



Signed by Chair of Governors

Date approved by GovernorsMay 2011.....

Review DateMay 2014.....

Physical Education (PE) Policy

Policy Statement and Curricular Aims PE, experienced in a safe and supportive environment, is a unique and vital contributor to pupils' physical development, well being and self confidence. Progressive learning objectives, combined with varied teaching approaches, providing stimulating, enjoyable and appropriately challenging experiences for all pupils, whilst developing their ability to work independently and respond to others. Pupils are encouraged to appreciate the importance of health and fitness and to understand factors that affect this.

Aims

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency (acquiring and developing).
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas (selecting and applying).
- To improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance (improving and evaluating).
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising (knowledge and understanding of fitness and health).
- To develop the ability to work independently and communicate with and respond positively towards others (working alone and with others).
- To promote an understanding of safe practice and develop a sense of responsibility towards the safety and well being of themselves and of others (applying safety principles).

Curriculum Planning and PE Entitlement

Our school currently uses the Val Sabin Schemes of Work as the basis for its curriculum planning. In Years 3,4,5 and 6 a qualified instructor teaches swimming at the Hewett School, Norwich. In addition to this, we offer a range of extra-curricular activities to children throughout the year both on and off site. The pupils of Trowse Primary School are provided with the entitlement of two hours high quality PE a week.

Equal Opportunities and Inclusion

Every pupil has equal access to National Curriculum PE. Learning experiences are differentiated in such a way as to meet the needs of all pupils. All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities. Activities may be differentiated to pupils' needs in the following ways:

- Setting common tasks that are open-ended and can have a variety of results (differentiation by outcome).

- Setting tasks of increasing difficulty, where not all children complete all tasks (differentiation by task).
- Grouping children by ability and setting tasks for each group in games.
- Providing a range of challenges through the provision of different resources.

Some pupils may need specialist equipment approaches or alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists, or in exceptional circumstances, with a statement of special educational needs. Any classroom support provided must extend into physical education lessons as appropriate. Teachers and Adults Other Than Teachers (AOTTs) working with the children are made aware of any pupils who have special educational needs or medical conditions. Reasonable adjustments are made for pupils with disabilities.

Assessment and Recording

Teachers assess children's work in PE as they observe them working during lessons. Pupils are given opportunities to assess their own performances using assessment for learning success criteria. In accordance with the school's policy, parents receive a written report on all aspects of a pupil's schoolwork at the end of the summer term. This includes PE and indicates to the parents the range of activities covered and areas of personal strength and weakness. It also indicates to the parents whether the individual is working in line with, above or below national expectations.

Equipment and Resources

All resources are recorded on the resources for PE list (available from the Subject Leader). Indoor resources are kept in the store cupboard in the hall and outdoor resources are kept in the PE shed (keys are available from the school office). Resources should be counted out and counted in, returned in good condition and working order. Any damage observed to a piece of apparatus which could cause subsequent injury, must be isolated from use and reported to the subject leader. The pupils are encouraged to look after resources and use a variety of resources in their learning.

Health and Safety

All teachers make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. All pupils must be taught how to handle and carry apparatus and resources appropriately. They are taught to recognize hazards, assess the consequent risks and take steps to control the risks to themselves and others.

We expect pupils to change for PE into the agreed clothing for each activity area. This is outlined for parents in the prospectus.

P.E. Uniform

Plain white T-shirt, preferably with school logo (not polo shirt).

Plain, dark blue or black P.E. shorts (not 'Bermuda' style or cycling shorts)

Black plimsolls for indoor use

Trainers for outdoor use

Winter options

For very cold weather, a track suit or extra sweatshirt may be worn over the top of PE kit. This should not be their uniform sweatshirt they have been wearing all day, but a change of sweatshirt.

The Governing Body expects the teachers to set a good example by wearing appropriate clothing and footwear when teaching PE. The policy of the school is that no jewellery is to be worn for any physical activity and long hair should always be tied back. A risk assessment has been completed for each sports facility, including indoor and outdoor venues as well as sports day and away matches. These can be found on the 'staff shared' area of the network.

Teaching and Learning

The organization of PE in the school promotes teaching and learning. Lessons are blocked in units of work to promote greater depth of understanding, developing of skills, contextual application of these skills and the ability to perform reflectively.

Contribution of PE to the 5 outcomes of ECM and other key curriculum areas

Literacy PE contributes to the teaching of Literacy by encouraging children to describe what they have done and to discuss how they might improve their performance.

History, Geography and RE Through dance, PE can be used to raise understanding and empathy of different cultures and times.

The Arts Through dance and movement, PE has clear links to the study and interpretation of music, art and drama.

PSHE & Citizenship & Thinking Skills Children learn about the benefits of exercise and healthy eating. PE links directly to thinking skills, where physical activity in brain gym is judged to improve co-ordination, concentration and application in all curriculum areas.

Spiritual, Moral, Social and Cultural Development PE supports the social development of our children through cooperative and competitive group work and discussions involving their ideas and performance. Children learn to respect each other and develop a better understanding of themselves and their peers.

Staff Continued Professional Development (CPD)

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader or the PE Adviser through INSET. All staff who attend any CPD course must provide feedback/disseminate the information. (INSET Opps can provide a full list of courses for PE or contact the Adviser for specific needs).

Foul Weather

In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made. These may include class based activity, or rescheduling the activity for another day. If the indoor space is available, the activity could be taught inside with modification or adaption still allowing the learning intentions to be achieved. The locations available for PE and Games lessons are the School Hall and Playground, and within short walking distance are the YMCA Sports Hall, YMCA Astro Turf and the School Field.



TROWSE PRIMARY SCHOOL

Date

Dear Parent/Guardian

Re: PE Kit

XXXXX did not have the appropriate kit for PE/Games today. Please ensure that the correct kit is at school so that he/she can participate fully in the lesson.

Set out below is the P.E. Uniform as detailed in the school brochure.

P.E. Uniform

Plain white T-shirt, preferably with school logo (not polo shirt)

Plain, dark blue or black P.E. shorts (not 'Bermuda' style or cycling shorts)

Black plimsolls for indoor use

Trainers for outdoor use

Winter options

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Thank you for your cooperation.

Yours sincerely