



**LAYFIELD PRIMARY
SCHOOL**

P.E. Policy Reviewed

October 2018

Review Date: October 2020

1. Introduction

This policy outlines the aims, purpose and management of Physical Education taught and learned in Layfield Primary School.

This policy has been drawn up by a representative working party of teachers from each team to ensure continuity and progression through the Early Years, Key Stage 1 and Key Stage 2.

At Layfield Primary School we aim to give Physical Education a high profile. We, as a staff, recognise that within the areas covered in Physical Education there should be many opportunities provided for children to experience a sense of achievement. It is also very important to teach Physical Education in school since this can have a significant influence on long term health and attitudes as well as developing physical competence.

We also believe a good Physical Education curriculum has the capacity to extend a child's emotional, intellectual, moral, spiritual and personal development and particularly their self esteem to enable them to reach their full potential.

The programme of study and attainment targets are set out in the New National Curriculum Document section for Physical Education dated September 2014.

2. Aims:

The school aims to fulfil the requirements of the National Curriculum 2014 document for Physical Education by providing opportunities for all children in Physical Education to:

- Develop competence to excel in a broad range of physical activities.
- Be physically active for sustained periods of time and set personal challenges
- Be provided with opportunities to engage in competitive sports and activities
- Lead healthy and active lives

3. Physical Education can also contribute:

- To the development of problem solving skills (E.G. allowing the children to invent and refine games.)
- To the establishment of self-esteem through the development of physical confidence.
- To the development of team spirit (being members of a group and considering others' ideas).

4. In Physical Education lessons pupils should be helped:

- To be physically active.
- To demonstrate knowledge and understanding through physical actions.
- To engage in activities that involve the whole body, maintain flexibility and develop strength and endurance.
- To acquire and develop skills, performing with increasing physical competence and confidence in a range of physical activities and contexts.
- To learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking.
- To develop their ideas in a creative way.
- To set targets for themselves and compete against others, individually and as team members.
- To take the initiative, lead activity and focus on improving aspects of their own performance.
- To evaluate their own and each other's performance.
- To develop knowledge and understanding of fitness and health.
- To discover their own aptitudes and preferences for different activities.

5. Attainment Targets

5.1 By the end of each Key Stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant program of study.

6. In order to develop positive attitudes pupils should be taught:

- To be encouraged to observe the conventions of fair play.
- To understand and cope with success and failure.
- To appreciate the strengths and be aware of the weaknesses of themselves and others.
- To understand what it takes to persevere, succeed and to acknowledge others' success.
- To respond to a variety of challenges in a range of physical contexts and environments.
- To make informed decisions about the importance of exercise in their lives.

7. To ensure safe practice pupils should be taught:

- To be concerned with their own and others safety.
- To understand the importance of warming up for and cooling down from exercise.
- To lift, carry and place equipment safely.
- To respect PE resources, ensuring they are used correctly and correctly stored after their PE lesson.
- To observe the rules of good hygiene.
- To understand the safety risks of wearing inappropriate attire and the need to wear particular clothing and footwear.
- To remove watches, bracelets, rings, earrings independently to prevent injury to the wearer and to other pupils.
- To tie long hair back.

8. The curriculum requirements for Physical Education in each Key Stage are:

8.1 (Key Stage 1) Pupils should be taught to:

Master basic movements including running jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.

8.2 (Key Stage 2) Pupils should be taught to:

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognize their own success.

Pupils should be taught to:

- Use running, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance
- Perform dances using a range of movement patterns
- Take part in outdoor adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvements to achieve their personal best.

9. Planning

Planning makes a vital contribution to the effectiveness of the provision of Physical Education at Layfield Primary School. All teachers are responsible for the planning of Physical Education with their own class or to selected groups, as appropriate.

9.1 Early Years

The Early Years is taught Physical development through a variety of activities. P.E. is encouraged as part of the theme as decided by the Early Years Practitioners.

The physical development of all children in the Early Years is planned for in accordance with The Development Matters & The Early Learning Goals.

9.2 Reception to Year 6

Use the P.E. Primary website and various schemes to supplement, enhance, plan and deliver the curriculum.

9.3 Long Term Planning for KS1 and KS2 are on a yearly programme. The long-term plan is based on the Subject Content set out in the National Curriculum..

9.4 Medium Term Planning

Each half term the class teacher will focus on one or two specific aspects and plan for progression and continuity in the physical development of each child. The key learning objectives will be outlined for each week for the half term. In the Early Years the objectives are taken from the EYFS Development Matters.

9.5 Short-term planning is shown on weekly plans. Each week teachers will plan and organise specific activities which will contribute to the key learning objectives. Class teachers will determine specific goals and will differentiate according to ability, interests, needs and experience. The staff will use the PE assessment tracker to record attainment and inform future planning.

Plans are submitted onto the shared area of the Drive.

9.10 Swimming

Children attend swimming lessons on a termly basis. The children go swimming every day for a block of 2 weeks. Children for Y4- Y6 attend swimming lessons. This will take place once every term, totalling 6 weeks of swimming in total. Some pupils may attend these sessions more than once a year.

9.11 Outdoor and Adventurous Activities

Layfield Primary School promotes residential visit opportunities when possible and viable. Currently children are offered this opportunity in Year 6 for a visit to Robin Wood. This includes a range of outdoor and adventurous activities, designed to provide challenges for the children.

Year 4 and Year 5 have the opportunity for half a term of outdoor activities delivered by professionals which involve archery, team building games and orienteering.

9.12 Teaching and Learning Styles

At Layfield we offer children a wide range of teaching styles and learning strategies in order to deliver a broad, relevant and balanced P.E. curriculum. These include:

- Introductory activity/Warm up
- Individual work
- Paired work
- Small group work
- Occasional larger team games
- Cool down activities.

