



Covingham Park Primary School Physical Education (PE) Policy

Our vision is to provide every child with an outstanding start to their education which will equip them with necessary skills to meet future changes and challenges throughout their life.

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Intentions of the Policy

The purposes of this policy are: -

1. To provide support for the non-specialist teacher
2. To inform parents and governors about the teaching of P.E.
3. To set up the school's work within the national framework for P.E., as defined by the National Curriculum.

Rationale – Definition of P.E.

Physical Education at Covingham Park Primary School is an integral part of the total education process that is concerned with the optimum physical development of young people. Effectively taught, it will contribute significantly to the promotion of desirable attitudes and towards establishing a healthy lifestyle. It will enable children to develop a respect for others, their abilities, strengths and weaknesses.

1 Aims and objectives

1.1 The aims of PE are:

- to enable children to develop and explore physical skills with increasing control and co-ordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way children perform skills and apply rules and conventions for different activities;
- to increase children's ability to use what they have learnt to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise and its link with fitness, health and happiness
- to develop the children's enjoyment of physical activity through creativity and imagination;
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.
- to encourage self-confidence and promote self esteem through the development of their abilities at their own levels.
- to develop reasoning and decision making skills
- to develop an awareness of the need for safety when taking part in P.E. activities
- to encourage self discipline, sportsmanship and fair play through honest competition

1.2 Objectives:

- to perform confidently with varying degrees of control, a simple range of actions such as running, jumping, rolling, climbing, transferring weight and balancing.
- to link a series of movements with changes of direction, levels, speed, tension and rhythm.
- to be able to remember, select and repeat a sequence of movements and practise through rehearsal.
- to adapt and refine performances when working with others.
- to respond imaginatively to a variety of stimuli to show moods and feelings.
- to play games, make up simple rules and work within them
- to share, lift, carry, place and move apparatus safely
- to propel a variety of objects such as balls, quoits and hoops
- to catch and receive objects
- to swim unaided at least 25 metres and show an understanding of water safety (end of KS2).
- to achieve sustained periods of activity within a range of activities and to understand some of the effects on the body.

2 Teaching and learning style

2.1 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/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. This is given particular focus should a child be unfit to join in the main part of the lesson. 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.

2.2 In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as an 80m sprint;
- setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump;
- grouping children by ability and setting different tasks for each group, e.g. different games;
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

3 P.E Curriculum planning

3.1 PE is a foundation subject in the National Curriculum. At Covingham, we use detailed schemes of work to aid our own planning. We use Complete PE, which is a bought scheme, to aid our planning of PE, but we do not follow this in a regimented way. Teachers are given freedom to adapt their planning to the needs of their children. The governors of the school have decided that we teach outdoor and adventure activities through topic-based work and through our residential field trip.

3.2 The curriculum planning in PE is carried out in two phases (long-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues in each year group and ensure that all of the objectives are covered throughout the school.

3.3 Our short-term plans, which we have adopted from the national scheme or from Complete PE, give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. These plans could be 'formally' provided on a planning template or written in note form for those more experienced and confident PE teachers.

3.4 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 planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school. Each unit of work builds up to a 'purpose', which could be a competition, tournament or presentation at the end of the term.

Foundation Stage

Our aim in Foundation Stage is to develop children's gross and fine motor skills, as well as their control and co-ordination in large and small movements.

Daily provision

Each day we have a Squiggle While You Wiggle session to develop gross motor skills and a Dough Disco/Funky Fingers session to develop fine motor skills. Children also have the opportunity within the outdoor environment to develop their skills through climbing on the trim trail, building, stacking crates and tyres, using brushes and rollers and large scale drawing with chalk. Our indoor provision gives children opportunities to develop their fine motor skills through messy play, painting, creative activities and our writing and mark making areas.

PE lessons

Our children participate in two PE lessons each week which fully cover the objectives from the Early Years Foundation Stage. Children will complete activities in dance, gymnastics and games and develop their fundamental skills which will be built upon across the rest of the school. Activities are planned to ensure that all children can access them and that they stimulate and engage everyone. They involve individual, partner and group work, which also develops listening, understanding and social skills. For one term (usually Term 6), we have access to Swindon School Partnership and their P.E specialist delivers one of the weekly PE lessons. Foundation Stage PE takes part in both the indoor and outdoor environment which are safe and secure.

