POLICY STATEMENT FOR PHYSICAL EDUCATION

Rationale

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 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 life styles. 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.

(N.C 1999)

At Christ Church Primary School we believe that physical education, experienced in a safe and supportive environment, is a vital and unique contributor to a pupil's physical and emotional health and development; even more so now, in a time of increasing technology when physical exercise is often substituted by computer games.
The Aims of PE at Christ Church C.E. Primary School

- To develop physical competency in the areas studied: Games, Gymnastics, Dance, Swimming and Athletics by acquiring and developing skills.

- To develop the ability to remember, adapt and apply knowledge, practical skills and concepts to different activities

- To promote a sense of enjoyment from being physically active and a desire to improve performance

- To develop an appreciation of fair play and sportsmanship enabling pupils to work effectively in competitive and cooperative situations

- To understand the benefits of exercise upon health in promoting an active lifestyle.

- To engage pupils in the processes of evaluating, reviewing and improving performance and in so doing developing as independent learners.

- To promote positive attitudes towards health, hygiene and fitness

- To appreciate safe practice in all activities covered.

Objectives

- Pupils will participate in a range of psycho-motor (movement) activities in order to develop personal physical skills. (Practical attainment)

- Pupils will be aware of their body in relation to others and their immediate environment and aim to promote quality of movement (Kinaesthetic)

- Pupils will be made aware of simple physiological changes that occur in their bodies during exercise. (Physiology)

- Pupils will be given the opportunity to develop imagination and co operation to achieve shared goals. (Teamwork)

- Pupils will be given opportunities to develop personal characteristics such as initiative, self reliance and self discipline (Self knowledge)

- Pupils will be given opportunities to succeed in the subject as well as be stimulated and challenged (Problem solving)

- Pupils will be given the opportunity to develop areas of their choice in extra-curricular time.

- Pupils will make full use of the facilities and time so that they are prepared mentally and physically for High School.
The Role of the Physical Education Co-ordinator

Job Description: Physical Education

You are required to carry out the duties of a school teacher as set out in paragraphs 37 – 40 of the school teachers’ pay and conditions documents, 1995.

In addition you are required to ensure through a process of planning, monitoring and evaluation;

- the co-ordination of the P.E curriculum within the school
- leadership of staff discussions relating to P.E
- the requisitions of books, materials, and equipment for the teaching of P.E
- liaison with other schools and agencies, especially the County Advisory Service
- the promotion of parental interest and understanding at appropriate times.

You will also be expected to play a leading role in the encouragement and organisation of the following:

- extra-curricula sports clubs
- competitive team sports
- school sports days
- the school swimming programme

This job description may be reviewed and amended at any time following consultation between the head teacher and the post – holder.

Inclusion

A physical education programme is an entitlement for all children, regardless of, and with respect for, their cultural or financial backgrounds. We take this, gender, and any special physical needs of the children into account in the planning (communicating with the SENCO if necessary) and delivery of P.E throughout the whole school.

We encourage all pupils to participate in any after school activities. For further information, please refer to the equal opportunities, special needs and multi-cultural opportunity policies.
**Planning and Assessment**

Long Term Planning – See Curriculum Map at the end of this policy.

Medium Term Planning - as other foundation subjects. See whole school planning policy.

Short Term Planning - as other foundation subjects. See whole school planning policy.

The Physical Education curriculum and Schemes of Work developed and implemented at Christ Church Primary School cover all areas outlined as statutory in the PE National Curriculum. This means that in:

- Key Stage 1 all pupils in Years 1 & 2 cover units of Gymnastics, Dance and Games.
- Key Stage 2 pupils in each year cover units in Gymnastics, Dance, Games, Athletics, and in Years 3 and 4 Swimming, with a ‘top up’ in year 6 if required.

For all units of work studied there is an assessment mechanism which records pupils’ levels of attainment. This enables an overall profile of the pupil to be established at the end of each year which will be used for reporting to parents annually. It is also used to inform future planning of each activity area studied and for target setting.
Attainment Targets for Physical Education at Key Stages 1 & 2

Level 1

Pupils copy, repeat and explore simple skills and actions with basic control and co-ordination. They start to link these skills and actions in ways that suit the activities. They describe and comment on their own and others actions. They talk about how to exercise safely and how their bodies feel during activities.

Level 2

Pupils explore simple skills. They copy, remember, repeat and explore simple actions with control and co-ordination. They vary skills, actions and ideas and link these in ways to suit the activities. They begin to show some understanding of simple tactics and basic compositional ideas. They talk about differences between their own and others performance and suggest improvements. They understand how to exercise safely, and describe how their bodies feel during different activities.

