

CHAD VALE PRIMARY SCHOOL

P.E. POLICY 2010

All pupils are provided with the opportunity to participate in and are expected to take part in all active PE lessons. Through enjoyable physical activities including gymnastics, games, dance, athletics, swimming, outdoor and adventurous activities they learn to improve and extend their co-ordination, stamina and control in a range of different environments. They also learn that exercise promotes good health and well being. They are encouraged to develop the ability to listen, co-operate and act responsibly and independently through a range of activities. Children are encouraged to develop positive attitudes towards health issues which they will carry into adult life.

Curriculum Aims for the Teaching of P.E.

In P.E. lessons:

- to ensure that all children are physically active.
- to help children to develop flexibility, strength, endurance and specific skills
- to encourage children to enjoy physical activities and establish an active and healthy life style.
- to develop children's understanding of increasingly complex sequences of movement.

To encourage independent learning by:

- providing opportunities for problem-solving and decision making.
- requiring children to refine their performance through evaluation
- allowing children to consolidate their skills through practice and repetition.
- encouraging children to play and perform.

To develop positive attitudes by:

- appreciating their and each others strengths and weaknesses.
- encouraging children to observe fair play and good behaviour.
- having opportunities to work as a team with other children.

- ensuring non-participants are involved in the lesson e.g. time keeping or scoring.

To become aware of health and safety issues by:

- being concerned with their own and others' safety in all activities undertaken.
- dressing appropriately for each activity.
- responding readily to instructions within established routine, and being able to follow rules.
- enabling children to understand the health issues related to the physical
- activities that they participate in, including the importance of warm-up and recovery activities.
- considering the safe movement and arrangement of equipment.

Curriculum Co-ordinator for P.E.

The curriculum co-ordinator for P.E. is Matthew Cham

1. The role of the co-ordinator is to:-

develop a P.E. policy and implement schemes of work designed to ensure progression and continuity in P.E. throughout the school.

- to raise the profile of after school provision (in particular football in accordance with our status as an FA chart mark school) with all potential partners
- take responsibility for the purchase and organisation of P.E. equipment.
- To manage an agreed budget allocation and PE facilities throughout the school
- keep up-to-date with developments in P.E. education and disseminate information to colleagues as appropriate.
- support colleagues in implementation of the scheme of work in consultation with Evolve sports
- monitor assessment and records.
- Support all staff in completing the records for a gifted and talented register
- monitor teachers' planning and quality of teaching through observation.
- using information gathered evaluate the effectiveness of the policy implementation across the school.
- produce a review of the policy and practice as dictated by the curriculum matrix within the school development plan.

Differentiation in P.E

Differentiation can occur in two ways:

By task – pupils are given a range of different but related tasks according to their levels or abilities.

By outcome – tasks are set which are suitable for all pupils' starting levels, but allow for more able pupils to be challenged.

Ideas for differentiation – try to vary one of the following:

Individuals in group

Space for activity

Resources used

Time in which to complete a task (or number of successful repetitions).

Special Needs, Equal Opportunities and gifted and talented

Pupils with special needs are those children identified on the Special Needs Register who have difficulties with learning, or the Gifted and talented register. Children who have an Individual Education Plan may have Specific targets relating to PE; teachers work in conjunction with this IEP. In order that these children receive their entitlement to P.E., class teachers must:

- devise, adapt and modify their approach to P.E., while ensuring that there is equal access to all aspects of P.E. for all children eg. when working with children with language difficulties, using simpler instructions and allowing the child to work alongside other children.
- carefully plan the work for the children and ensure appropriate apparatus is used eg. when teaching batting skills, ensuring that children with poor gross motor skills have a bat with a larger surface area to work with.
- be aware of the issues involved in terms of both safety and access for children with physical disabilities.
- ensure that children are given the opportunity to develop and demonstrate their own particular skills and interests e.g. Judo.
- provide a safe environment for children to get changed, allowing older children adequate privacy.
- have all children participating in the lesson unless authorisation has been received from a doctor's note excluding the child from any physical activity.

Cross-curricular links in P.E

PE incorporates many aspects of **Science** and **PSHE**. Opportunities should always be taken to teach pupils to look after their own body.

PE can be linked to **Numeracy**, since it often raises opportunities for measuring distances, time, weight and angle work.

Some forms of physical expression both augment and replace other forms of communication. Therefore EAL pupils or those with difficulties in **Speaking and Listening** can often experience success by expressing themselves in movement. PE can also help in acquiring new vocabulary and language which helps develop **Literacy** skills.

