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Physical Education Policy

Curriculum Statement

Physical education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and a knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

P.E. is taught according to The National Curriculum for England. Indication of topics covered in any particular term may be found within the school's curriculum map. We also employ the services of an outside PE Agency to up skill staff knowledge as well as enhance teaching and learning of PE across the federation. Furthermore, we are part of the Boston School Sports Partnership.

Aims

P.E. offers opportunities for children 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 compare 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 performances;
- 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.

Time Allocation

Foundation Stage / KS1: Approximately 2 hours per week

KS2 Approximately a minimum of 2 hours per week

Subject content

Key stage 1:

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2

- 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. Pupils should be taught to:
 - use running, jumping, throwing and catching in isolation and in combination
 - play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending
 - develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics
 - perform dances using a range of movement patterns
 - take part in outdoor and adventurous activity challenges both individually and within a team
 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Cross Curricular Links

In all classes Physical Education is taught as a discreet subject. Within the foundation stage physical development is taught as a prime area and is assessed under the child's Early Learning Goals. Learning through physical activity will also be linked into all aspects of the children's work. Aspects of P.S.H.E., Literacy, Science, Numeracy, Religious Education, Music, History, Art and I.C.T. are linked with Physical Education where appropriate and where it is considered beneficial to pupil understanding and achievement. ICT will be used to research topics covered, to investigate areas of work through multi-media presentations, to record, manipulate and present work and to share work with others.

Safety

Staff adhere to County Safety guidelines when leading lessons. Annual risk assessments are completed for the teaching of PE and equipment is inspected and registered as suitable for use. The subject co-ordinator has attended a BAALPE safety training course.

Parents are issued with guidance on appropriate clothing. This currently comprises:-

- a white t shirt – covering shoulders and stomachs
- Dark shorts – not cycle shorts
- Plimsoles for indoor games
- Trainers for outdoor games
- Bare feet for gymnastics
- One piece swimming costume

All jewellery must be removed before taking part in PE

If children choose to wear their own clothes for PE it must be appropriate and not pose a risk to themselves or others – ie, no zips, no tassles, no glitter.

Swimming goggles may only be worn with the written permission of the parent approved by the swimming teacher.

Support Staff

Support Staff are deployed by the Headteacher. The Class Teacher defines their role and activities within the class to best promote pupil attainment. This may include leading teaching for groups, supporting the work of individuals or assessing pupil achievement and attainment.

Transfer between class groups

On Transfer between classes all previous assessment data and records are passed from one teaching team to the next. At the start of the Autumn Term the relinquishing teacher meets with the new teaching team to review each child in data and pass on key information regarding performance and temperament.

Transfer to Higher Education

On transfer to High School all records of pupil achievement and attainment are passed to the receiving setting. The class teacher meets with a staff representative of the setting to discuss each child in detail.

Assessment Recording and Reporting.

On entering the Federation children will be observed at work and play in order to make an entry assessment of what they already know and can do. Early Learning Goals judgements are used to establish a baseline measure of individual ability

Throughout the year staff continue to monitor children's progress in order to plan purposeful and appropriate activities to support them in the next steps in their learning.

By the end of the Reception year a Foundation Stage Assessment will be completed for each child which sums up their progress and learning needs at the end of the Foundation Stage. The Foundation Stage Profiles is based on ongoing observations and assessments over all seven areas of learning within the Foundation Stage Curriculum. Each child's typical developments and achievements will be recorded on

assessment scales. Completed Profiles will be used as part of our annual report to parents. The numerical results are collected by the LA as they are required as statutory assessment at the end of the Foundation Stage.

Parents are informed of their pupil's performance at parent-teacher consultation evenings. They also receive an annual written statement on their child's progress about PE during the summer term.

Formative assessment takes place daily through oral and written feedback to the child on their performance and targets for improvement.

Provision for children with special educational needs

Teaching and Learning for children with Special Educational Needs is managed through differentiation and intervention within the class setting. Work of an appropriate level is administered with support where appropriate from an assisting adult.

Teaching and Learning for children with an Early Health Care Plan will be managed in accordance with the advice provided by specialist outside agencies.

Teaching and Learning Objectives and Activities for all children in the class will be identified on the weekly class plan for PE.

Provision for children recognised on our Gifted and Talented Register

Teaching and Learning for children with recognised Gifts and Talents is managed through extension within the class teaching and enrichment through the provision of additional learning opportunities of an appropriate level of challenge.

These may include:

- Accessing work using objectives from academic groups in advance of their age.
- Using established knowledge to develop their problem solving and knowledge application abilities
- Being challenged to complete specific tasks of a standard appropriate for their heightened level of ability.
- After School Gifted and Talented Clubs.

Equal Opportunities

The Governing Body ensures that the school does not discriminate against any pupil on the ground of disability, sex or race in deciding admissions, providing the curriculum, teaching and guidance; in applying standards of behaviour, dress and appearance; and in the allocation of resources and other benefits and facilities which the school provides. The school prides itself on its ability to welcome and involve children of all abilities, backgrounds and heritage. Children are recognised as individuals and both supported and challenged at their own level of development. Our main principal aim is that all children achieve the best that they can be, in all aspects of their development, during their time within the Federation

Monitoring, Review and Development

School performance in PE is being constantly monitored and reviewed by the following means:-

- monitoring of planning
- Classroom observation
- Seeking the views and opinions of the teaching team
- Seeking the views and opinions of the children
- Seeking the views and opinions of the parent body
- Analysis of pupil attainment and achievement, both individually, as a cohort and as a class
- Analysis of pupil performance in different aspects of mathematical understanding

Opportunities for improvement in provision are identified in the School Development Plan.

Adopted: September 2015
Date for Next Review: Autumn 2018

Signed:

Mrs C Collett
Executive Headteacher

Mrs R Blowers
Chair of Governors