Level 3

Pupils select and use skills, actions and ideas appropriately, applying them with coordination and control. They show that they understand tactics and composition by starting to vary how they respond. They can see how their work is similar to and different from others work, and use this understanding to improve their own performance. They give reasons why warming up before an activity is important and why physical activity is good for their health.

Level 4

Pupils link skills, techniques and ideas and apply them accurately and appropriately. Their performance shows precision, control and fluency and they understand tactics and composition. They compare and comment on skills, techniques and ideas used in their own and others work and use this understanding to improve their own performance. They explain and apply basic safety principles in preparing for exercise. They describe what effects exercise has on their bodies and how it is valuable to their fitness and health.

Level 5

Pupils select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency. When performing they draw on what they know about strategy, tactics, and composition. They compare and comment on skills, techniques and composition. They analyse and comment on skills and techniques and how these are applied in their own and others work. They modify and refine skills and techniques to improve their performance. They explain how the body reacts during different types of exercise, and warm up and cool down in ways that suit the activity. They explain why regular, safe exercise is good for their fitness and health.
Expectations

By the end of Key Stage 1 the performance of a majority of pupils should be within the range of 1 – 3. Most pupils might be expected to achieve level 2.

By the end of Key Stage 2, the performance of the great majority of pupils should be within the range of levels 2 – 5. Most pupils might be expected to achieve a level 4.

Key Stage 1

During Key Stage 1 children build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to play and work with other children in pairs and small groups. By watching, listening and experimenting with movement and ideas they develop their skills in movement and their co-ordination, and enjoy expressing and testing themselves in a variety of situations.

Children

- Find out what they can do as they explore a range of basic skills, actions and ideas such as running, jumping and turning, throwing or kicking a ball and responding to music in dance.
- Learn to practice by repeating what they have done in ways that make it better, such as making movements more controlled, effective or expressive.
- Use movement imaginatively to communicate ideas and feelings.
- Watch, copy and describe what they and others have practised, to build their awareness of how to improve the way they move and play.
- Recognise that their bodies feel different when they run short or long distances, move slowly or suddenly and lift heavy objects or float in water.
- Learn to use space safely when they work alone or with others, showing increasing control over their movements.

Key Stage 2

During Key Stage 2 children enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways and link them to make actions, phrases and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.
Children

- Enjoy being active, showing what they can do
- Practice new skills across a range of activities that might include dance, gymnastics, games, swimming, athletics and outdoor adventurous activities
- Learn consistency by repeating their movements and linking their skills until their performance is clearer, more accurate and controlled over time.
- Pace themselves in challenges in activities such as swimming and athletic activities
- Use their creativity in performing dances, making up their own games, planning gymnastic sequences, responding to problem solving and challenge activities
- Know how to improve aspects of the quality of their work, using information provided by the teacher and information and communication technology (ICT) opportunities, and increasingly help themselves and others to perform more effectively.
- Know why activity is important to their health and well-being
- Understand the rules and conventions of taking part in different activities safely

Progression Features Within the 4 Strands of the N. C.

Acquiring and Developing Skills
- From early movement explorations to acquiring and developing a range of skills that show improved control and co-ordination and then to refining and extending these skills and being able to perform them with some accuracy, consistency and fluency

Selecting and Applying Skills, Tactics and Compositional Ideas
- From simple selection and application of skills in a series or in combination to the planning and use of more complex sequences and games

Evaluating and Improving Performance
- From being able to describe what they see being performed to making simple evaluations of performance and being able to use this information to improve the quality of their work

Knowledge and Understanding of Fitness and Health
- From knowing that exercise makes them hot or out of breath to developing an understanding of why activity might be good for them and how important it is to their general health and well-being and how different types of fitness affect their performance.
Teaching and Learning

- Pupils should be physically active for a majority of all their PE lessons.
- Lessons should have a warm up relevant and appropriate to the activity that follows, a learning experience / activity, time to apply and expand what has been learned and a cool down and summary.
- It is the ethos of the school that pupils are encouraged for their efforts and achievements and that feedback should be as positive as possible.
- There should be balance between:
  - Group, paired and individual working
  - Competitive and non-competitive activities
  - Contact and non-contact sports
  - The development of skills and tactical and compositional understanding and application

Lesson Procedures

Most lessons throughout the school are taught by the class teacher but some year groups may arrange a member of staff to teach more than one class. Swimming lessons are always taught by a specialist swimming teacher along with the class teacher.