Of course, PE can help develop self-esteem, empathy, teamwork and the ability to win and lose gracefully, all of which are crucial in a child's **social development**.

Assessment in P.E

The purpose of assessment in P.E. is to identify each child's progress in all aspects of the subject, determining what each child is able to do and what should be the next stage in his/her learning. Assessment is therefore essential to inform planning, and is mostly carried out informally by teachers in the course of their teaching.

Assessment in P.E. will largely take the form of direct observation by the class teacher, where the pupils' work is evaluated and discussed with the child using clear criteria which are consistently applied across the curriculum. These must be systematically recorded and used to support learning.

Pupil demonstration can be used to raise expectations and quality of performance including improvement, **not just showing excellence**.

Assessment opportunities will be identified within the scheme of work for P.E.

Health And Safety Issues

See separate document 'Policy for safe practice in Physical Education', available from the PE co-ordinator.

Evolve Sports

At Chad Vale, 50% of the PE lessons are taught by Evolve Sports. This is to enable the teachers to have their statutory 10% non-contact time. Evolve sports must follow the guidance provided by the DFES BALPEE document (2004) for coaches (available on the DFES website or from the PE co-ordinator).

Amount Of Curriculum time spent on PE

At Key Stage One, there should be approximately 2 hours per week spent on P.E. during the academic year. Activities at KS1 should consist of Gymnastics, Dance, Games and Athletics.

At key Stage Two, there should be approximately 2 hours per week spent on P.E. during the academic year. Activities at KS2 should consist of Gymnastics, Dance, Games and Athletics, as well as Outdoor Activities and Swimming/Water Safety.

Further details of time spent by individual Year groups on each topic can be obtained from the PE co-ordinator.

Scheme of Work For P.E.

At Chad Vale, we use the LCP scheme of work to support the teaching of PE in Years 1 to 6. This scheme is based on QCA, and ensures that all strands of PE are being effectively planned for throughout the school. More detailed schemes of work, medium term plans, etc. can be obtained from the PE co-ordinator.

PE in the Foundation Stage

Young children's physical development is inseparable from all other aspects of development because they learn through being active and interactive, using all of their senses to learn about the world around them. Physical development at the Foundation Stage is about improving skills of co-ordination, control, manipulation and movement. Physical activities also help children gain confidence and develop a positive sense of well-being.

At Chad Vale Primary school we aim to provide the children in the Foundation Stage with opportunities that offer appropriate physical challenges whilst giving sufficient space (indoors and outdoors) and time to practise and refine skills using a wide range of equipment and tools. Fine motor control skills are developed by the use of cutting tools and encouraging correct pencil grip. Alongside children's actions, teachers

introduce the appropriate language for movement, and provide opportunities for them to learn and practise these new words and ideas in practical situations.

Foundation Stage teachers plan effectively for and provide an environment that encourages children to do things, talk about what they are doing and think about how they can improve their actions or movements.

Resources

There is a wide range of resources to support the teaching of PE across the school. All the P.E. equipment is stored in the hall, and is accessible to children ONLY under adult supervision. The hall itself, the playground and the field are all available for P.E. lessons.

Extra-curricular activities

The school provides a range of PE-related activities for children at the end of the school day, taught by teachers and external coaches. These encourage the children to further develop their skills in a range of activity areas. The school sends details of the current club activities to parents at the beginning of each term.

Policy for safe practice in Physical Education

Introduction

This document is a statement of the aims, principals and strategies for establishing safe practice in Physical Education at Chad Vale Primary School.

Aims

Our aims in promoting safe practice in Physical Education are that Chad Vale will:

- have a set of rules common throughout the whole school which will promote safe and responsible behaviour during all aspects of P.E.
- ensure that the value of physical education is not threatened or diminished by concerns over safety.
- promote the idea that safe practice is good practice.

Principles of the Teaching of Safe practice

- Guidelines for Safe Practice are important because they will ensure that staff and children will have a clear understanding of expected behaviour.
- As the children progress through the school, the rules will be reinforced. Children will not have to relearn a different set of rules as they change teacher.
- Teachers will have the common guidelines which can be followed for whichever age group they are teaching.

Appropriate Clothing for Pupils

- All children are to wear a P.E. kit which consists of a T-shirt, short and pumps
- If the child does not have a PE kit s/he will be expected to participate in bare feet with jumper removed. The one exception is that girls are not allowed to take part in gymnastics wearing a skirt for health and safety reasons.
- Children should wear pumps in the hall. If they in bare feet they should wear their shoes to go into the toilet area.
- Children with long hair must have it securely tied back.
- For swimming, children are expected to wear a swimming costume or swimming trunks and a swimming hat (This can be provided by the school)
- Children must remove all items of jewellery including watches, prior to any activities, unless worn for religious or cultural reasons.
- Children who are wearing wear items of jewellery allowed in the school uniform

dress code policy may at times have to secure or remove them for some aspects of P.E. (e.g. a religious symbol necklace would have to be covered for PE, removed for Gym and swimming.)

