



FARNEY CLOSE SCHOOL

PE Policy

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Signed	
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Farney Close School acknowledges its duty of care to safeguard, protect and promote the welfare of children and is committed to ensuring safeguarding practice reflects statutory responsibilities, government guidance and complies with best practice. This knowledge has informed the writing of this policy.

Purpose of Physical Education:

"A high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for children to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect." (National Curriculum of England 2014: Physical Education)

At Farney Close we believe that physical education, experienced in a safe and supportive environment is a unique and vital contributor to a child's physical development and well-being. A broad and balanced physical education curriculum is intended to provide for children' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations.

At Farney Close School we believe physical education should be an area of learning where self-esteem, physical progression and positive attitudes are fostered and nurtured. Physical Education provides all children with the opportunity to succeed, whether through personal or team success. Physical Education also promotes a healthy lifestyle which children can develop and value into adulthood.

Intent:

Our Physical Education curriculum aims to develop children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in each of the 6 strands of physical education. These include dance, games, gymnastics, swimming, athletics and outdoor adventure activities. PE promotes an understanding in children of their bodies in action. It involves acquiring and developing skills, selecting and applying skills, tactical and compositional ideas, evaluating and improving performance and finally knowledge and understanding. Thus, we enable the children to make informed choices about physical activity throughout their lives.

Our aims in the teaching of PE are:

- Foster a love for and enjoyment of being active.
- Develop 'fitness for life' through promoting the health benefits of regular exercise.
- To develop an understanding in children of how to succeed in a range of physical activities, and how to evaluate their own success.
- Identify talents
- Develop self-esteem, confidence and social skills.
- Contribute to the physical development of every child.
- Give children a way of expressing themselves and an opportunity to be creative.
- Develop a range of skills that can be applied in other contexts.

Implementation:

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 or 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 other children. Within lessons, we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

In all classes, children have a wide range of physical ability. Whilst recognising this fact, we provide suitable and equal learning opportunities for all children. We do this by setting the same activity for all, however, we use our professional teacher judgement to modify and differentiate the activity so that all children are challenged.

We achieve this through a range of strategies:

- Setting common tasks that are open-ended. Concentrating on achieving your personal best score (e.g. timed events, i.e. Athletics);
- Setting tasks of increasing difficulty, where not all children complete all tasks (e.g. the high jump);
- Applying effective assessment tools that outline a child's ability and help identify their needs to improve and develop.
- Providing a range of challenge through the provision of different resources

Impact:

Children demonstrate a good understanding and interest in a broad range of sports. Children have a sound understanding of the fundamental movement skills and can use actions and techniques with control and fluency. All children will have a good understanding of map reading skills and are capable to work as a team to solve problems.

All children will be able to competently swim using a variety of swimming strokes, they will also be able to perform safe self-rescue in different water situations. The children have had opportunities to compete in school tournaments/ matches with other schools. Implementing what they have learnt in a competitive setting.

Children take part in extra-curricular activity, both before and after school, delivered by the school specialist PE teacher or a suitably qualified staff member.

Key Stage 2

At Farney Close School the physical education national curriculum objectives for key stage 2 are:

Knowledge, skills and understanding

Teaching should ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas, and fitness and health.

Acquiring and developing skills Children should be taught to:

- a) Explore basic skills, actions and ideas with increasing understanding
- b) Remember and repeat simple skills and actions with increasing control and coordination.

Selecting and applying skills, tactics and compositional ideas

Children should be taught to:

- a) Explore how to choose and apply skills and actions in sequence and in combination
- b) Vary the way they perform skills by using simple tactics and movement phrases
- c) Apply rules and conventions for different activities.

Evaluating and improving performance

Children should be taught to:

- a) Describe what they have done
- b) Observe, describe and copy what others have done
- c) Use what they have learnt to improve the quality and control of their work.

Knowledge and understanding of fitness and health

Children should be taught:

- a) How important it is to be active
- b) To recognise and describe how their bodies feel during different activities.

At Farney Close School the physical education curriculum maps are derived from national curriculum programmes of study for physical education. The curriculum map provides a structure for planning and states which areas of physical education are to be taught in each year group.

At Farney Close School all children take part in:

- Dance Activities
- Invasion Games
- Gymnastic Activities.

In addition to this, in key stage 2 children will participate in swimming, athletics and outdoor and adventure activities such as team building.

Not all aspects of physical education require the same amount of time or the same degree of continuity for progress to be made. Fundamental movements skills will be interleaved throughout are warm-ups. Interleaving fundamental movement skills helps children develop better transferable skills, as they have to constantly adapt and switch between different movements. Emphasis is placed on gymnastics activities, dance activities and games activities, to provide a foundation of basic movements and understanding. We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is progression planned so that the children are increasingly challenged as they move up through the school. The curriculum map makes provision for children to experience all areas of activity.

Cross-curricular links

English

PE contributes to the teaching of English in our school by encouraging children to describe what they have done, and to discuss how they might improve their performance. When children represent the school, they might be chosen to write a match report for the school website/newsletter.

RSHE and Citizenship

PE contributes to the teaching of RSHE 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 in which 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 levels of ability, and encourages them to cooperate across a range of activities and experiences. Children learn to respect and work with each other and develop a better understanding of themselves and of each other.

Science

Children will learn about the importance of warm up prior to exercise and the effects of exercise on their body. They will also learn about basic muscle groups.

Geography

Children in all Key Stages will learn about map reading, co-ordinates, directions and team building. These skills will be learnt during Outdoor Adventurous Activities (OAA).