- Pupils should be suitably dressed to participate in activities.
- To save time changing should take place in the classroom. However in year 6 if space allows the girls and boys could change separately to allow some degree of privacy.
- Dress code
  - White T shirt
  - Black / navy shorts
  - Trainers for outdoor activities (bare feet are recommended for indoor activities)
  - In addition a sweatshirt, jumper or tracksuit can be worn in cold weather outside.
- All jewellery must be removed in the classroom at the start of the lesson (earrings that cannot be removed should be secured with plasters as a temporary measure until they can be taken out)
- Pupils unable to participate should bring a letter from home explaining why they are unable to actively take part. Long term absence from participation may require a doctors note
Lesson Organisation

Every lesson should have a:

- **Warm up** - appropriate to the activity to prepare the body physically and mentally for the work to follow and should usually include both pulse raising and mobility activities.

During the warm up pupils should be questioned and informed about the purpose and benefits of preparing the body before vigorous exercise.

Pupils should be given the opportunity to plan and carry out their own warm ups individually, in pairs and in small groups.

- **Main Activity** – during this section pupils should be given the opportunity to practice and rehearse movements, actions and skills being taught. Tasks set should be differentiated to take into account pupils individual levels of performance using the S.T.E.P framework model from the TOPS programme.

Evaluation is interregnal at all stages of skill development and opportunities for pupils to observe and evaluate their own and others performance should be given during the development stages. This will supplement the constructive advice being given by the teacher.

Pupils should then be given the opportunity to expand, develop and apply the skills, actions or movements being taught:

- During game situations (small sided, modified or full game)
- During the development of dance / gymnastic composition
- During athletic events (relay)

- **Evaluation**

Pupils should always be given the opportunity to observe, describe, evaluate and make suggestions for improvement of their own and others work (see info sheet on evaluation strategies).

- **Cool Down /& Plenary**

A gradual tapering off of the intensity of the activity to allow the body to recover.

An opportunity to assess progress and to question pupils about their own and others work.

An opportunity to assess pupils understanding of work covered in the lesson.

An opportunity to reiterate important elements concerning health and fitness and the benefits of an adopting an active healthy lifestyle.
**Differentiation**

Physical activity should cater for the needs of all abilities from the physically gifted to the physically challenged. The programme of physical activities offered takes into account differences in stages of development, previous movement experiences, body size, age, fitness and skill levels.

Physical activity provision should be developmentally appropriate and a variety of teaching and learning approaches and organisational management strategies should be adopted to ensure that:

- Tasks are matched to pupils’ different abilities, needs and interests by balancing challenge with the likelihood of success.
- Pupils at different starting points all make progress
- The achievements of all pupils are maximised by providing variations in:
  - **Tasks**
    (E.g. providing a range of tasks with differing degrees of difficulty)
  - **Resources**
    (E.g. using a variety of equipment to make the tasks more or less challenging)
  - **Response**
    (E.g. allowing pupils to work at different paces)
  - **Support**
    (E.g. providing additional support)
  - **Group Structure**
    (E.g. permitting small group work, selecting mixed ability or setting as appropriate)

By implementing the TOP Play & Top Sport Adaptation Framework Model S.T.E.P – differentiation will be addressed and a format provided to ensure pupils of all abilities are challenged but at the same time achieve success.

**S - Space**

**Where the activity is happening**

Level / height
Large space gives more reaction time less space demands greater skill level and agility
Length
Distance travelled
Zoned play – to create a safe environment
Smaller / larger target area – nearer to / further away from partner
T - Task

What is the activity?

Easier - simplify the game
Harder - introduce more rules
Rotate - roles
Change rules to aid inclusion e.g. allow more lives for less able
Use different targets for some children
Use distance hit rather than runs made to determine scores

E – Equipment

With what

By type
Balls bats
Mats
Cones
Feet
Hoops
Planks
Bench
Beam

By varying
Size
Shape
Texture
Weight
In/outdoor
Play surface

P – People

With whom

By type
Independently
In groups
In pairs
In teams

People with
Different/
Same roles pairs
Different /
Same ability

People In
Own space
Big spaces
Small spaces
Restricted space

Evaluating and Improving Performance

The 4th strand of the national Curriculum requires pupils to evaluate their own and others performance.
Opportunities should be provided for pupils to:-
- Watch
- Describe
- Recognise strengths and weakness
- Use information gained through observation to improve their own and others work
Strategies to Provide Opportunities for Evaluation

- **Teacher to use exemplar performances by pupils** for the rest of the class to evaluate. (This can be done continuously throughout the lesson to highlight correct / Incorrect technique, quality of movement and actions, use of tactical strategies etc)
- **In Pairs** – Pupils observe and evaluate each others work
  
  Pupils observe and evaluate another pairs work
  
  One of the pair to observe one person from another pair

- **In Small Groups**
  
  ➢ 1 pupil to perform and the rest of the group to evaluate
  
  ➢ 1 group to evaluate another group
  
  ➢ 1 person to stay at the activity station and perform movement action / sequence rest of the group to rotate around each of the stations evaluating the work of the remaining performer.