Health and Self Care

We also learn about ways to keep ourselves healthy and safe. This includes healthy eating, exercise and its effects on the body and the importance of good hygiene. It is discussed daily during snack time and as part of our warm up and cool downs.

Children then learn about this in more detail through planned circle times and activities to develop their knowledge of maintaining a healthy body and lifestyle. We learn about nutrition and the importance of having a balanced diet and getting enough sleep.

4 Contribution of PE to teaching in other curriculum areas

4.1 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.

4.2 Computing

We use computing to support PE teaching when appropriate. In dance and gymnastics children may make video recordings of their performance, and use them to develop their movements and actions. Older children may compare each other's performance from recordings and use these to improve the quality of their work.

4.3 Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

4.4 Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way 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 co-operate 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.

5 Teaching PE to children with special needs

5.1 We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties, and work in PE takes into account the targets set for individual children in their Individual Education Plans (IEPs).

6 Assessment and recording

6.1 Teachers assess children's work in PE by making assessments as they observe them working during lessons. They 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 objectives. They record this information on Target Tracker and use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

6.2 Performance in P.E. is transitional, thus no two performances are ever the same. Therefore a number of performances over a period of time must be observed. Assessment should be continuous and made from two viewpoints:

1. Subjective:

- success and motivation
- ability to work with others
- knowledge and understanding (how and why)
- ability to devise own programmes/ sequences / dances
- technical performances
- ability to observe/evaluate critically their own and others performances

2. Objective:

- times
- distances
- number of times out of 10
- measuring
- knowledge and understanding (how and why)

7 Resources

7.1 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 two PE stores, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field and playgrounds for games and athletics activities and the local swimming pool for swimming lessons.

8 Health and safety

8.1 We recognise that participation in physical activities contains an element of risk. Staff are responsible for ensuring that they are familiar with safe practice to reduce the element of risk to the absolute minimum within their control. We follow the advice contained in the AfPE (Association for PE) publication 'Safe Practice in Physical Education and Sport' 2012.

- Staff are aware of pupils who have special needs with regards to physical activity and make special provision for needs where appropriate e.g., physical disability, asthma.
- Staff know about the safe practices involved in moving and using apparatus.
- Pupils wear appropriate clothing, remove jewellery and tie back long hair. If the removal of jewellery or studs is not possible they should be securely taped and the teacher is confident

this strategy is effective.

- Pupils remove shoes when participating in indoor activities such as gymnastics
- Correct use of equipment is taught along with any potential hazards, including completing a risk assessment for each area/ space that PE and school sport takes place in
- Equipment and apparatus is stored safely at the end of each lesson.
- Pupils are taught to consider their own safety and that of others at all times.

8.2 Staff also consider their own and their pupils' safety with regard to their own personal clothing, footwear and jewellery when involved in the teaching of any activity We undertake an annual risk assessment of the school premises and equipment including PE equipment as necessary. Risk assessments are carried out for school sporting trips.

9 Monitoring and review

9.1 The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leader gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The PE subject leader has specially-allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of PE teaching across the school.

10 Extra-curricular activities

10.1 The school provides a range of PE-related activities for children at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term. The school also plays regular fixtures 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. These opportunities foster a sense of team spirit and co-operation amongst our children.

11 Sports Funding

11.1 From September 2019, all primary schools receive approximately £16000 (+£10 per pupil) to improve the PE and school sports provision at their school. Schools must spend the funding to improve the quality of the PE and sport activities they offer their pupils, but they are free to choose the best way of using the money.

For example, the funding can be used to:

- hire specialist PE teachers
- hire qualified sports coaches to work with teachers

- provide existing staff with teaching resources to help them teach PE and sport.
- support and involve the least active children by running or extending school sports clubs, holiday clubs and Change4Life clubs.
- run sport competitions or increase pupils' participation in the School Games.
- run sports activities with other schools.
- swim the minimum of 25m. The money will be used so that all children benefit regardless of their sporting ability.

11 Accountability

11.1 Details of how Covingham Park Primary School spends its PE and Sport Premium (and the impact it is having) will be published on the school website.