

Greasby Infant School



PHYSICAL EDUCATION POLICY

Mission Statement

We aim to provide a happy, relaxed environment where children are encouraged and supported to achieve their full potential and to develop an attitude of care and responsibility towards others and their surroundings.

We ensure that the children in this school will attain the highest standards of which they are capable. We encourage the children to be independent and self-confident and we believe that this can be achieved more readily when teachers, parents and pupils work together in partnership.

Introduction

At Greasby Infants we believe in a high-quality physical education curriculum which inspires all pupils to succeed and excel in some competitive sport and other physically-demanding activities. We provide opportunities for pupils 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 2014)

Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Physical education develops children's knowledge, skills, and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games and gymnastic activities. Physical education promotes an understanding, in children, of their bodies in action. It involves thinking, selecting, and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable children to make informed choices about physical activity throughout their lives. Physical education has a very significant role to play in developing the whole child.

Statement of Intent

At Greasby Infant School, all children will enjoy and achieve through an engaging, progressive and inclusive PE curriculum. A broad range of high-quality sporting opportunities will challenge our pupils to engage and succeed in developing their fundamental physical skills and improve their health and wellbeing. They will develop as they progress through the school, becoming physically literate and building their physical skills as a foundation for the next step on their journey.

Children will excel in their knowledge and skills through engagement with a range of experts, exposing them to the role of sports in people's lives. Pupils will leave the school with the knowledge, skills and positive attitudes to prepare them for a healthy, active lifestyle as they progress through school and promote a lifelong love of sport. They will enjoy and see the value of competition, and enjoy opportunities for sporting events that develop their skills, character and allow them to become passionate sportspeople.

Aims

Children will be encouraged to work and play with others in a range of group situations.

The aims of Physical Education are:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Objectives

- Children will be encouraged to work and play with others in a range of group situations.
- Children will be taught how to use past experience and learning situations to improve the quality and control of their performance.
- Children's enjoyment of physical activity will be developed through creativity and imagination.
- Children will develop an understanding of how to succeed in a range of physical activities and how to evaluate their success.
- Children will master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Children will participate in team games, developing simple tactics for attacking and defending.
- Children will be encouraged to perform dances using simple movement patterns.

The Organisation of Physical Education

Physical Education lessons are taken by the class teacher and/or a specialised PE coach. The coach works alongside the teachers with the children on a rolling programme so all children in school receive 2 terms of PE with the coach. Pre-school have a shorter session every term with the coach. We currently use Premier Sports as our sports coach provider. The coach delivers high quality activities and works with the teachers so their knowledge can also be developed further. This is under review for the next academic year.

The organisation of physical education is governed by the dictates of the National Curriculum, and children at Foundation Stage 2 work within the area of 'Physical Development' in the Foundation Stage Curriculum. At Key Stage 1, dance, games and gymnastics are taught, as required by the National Curriculum. In the Early Years Foundation Stage, the physical development of children is an integral part of their work. Children are encouraged to develop confidence in the way they move, and the way they handle tools and equipment. Children are given the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. Year 2 children also have the opportunity to take part in athletics with the Year 3 children from Greasby Junior School.

Edsential scheme of work for Key Stage 1 and the Early Years Foundation Stage are followed for each area of the PE curriculum when the coach is not delivering the sessions.

Each class takes part in a one-hour PE session once a week. We encourage the children to lead active and healthy lifestyles; at lunchtimes, children taken part in sporting activities conducted by the Active Play Leaders.

Contribution of PE to teaching in other curriculum areas

Physical education does support other areas of the curriculum by helping children with their understanding of concepts through movement and dance. This is particularly important for kinaesthetic learners.

Literacy is supported by encouraging children to describe their movements and discuss how they might improve their performance.

Physical education contributes to the teaching of Personal, social, and health education and citizenship. Children learn the benefits of exercise and healthy eating, and how to make informed choices about these subjects. The children are also taught about being healthy in their weekly Jigsaw (PSHE) lessons and this contributes to their understanding of how to lead healthy lifestyles.

PE offers opportunities to support the social development of children through the way they are expected to work with each other during lessons. Small group work enables children to work together and to discuss their ideas and performance. The curriculum enables children to develop a respect for other children's levels of ability, and encourages them to co-operate

across a range of activities and experiences. It enables children to respect and work with each other, to develop a better understanding of themselves and others.

