything we do, in and out of school, depends on talking and listening. Speech, language and communication skills are crucial for the development of a child's learning and for their social and emotional wellbeing. For that reason, across all areas of our creative curriculum, we provide opportunities to talk, to listen and to respond to what we see and hear. (Please refer to the communication and Interaction policy for further information.)

OUR VISION

Here at Bushfield Road Infants we believe that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to pupil's physical literacy and well-being. A broad and balanced Physical Education Curriculum is intended to provide for pupils' 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 a stimulating, enjoyable, and appropriately challenging learning experience for all pupils. Through differentiated tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential. Physical Education at Bushfield Road Infants promotes teamwork, imagination and personal health and fitness in a fun and encouraging environment. Children of all abilities develop and achieve whilst being given a chance to shine.

AIMS AND OBJECTIVES

Physical Education develops the children's knowledge, skills and understanding so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games and gymnastic activities. Physical Education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives. We believe children need a balanced diet and opportunities to be physically active in order to develop and learn effectively. The school aims to deliver a broad and balanced programme of physical activity that offers opportunities to promote physical development and competence, whilst developing artistic, aesthetic and linguistic understanding through movement. These opportunities will provide the necessary experiences to develop a range of attributes and qualities thus creating a well-rounded physically able child.

The aims of PE are:

- To enable children to develop and explore physical skills with increasing control and coordination;
- To encourage children to work and play with others in a range of group situations;
- To develop the way children perform skills and apply rules and conventions for different activities;
- To increase children's ability to use what they have learnt to improve the quality and control of their performance.
- To teach children to recognise and describe how their bodies feel during exercise;
- To develop the children's enjoyment of physical activity through creativity and imagination;
- To develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.
- To promote physical activity and healthy lifestyles, encouraging children to adopt positive attitudes towards physical activity.
- To provide opportunities for children to learn new skills.
- To ensure that each child is able to fulfil their full potential in a range of physical activities.

- To develop a sense of fair play, honest competition and good sporting behaviour.
- To promote and develop safe practice in all types of physical activity.
- To provide opportunities for children to enjoy communicating, collaborating and competing with each other whilst developing a sense of fair play.
- To provide equal opportunity for all pupils, regardless of gender, ethnicity, background or ability.

TEACHING AND LEARNING STYLE

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of the other children. Within lessons we give the children the opportunity to collaborate with each other, and they have the opportunity to use a wide range of resources.

- Opportunities for physical activity may be incorporated into lessons e.g.: Brain Gym, physicality, 5 a day, outdoor adventure trail.
- Parents will be provided with information about physical education and other school-based physical activities before, during and after the school day; and the school will support parent's efforts to provide their children with opportunities to be physically active outside of school.

EQUAL OPPORTUNITIES

In all classes there are children of differing physical ability. We aim to provide suitable learning opportunities for all children. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results.
- Grouping children by ability and setting different tasks for each group.
- Providing a range of challenge through the provision of different resources.

CURRICULUM PLANNING

PE is a foundation subject in the National Curriculum. Our school takes a cross curricular approach to planning with National Curriculum being used as guidance. We have adapted the QCA PE scheme of work to the needs of our school. As required we teach athletics, dance, games and gymnastics at Key Stage 1.

We are required to provide two hours of PE a week. All classes in, Year 1 and Year 2 have two sessions of one hour of PE a week. Reception has one session of 1 hour and then a shorter session of 45 minutes, which includes changing time. Nursery has one session of 20 minutes hall time for each option. Foundation Stage also has physical activity during outdoor play sessions and has access to the outdoor area at all times. Enrichment PE is available on a Friday afternoon for all classes during the year.

The curriculum planning in PE is carried out in three phases (long, medium and short-term). The long-term plan maps out the PE activities covered in each term during the Key Stage. The PE subject leader works this out in conjunction with teaching colleagues in each year group.

Our medium-term plans, which we have adapted from the QCA and Top Scheme, give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term.