- **Video**

  **Record, observe and evaluate:**
  
  ➢ Individual, paired or group performances
  
  ➢ Performances from elite sportsmen / women

  Evaluation is most effective if criteria are provided to judge performances against e.g.

  - How many times did he/she hit the ball?
  - How many backhand shots did your partner play?
  - Did you see changes of speed, level and direction during the sequence?
  - List the skills in the routine
  - Did your partner show control during the sequence?
  - Can you describe and copy the routine you observed
  - What could your partner do to improve their performance?
  - What would you consider were the strengths and weaknesses of the sequence

  Encourage pupils to describe what they see and evaluate performance using appropriate terminology.

**Plenary Session**

**The plenary session provides a good opportunity for teachers to assess pupils ability to observe, evaluate and use information to improve their own and others performance.**

This can be achieved by effective questioning during the cool down or at the end of the session

**Exemplar questions**

- What have you improved today?
- What have you changed in order to improve your performance?
- What should we look for in a - handstand, cartwheel, chest pass etc?
- Name 2 skills that we have been working on today
- What do you think you have performed well at today?
- What do need to work on next lesson in order to improve your performance?
Health and Safety

- All teachers are responsible for safety in their own lessons and should therefore be aware of the safety issues involved in the teaching of PE and should refer to the B.A.L.P.E. Safe Practice Document in school.

- Good discipline should be maintained throughout all PE lessons

- Pupils should be aware of codes of conduct and what is expected of them

- Teachers should position themselves so that they are able to observe the whole class.

- In the event of an accident the teacher should judge whether it is appropriate to ask all pupils to stop what they are doing in order to focus on the injured child, or to continue whilst the injured child is sent to the office with another child if the injury is not serious, or if it is serious send a responsible child to the Office to obtain assistance.

- Asthmatic pupils need to be taught to take responsibility for inhalers during lessons.

- Large apparatus is checked annually by Mercury Sports – but any damage during lessons must be reported to the PE Co-ordinator

Resources

- QCA Documents – appropriate photocopies have been given to class teachers
- TOPS Cards – copies of cards for Key Stages 1 and 2 to be found in staff room
- Staffordshire Scheme – copy to be found in staff room
- LEA progression tables – photocopies given to class teachers.
- LEA Schemes of work – appropriate photocopies have been given to class teachers
Cross Curricular Links

Where possible PE will be paralleled by other subjects in order to establish continuity and relevance. Advantage will be taken of clear links including the following:

1. English       Speaking and listening, portrayal of sport in the media
2. Maths         Number, measurement, handling data
3. Science       Living things, forces
4. I.T.           Analysis of data
5. Personal, Social and Health Education
6. Field Trips

Extra Curricular Activities

Some teachers in the school have a keen interest in P.E and offer after school activities for the children.

Football (girls and mixed) - Years 4, 5 and 6
Rounders - Years 5 and 6
Netball - Years 4, 5 and 6
Cricket - Years 4, 5 and 6 (coached by qualified coach affiliated to Lichfield Hockey Club)
Skipping Workshop (when available) - Years 3, 4, 5 and 6
Cross country - Years 4, 5 and 6
Athletics - Years 3, 4, 5 and 6
Hockey - Years 3, 4, 5 and 6 (Run by Geoff Wall, a qualified coach from Lichfield Hockey Club)
Cycling -Year 6 (In co-ordination with Staffordshire Road Safety)
Tag Rugby – Years 4, 5 and 6 (run with the help of two parents who coach rugby at Lichfield Rugby Club.
Fitness Club – Years 2 and 3

These activities provide opportunities for more advanced coaching, competition with children from other schools, and experience in larger scale team games. This is a valuable part of the life of our school and a useful supplement to the National Curriculum. Pupils with sporting ability are encouraged not only to take part in our extra-curricular programme but also to join local clubs in order to further develop their talents.

January 2005
Jane Meade