Appropriate clothing for Staff

- Staff must wear trainers or pumps during P.E. activities.
- Medical Conditions
- Teaching staff should be made aware of any medical conditions that their children may have including asthma, any sight or hearing impairment and diabetes.
- This information is to be obtained from parents as the pupils first enter school, and then passed on to the next class teacher as the child progresses through the school.

During the Lesson

It is the responsibility of the class teacher to ensure that the children have been adequately prepared for the lesson by warming up, and at the end of the lesson that they have had the opportunity to cool down.

Teachers must show consideration for pupils with special educational needs during P.E. lessons, as they do for other areas of the curriculum, as detailed in the P.E. policy.

The class teacher should position him/herself where it is possible to see all the children.

When participating in P.E. activities, pupils should be encouraged to refrain from chatting. The children can be given opportunities to participate in feedback and show examples to the rest of the class at various points during the lesson.

The pupils should, at a given signal, stop and look at whoever is speaking to them or watch examples from the teacher or another pupil before starting or continuing their activity.

- Teachers must always maintain a calm orderly atmosphere and establish basic safety rules and ensure these are obeyed.

Safe use and handling of apparatus and equipment

- Children must not be allowed to use damaged or broken apparatus or equipment. If a class teacher finds equipment that is unsafe to use, it must be reported to the P.E. co-ordinator who will endeavour to replace it as soon as possible.
- Equipment must have an annual maintenance check.
- If children are moving apparatus they must be taught how to lift correctly i.e., by bending their knees, and keeping backs straight. Children must always walk when carrying apparatus and to always be looking where they are going. Children who are not moving apparatus should sit around the edge of the hall. As a general rule, apparatus and equipment should not be carried over waist height.
- If pupils are setting up the apparatus themselves, it is every adult's responsibility to ensure that everything is positioned satisfactorily. (That is all adults in the hall whether they are a teacher, teaching assistant, coach or volunteer.)
- There should be common naming of the apparatus as decided by the staff, and equipment should be appropriately labelled.
- The equipment and apparatus must be returned neatly to the correct place.

Use of Apparatus

When the class teacher is planning to use apparatus or equipment the following points must be borne in mind:

how much apparatus is required?

is the apparatus placed at an appropriate height?

does the apparatus have access and exit points?

is the layout appropriate for the set task?

does the layout set a challenge?

do the children know how to use the apparatus?

if the children have to wait for their turn are they able to do so sensibly and safely?

- Apparatus should be placed ready for use with sufficient space between pieces/combinations for children to move safely.
- Mats should be considered as pieces of apparatus and NEVER as landing areas.

When moving apparatus, children should be reminded to:

- Stand close to the apparatus
- Use their fingers to lift and not bend their backs
- Keep fingers underneath and not on top
- Move sideways and look where they are going.

Emergency/First Aid Procedures

In the event of an emergency, teaching staff should carry out the following procedure:

- instruct the rest of the class to sit quietly and calmly, while an adult (teacher, coach, teaching assistant) attends to accident victim. THE RED TRIANGLE SYSTEM SHOULD ALWAYS COME INTO PLAY IF THE ADULT IS ALONE WITH THE CHILDREN. Class may be asked to leave the P.E. area under supervision of a colleague.
- if there is any cause for doubt, do not move the child - seek assistance with the accident and class.

Reporting the accident:

- All accidents, however minor, must be record in the accident book kept in the office manager's office.
- The class teacher should report any accident to the child's parents or guardian at the end of the school day.
- More serious accidents, such as a bump on the head; should be recorded and a sticker given together with and a letter that is taken home with the child outlining what has happened and how it occurred.
- For serious accidents resulting in injury apart from a bumped head or a minor graze, the class teacher should immediately report to the head, and record the accident in the accident book, including details on how and when the accident happened, who was involved, events leading up to the accident and action taken.
- The head teacher should photograph the hall as it was when the major accident took place.

Steps should be taken to ensure that preventable accidents do not occur again. the staff as a whole could discuss accident prevention strategies.

Travel and Transport Arrangements

- The class teacher will need to ensure that all children are present on both journeys, and that they remember to take with them all their belongings.
- Behaviour should be such that befits Chad Vale School (see Behaviour Policy).