

Physical Education Policy

Under the 1988 Education (reform) Act we are required to deliver the National Curriculum to all pupils who are not exempted from it.

This policy document sets out how PE is implemented and assessed in the National Curriculum at Mereworth Primary School to ensure continuity and progression across Key Stage 1 and Key Stage 2.

Rationale

Physical Education is a unique process of learning. It educates pupils in the knowledge of the body and physical activities; the skill to use their body efficiently and effectively; the understanding of how their body moves and the importance of a healthy and fit lifestyle. By placing a high value on purposeful physical activity, we hope to promote further participation beyond the school.

Aims

At Mereworth School, we aim that all children...

- Develop competence to excel in a broad range of physical activities and skills.
- Are physically active for sustained periods of time.
- Engage in competitive sports and activities.
- Lead healthy, active lives.

Objectives:

The objectives, derived from the aims, explain what we at Mereworth School want to achieve.

- To engage pupils in physical activity
- To increase the number of children taking part in physical activity, before, during and at the end of the day
- To encourage the school community to walk or cycle to school, wherever possible
- To help pupils enjoy and achieve through activity
- To involve pupils in physical education decision making
- To give pupils the knowledge and skills to make informed choices about health and well-being throughout life
- To promote sport for all
- To make use of and promote local clubs in the areas
- To help pupils to appreciate the principles of safe practice and take responsibility for personal safety
- To encourage an atmosphere of interest, enjoyment, motivation and enthusiasm for physical education
- To understand and show appreciation of fair play and good team work

Facilities available for Physical Activity

Offsite:

Larkfield Leisure Centre is used by years 1, 2, 3, 4, 5 and 6 for swimming. Each class attends swimming for 2 terms each year. Please see separate swimming guidelines regarding safe practice.

Onsite:

- A large school hall with fitted and free standing gymnastic equipment

- A large storage space located off the hall with equipment to allow all areas of the P.E. curriculum to be taught successfully
- A large marked playground divided into two main areas:
- 1) Fenced in area with coloured spots and other markings to allow football, netball (including two netball posts), tennis and other games to take place.
- 2) Main playground with markings for athletics and other playground games including hopscotch.
- There are basketball hoops and Zedbugs.
- There is a large storage container on the playground for various playground activities and a notice board on the wall.
- A trim trail situated on a grassy area, with soft mat surfacing.
- A large field, used for a variety of activities, including athletics, rounders, football cricket, tennis etc.
- A climbing wall in the hall. (NEW 2015)

Playground development

The playground has been developed through the purchase of a variety of equipment for use at break times. The Midday Supervisors have been trained re playground activities. The teaching staff, have also attended an inset course on playground games following the new markings on our playground. Year five children receive training to become Play Leaders to help other children in the playground to engage in fun, energetic activities.

Curriculum Physical Education Programme

Each of the 6 classes in Key Stage one and two, have 2 hours of Physical Education per week: Each class has one hour of skills learning and one of games, gymnastics, OAA, dance and athletics. We also provide provision for children to meet the National Curriculum levels for swimming by the end of Year 6.

Foundation stage follow the Early Learning goals for physical development and learning skills through discrete PE lessons and activities embedded through their learning day. These activities take place both inside and outside (including use of the Early Years playground).

Out of hours learning activities

Here are some of the activities that have been offered in recent terms:

Outside agencies Football, multi-skills, dodgeball, dance, karate, gymnastics (New in 2015)

Teachers Netball

In addition through our partnership with Sevenoaks and Malling we enter tournaments throughout the year including athletics, cross country, girls football, football, netball, rounders and cricket. We have also begun a swimming team which has been entered into the Kent Schools competition.

Training

Three members of staff have attended a three day training from RealPE, our curriculum provider and support is ongoing through Mrs S Denney, a Sports consultant. Training has been disseminated down to staff through 1:1 support and through whole school collaboration meetings with our partner schools.

Resource provision

Please see the development plan for details of budget and provision across the needs of this subject. The school is in receipt of the government grant for PE and details of the spend is included in that document. The school budget is identified and agreed by Governors at the beginning of the financial year.

Involving parents and carers

Parents support our after school clubs. Parents are involved in transporting and supporting our teams. They accompany children to swimming and support their children on sports day. Parents also help on outings. Enrichment activities are provided by the PTA, which sometimes include physical activities.

Inclusion & Special Needs:

When planning and selecting materials, tasks, resources and teaching styles we will take into account the needs of all pupils in terms of abilities and stages of development.