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

OPPORTUNITIES PROVIDED

- Many pupils, living close to school, are encouraged to walk or bike to school encouraging pupils to improve and maintain their road safety awareness.
- Enrichment afternoon offers the following activities to KS1 AND FS to enhance the PE curriculum already offered:
 1. Dance
 2. Multi-sports
 3. Boccia and New Age Kurling

- The school offers After School Clubs, where the children have opportunities for supervised physical activity both indoors and outdoors.
- The school offers the following school clubs which promote physical activity;
 1. Gym - KS1 & FS
 2. Tennis - Year 2 (summer term)
 3. Gardening - KS1 & FS (summer term)
 4. Street dance - KS1
 5. Basketball - KS1 (summer term)
- Each year inter-school competitions are arranged with schools in the local area such as Boccia and New Age Curling allowing children the opportunity of representing their school and developing their self-esteem and pride in belonging to their school team.
- Year 2 children compete annually in the Wake and Shake Festival and mini Olympics hosted by the local school sports partnership.
- The school holds two discos a year which are open to all pupils and promote dancing as an enjoyable way of being physically active.
- Some lesson activities involve walking into the community to support a learning objective.
- Before each school holiday pupils are provided with a list of activities taking place over the holidays at local venues.
- All children take part in an annual Sports Day to celebrate their athletic achievement, which parents are invited to.
- The school has an adventure trail and playground markings which are accessible to all the children, weather permitting during both lessons and at playtimes. We also have a games zone and lunchtime toys which are available to the children during playtimes.
- The school holds an annual Fun day event in line with the Healthy schools approach which incorporates a sponsored assault course and 'fun run'.

THE FOUNDATION STAGE

We encourage the physical development of our children in the Reception and Nursery Classes as an integral part of their work. As the Reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of our children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills and the three areas of dance, games and gymnastics.

CROSS CURRICULAR LINKS

English

PE contributes to the teaching of English in our school by encouraging children to describe what they have done, discuss how they might improve their performance and communicate with others when working as a team.

Effective speech, language and communication are crucial for the development of a child's learning and for their social and emotional well being.

Communicating and interacting are how we learn about the world around us, how we resolve problems and create new opportunities. It is how we plan and organise our lives and how we build relationships and friendships. It is how we learn.

For that reason, across all of our areas of our creative curriculum, we provide opportunities to talk, to listen and to respond to what we see and hear. (Please refer to the Communication, Interaction and Literacy Policy for further information)

Personal, social and health education (PSHE)

PE contributes to the teaching of personal, social, health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

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 level of ability, and encourages them to cooperate across a range of activities and experiences. Children learn to respect and work with each other, and to develop a better understanding of themselves and of each other.

TEACHING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

At our school we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education for all children. Through our PE teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting learning challenges and responding to each child's different needs. Assessment against National Curriculum levels allows us to consider each child's progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, and differentiation - so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE such as the Madeline Portwood programme which is offered to those children in KS1 who need support with gross and fine motor skills.

Occupational health and physiotherapy become involved with children when necessary.

ASSESSMENT AND RECORDING

Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. They use this information to plan the future work of each child. 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 the year.

RESOURCES

There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. The hall contains a wide range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field for games and sports activities.

HEALTH AND SAFETY

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. Health and safety hazards within the teaching environment should be identified and recorded. We expect them to change for PE into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no jewellery is to be worn for any physical activity. Children will only miss PE lessons on health grounds, if this is requested by their parent either through direct contact with the school or in a note to the teacher. Non participants of PE are included in lessons, taking the role of an evaluator.

PARENTS AND OTHER ADULTS

Other adults including students and dinner supervisors who wish to be involved in supporting PE activities should be introduced to the ideas behind the National Curriculum requirements. These extra adults need to have police clearance.

STAFF DEVELOPMENT

All staff will attend appropriate inset training to ensure continued professional development. Staff meetings will be used to address areas of PE that need to be developed.

MONITORING AND REVIEWING

The monitoring of the standards of the children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

ROLE OF PE GOVERNOR

- The PE governor is invited into school to meet the coordinator and to become familiar with PE in school.
- They are welcome to observe or join in with classes across the Key Stage.

ROLE OF PE CO-ORDINATOR

- The PE coordinator's role will include the following responsibilities:
- To ensure that the PE policy document reflects the requirements of the Curriculum Documentation for PE and the needs and ethos of the school.
- To review and update the PE policy document regularly.
- To provide leadership and guidance in the area of PE and to support staff as required.
- To be actively involved in whole-school planning, in cooperation with other subject coordinators, in order to maintain a broad, balanced and differentiated curriculum.
- To monitor medium-term planning for PE.