ICT

Information and communication technology enhances the teaching of PE, where appropriate, in all key stages. Children make video recordings of their performance,

and use them to develop their movements and actions. Older children compare each other's performances from recordings and use these to improve the quality of their own work. In upper key stage two, children can use IPADS to record performance.

This will act as a tool for visual feedback and to enhance performance. A digital camera can record experiences during outdoor activities.

Inclusion

At Farney Close School inclusion in physical activities means that all children have access to learning opportunities regardless of race, gender and ability. We aim to create an environment in which all children learn to respect and value each other and each other's interests. This is achieved by employing the following strategies:

- Having equal expectations of boys and girls – not letting girls opt out or boys dominate team organisation for example.
- Teaching mixed gender/ability groups and pairs.
- Structuring activities so that all are fully involved.
- Providing opportunities for children to present their work to others.
- Recognising the need to extend more able children and targeting them for school clubs/signposting to borough clubs.
- Anticipate needs and provide support as required. This could be the provision of specialist equipment, adult support or modified teaching programmes.
- Targeting particular children during playtimes and supporting them in physical play.

Extra-curricular provision

The school provides a range of PE-related activities for children prior to the start of the school day and at the end. We do a whole school survey to discover what interests our children have so that we provide activities and clubs that motivate our children. These encourage children to further develop their skills in a range of the activity areas and lead an active lifestyle. The school sends details of the current club activities to parents as they alter. The school also participates in regular fixtures, tournaments and festivals against other local schools. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons/extended school clubs. These opportunities foster a sense of team spirit and cooperation amongst our children.

We offer a wide range of extra-curricular P.E. activities:

- Football
- Cricket
- Athletics
- Gymnastics
- Dance
- GYM
- Basketball

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. Large apparatus is stored in the sports-hall. The children use the school's sports-hall, playground and school grounds for games and athletics activities, and the local swimming pool for swimming lessons. The equipment suitability is reviewed to ensure it is appropriate to the range of ages, abilities and needs of children in order to enhance learning. Children are expected to help to set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely.

Children are encouraged to:

1. Look after resources
 2. Use different resources to promote learning
 3. Return all resources tidily and to the correct place (Staff to supervise)
 4. Be told of any safety procedures relating to the carrying or handling of resources.
- All other resources are located with PE coordinator.

Planning, Assessment and Recording

At Farney Close School, planning follows the progression of key concepts on our curriculum map. Teachers will be making continual assessments of the children's abilities throughout their school life.

Further teacher assessments of the children's P.E. abilities are made whilst selecting for a school team, whether it be for athletics, cricket, running, football or basketball.

Overall progression in P.E. is commented upon through an annual written report to parents. Concerns or issues which may arise regarding P.E. will be dealt with in consultation with parents / guardians where appropriate.

Assessment for learning

Teachers assess children's work in PE by making assessments as they observe them working during lessons. Older children are encouraged to evaluate their own work and to suggest ways in which to improve. Teachers record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement against the National Curriculum descriptors and BSquared assessment tool. A Teachers record this information and use it to plan the future work of each child. Video analysis is also used to help identify a child's strengths and weaknesses and help to help plan and differentiate future lessons. These records also enable the teacher to make an annual assessment of progress for each child, as part of the school's annual report to parents.

Special Educational Needs

PE activities are particularly effective in the education of children with learning difficulties of any kind, ranging from physical to social to emotional problems. PE is broad and 'open-ended', providing opportunities to solve problems, to work

independently, to work as a group and to be responsible for self-regulation. Most PE activities work well as class lessons and are appropriate for all children of any ability.

We enable all children to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside of our school (a sports fixtures/festivals), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all children.

Health and Safety

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. All children must be taught how to handle apparatus, resources appropriately. They should be taught to recognise hazards, assess the possible risks and take steps to control the risks to themselves and others. Any other adults working with the children should be made aware of individual needs of the children they are working with where appropriate. It is the general teaching requirement for health and safety that applies to this subject. We encourage the children to consider their own safety and the safety of others at all times. 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 potentially dangerous jewellery is to be worn for any physical activity, and children with long hair have their hair tied back.

Role and Responsibilities of the PE Leader at Farney Close School

- Keeps up to date with any new initiatives and legislation through the Youth Sports Trust and Sport England.
- Support teachers to implement the P.E curriculum map effectively and providing them with support to master the content knowledge and content pedagogical knowledge required to teach P.E well. Support and advise colleagues in the planning, delivery and assessment of P.E.
- Inform colleagues of changes that occur regarding teaching and policy.
- Provide resources for use by staff that is accessible.
- Keep up to date with current developments through attending courses and disseminate this information to staff through INSET and informal meetings.
- Be responsible for auditing resources available for use in all PE activities.
- Report any broken or 'defect' equipment to the Head of Education.
- Order/replace any consumables, materials or resources required for the safe delivery of the PE curriculum.
- Use, share and increase awareness in the teaching of P.E.
- Monitor the quality, development and delivery of P.E throughout the school.
- Produce a scheme of work with lesson ideas to support its implementation.
- Ensure that children have the opportunity to become involved in extracurricular clubs to further develop skills and talents.

Equality of Opportunity

At Farney Close School all children have an equal opportunity to become independently active. The children's needs and interests will be protected regardless of gender, culture, ability, disability or aptitude. All children will be given the opportunity to develop their capability in the attainment targets for P.E. Quality and excellence should be the target for all children. Physical education experiences will reflect the school policy on promoting equal opportunities for all children in terms of organisation, opportunities and access to resources

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.