Pupils with special educational needs will be entitled to the same access to physical education as their peers. In planning lessons teachers will identify challenge for all pupils, modifying and adopting the task and/or equipment to include the least able child and stretch the most able. Teachers will liaise with the SENCO and additional adult support will be sought if needed. Our SEN Teaching assistant provides beam when required with small groups.

Where pupils are not able to take part in the physical aspects of a P.E. lesson, we ensure that they are involved in other aspects of the session, thereby also helping them to achieve the learning objective of the lesson, (e.g. evaluating the performance of their peers or recording measurements).

Equal Opportunities

All pupils regardless of race, gender, ability or size are entitled to be included and be successful in physical education. All pupils have equality of opportunity in respect of curriculum balance, curriculum time, extra curricular involvement and use of resources and facilities. Our policy is to enable all pupils to experience success, not failure. Sensitive and informed grouping of pupils, e.g. in mentor, ability and random groups, will ensure all pupils will contribute, be actively and physically involved and be challenged appropriately. Resources are appropriate for the range of abilities.

Every Child Matters

Physical Education is linked with one of the five principles of Every Child Matters, being healthy. In practice this involves: understanding personal health and fitness and making healthy choices about diet and lifestyle. Other principles of Every Child Matters are also covered within the P.E curriculum, including: opportunities for success and achievement. This occurs whenever a child is able to improve his or her own performance, or is able to achieve the Learning objective for that lesson.

Breadth and Balance (see attached sheet for curriculum overview)

The National Curriculum Physical Education Orders will be the basis of our Physical Education programme, as well as the QCA schemes of work, which include a variety of team and individual cooperative and competitive activities. Key Stage 1 aims will be achieved through dance, games, athletics, gymnastic activities. Key Stage 2, the core programme of dance, games and gymnastic activities will continue on a regular, linear basis with the additional programmes of athletic activities, outdoor and adventurous activities and swimming at points during the key stage. This, when taught and organised will allow pupils to work and play together for the mutual benefit of all.

Within the planning of schemes of work, lesson plans and individual sessions, account will be taken of the range of learning styles that are likely to be evident in any one class. Opportunities will be provided and activities selected to allow for such a variety. Teachers will address the need for creative, interpretative, imaginative, social, cultural, aesthetic, moral and physical skills to be practiced and mastered.

Teachers will encourage, inspire, direct, advise, observe, help, instruct, prepare, guide, manage and nurture pupils' strengths and physical ability.

Relevance

In order to ensure relevance, activities will be selected that relate to the pupils' experience, needs, interest, age and abilities and are related to the community in which they live, while remaining true to the aims and objectives of the National Curriculum.

Health & Safety

All routine procedures relating to safe practice are agreed and will be consistently adhered to by all teachers and support staff.

It is essential that pupils be taught essential life skills to enable them to participate safely and confidently in physical activity. Pupils are expected to work in a safe manner and be aware of what this means.

All teachers will plan their work with the safety of pupils in mind. The physical education coordinator will support the teachers and governors to undertake a risk assessment of activities and plan INSET for teachers if needed. Equipment is easily accessible and regularly checked and maintained. Resources are secured safely and securely. Any shortages, breakages or damages are reported to the site manager or subject leader and taken out of use if necessary.

Guidance will be sought from "Safe Practice in Physical Education" Baalpe and "The Leadership and Management of Offsite Work" Kent CC which can be found in the school office.

Assessment Recording and Reporting

At Mereworth School all children are entitled to an assessment process, which accurately identifies and tracks their progress. Opportunities for assessment will be identified during planning and pupils will receive ongoing teacher assessment, directly related to learning objectives. This happens continually throughout each PE lesson in the form of A4L. **Formal Assessment procedure is currently under review.** Information will be shared with pupils, teachers and parents in written and oral form. In partnership with ASK (Advisory service Kent) all teachers are able to use Assessing to Learn-Learning to assess which points to the key questions that children need to achieve in order to reach each level in the National Curriculum.

Consultation and dissemination

Children are encouraged to voice their opinions about physical education through the school council. They are asked for suggestions regarding new equipment and possible activities. Newsletters to parents inform them of new equipment, events that take place and tournaments that we enter. A notice board in the school displays photos and reports on various activities that we hold or take part in throughout the year. The PTFA have also contributed to equipment for this subject.

Review of policy

The physical education subject leader will monitor physical education in all year groups. The policy is to be reviewed annually.

M.Ballard Pe Co-ordinator January 2015