10. Classroom Management

P.E. may be taught in a variety of settings including the hall, the playground, the school field or at the swimming baths.

11. Assessment and Recording

Teacher assessment will take place at the end of each term. Assessment will be by questioning, listening, observing children at work and testing as appropriate. Staff will also keep a bank of supportive evidence including notes, photographs and video footage. The staff will record their findings from the evidence on the PE assessment tracker which will then be monitored and evaluated by the PE lead.

Reports will be written and issued annually to parents/carers in the summer term. Staff will also review children's progress twice a year with parents at consultation evenings. Assessment tasks are built into the children's normal work and are seen as integral to learning.

12. Early Years

Teacher assessment and recording is an ongoing process in the Early Years. The use of the STEPs grid is used for each child. When the child is secure and independent in a certain area or strand it is highlighted on the STEPs grid.

13. School Self Review

As part of the self review process, the PE Leader will monitor planning. The subject file will contain photographic evidence of children carrying out various skills and areas in P.E. and also evidence of the outdoor adventurous trips. It also contains assessment trackers and self-review information: such as pupil voice and observation feedback.

14. Cross-curricular Links

In the Early Years, Key Stage 1 and 2, P.E. will be used to support and to extend learning in Literacy and Numeracy and other subjects wherever possible. Where possible, links are incorporated and can be seen in medium and short term planning.

15. Time Allocation

All classes have two hours hall time allocated each week.

16. ICT

ICT in the sense of video recording and photographic evidence is used for assessment, evaluating and improving children's own performance. Pupils may also use this to evaluate each others' performance.

17. Health and Safety

Health and Safety is considered paramount importance at Layfield Primary School. When working with any form of Physical Education equipment and/or when in different environments, including those that are unfamiliar, pupils will be taught:

- a) about hazards, risks and risk control
- b) to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others.
- c) To use information to assess the immediate and cumulative risks.
- d) To manage their environment to ensure the health and safety of themselves and others.
- e) To explain the steps they take to control risks.

Children will also be taught about the safety risks of wearing inappropriate clothing, footwear and jewellery.

18. Partnership with Parents/Carers

Parents are encouraged to participate in their child's education. They are informed of areas of study each term. At the Parent Consultation Evening and in the End of Year Report, parents are informed of their child's progress in Physical Education. Parents are encouraged to attend extra curricular events such as football matches, cross country and sports day.

19. Resources

A range of Physical Education resources and equipment are stored in the two cupboards in the hall and in the green hut on the school yard. The resources are checked regularly to ensure quality. Any damaged equipment is withdrawn immediately and replaced as soon as possible.

20. Equal Opportunities, Special Educational Needs and Gifted and Talented.

All children regardless of gender, race, colour, ethnic origin, disability or any other relevant factor will have access to the Physical Education curriculum. All children will be provided with relevant opportunities and at times challenging work in this subject.

All teachers will:

- Set suitable learning challenges for all pupils
- Respond to pupils diverse learning needs
- Overcome potential barriers to learning and assessment of individual and groups.

Curriculum planning and assessment will therefore take into account the type and extent of those special needs related to each identified pupil e.g. physical disability, specific learning difficulty, gifted and talented.

In many cases, the action necessary to respond to an individual requirement for such curriculum access will be met through greater differentiation of each task and targeted appropriate resources.

21. Safety Clothing

Staff should wear appropriate footwear and clothing to enable them to move quickly, efficiently and safely.

The Early Years and Key Stage 1 pupils should wear black shorts, a white T-shirt and plimsolls/trainers.

Key Stage 2 pupils should wear black shorts, a white T-shirts and plimsolls.

Children are advised to wear a plain black jumper, plain black tracksuit trousers and trainers for outdoor P.E. sessions.

Heavy trainers are only appropriate for outdoor work. Pupils must not wear trainers with inflexible soles for dance or gym. They are cumbersome and can injure other pupils. All jewellery must be removed independently before the P.E. lesson begins.

If a pupil forgets their kit once, then staff are to discuss the importance of PE and what impact not having your kit has (e.g. staffing, resources and health). Further to this, if pupils consistently do not bring their kit (2 or more sessions out of 4) then firstly staff are to contact home via reading diaries or an informal discussion with parents. If this issue then continues at the same rate, a Uniform Reminder Letter will be sent home to parents.

22. Extra Curricular Opportunities

After school clubs are provided for the children through all key stages. These vary term to term and are provided by outside agencies. The children in Key Stage 2 have various opportunities through the year to compete in intra-school competitions, such as swimming galas, athletics, tag-rugby, cross country and football tournaments.

23. Healthy School Initiative

Layfield Primary School is very keen to develop further its positive approach towards healthy lifestyle choices. Healthy Lifestyles is taught through PSHCE lessons and P.E. lessons. Also the school council and playground friends promote healthy lifestyles. The close link between P.E. and these initiatives will be fostered by all concerned so that the children of Layfield Primary School can benefit to their full potential.

Layfield Primary School has been awarded the Sainsbury's School Games Mark (Silver Level).

24. Role of the Subject Leader

The subject leader will:

- Lead the development of P.E. in the school.
- Provide appropriate guidance for all members of staff.
- To utilise the Sport Premium the most effective way possible for our school.
- Have an overview of the continuity and progression of P.E. throughout the school and be able to review and monitor the progress/success of the planned units of work.
- He/she will have access to staff planning and evaluation of P.E. of teaching/learning.
- Keep up to date with new developments in the subject.
- Ensure within budgetary constraints a wide range of appropriate resources is readily available and utilised effectively.
- Ensure P.E. is implemented effectively in school to expected National Curriculum Standards.
- Will ensure teachers are familiar with the policy and attend INSET provided by the LA.