PE curriculum planning

The curriculum planning in PE is carried out in two phases (long-term and medium-term). The long-term 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.

The medium-term plans have been adopted from the Edsential scheme, and give details of each unit of work for each term. These plans define what is taught and ensure an appropriate balance and distribution of work across each term. These are adapted to meet the needs of pupils and to reflect different themes throughout the year.

The scheme of work provides 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 to ensure that children build upon their prior learning, and are increasingly challenged as they move through the school.

Learning Experiences

A variety of teaching and learning styles are used in PE lessons. Whole class teaching and individual/group activities are used to develop the children's knowledge, skills and understanding. Teachers draw attention to good examples of individual performance as models for the other children and children are encouraged to evaluate their own work as well as that of other children. Within lessons children are given the opportunity to collaborate and to compete with each other, and to use a wide range of resources.

In all classes there are children of differing physical abilities. Therefore suitable learning opportunities are provided for all children by matching the challenge of the task to the ability of the child. This is achieved through a variety of strategies:

- Providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.
- Modifying equipment e.g. increasing the size of the ball; lowering the height of gymnastic equipment; using textured balls; using broad-faced striking implement instead of a thin stick.
- Reducing distance to be travelled
- Rolling a ball rather than throwing it.
- Breaking down the task e.g. analysing and introducing the component parts of an action or sequence of actions, and gradually building up to the whole.

Assessment & Record Keeping

In Foundation Stage, teacher assessment is carried out through continuous observation during lessons, and the Foundation Stage Profile is completed at the end of the Foundation Stage, ongoing observations and assessments contribute to the profile during the year.

In Key Stage 1, teachers assess all children individually against the objectives focussing on dance, gymnastics and games. This assessment is on-going and the children are assessed at the end of each topic. They are either assessed as working at the expected standard or working towards it. Children working beyond this level are discussed by the class teacher and the PE subject leader. The sports coach also assesses the children and staff are able to access these assessments online.

At the end of Key Stage 1 the children are assessed in accordance with the National curriculum and this information is transferred to Key Stage 2.

Teachers are encouraged to take photographic and video evidence of children demonstrating specific skills and abilities. This is used as evidence of standards in P.E. and forms the basis for the school portfolio, together with teacher assessments at the end of each theme.

The Role of the teacher

The teacher will:-

- Understand the units of work, and how they fit into the scheme of work.
- Dress appropriately for physical activity.
- Ensure children are dressed appropriately.
- Teach children how to move apparatus safely
- Ensure that children are taught how to use apparatus safely and have the necessary skills to help them achieve their goals.
- Provide a range of activities to enable children to develop their skills and techniques in all three areas of dance, games and gymnastics.
- Develop children's confidence and allow them to take an increasing responsibility for their work.
- Provide opportunities for children to evaluate their work and the work of others.
- Ensure children return apparatus to the appropriate storage areas at the end of lessons.

The Role of the Teaching Assistant

The Teaching Assistant will:-

- Dress appropriately for physical activity.
- Assist children with changing for lessons as required.
- Provide support to children, to ensure their best performance where possible.
- Support and encourage children to store equipment appropriately.

The Role of the Subject Leader

The Physical Education Subject Leader will:-

- Order and replace equipment as required.
- Ensure full coverage of the Programmes of Study over the Key Stage.
- Give help and support to classroom teachers.
- Plan, monitor and evaluate the impact of the implementation of the PE and Sports Grant
- Liaise with sports coaches used by the school.

- Liaise with Active Play Leader.
- Attend relevant meetings and courses and ensure adequate training for other members of staff.
- Organise an annual Sports Day/Sports Week for the whole school during the Summer Term.

Resources

There is an extensive range of resources to support the teaching of PE across the school. Most of the small equipment is kept in the main Hall in labelled containers, and this is accessible to children under adult supervision. The Hall contains a range of large apparatus, which the children help to set up as part of their work. In so doing, children learn to handle equipment safely. The children use the school field for games and athletic activities. The children also have access to two playgrounds. The large playground is used mainly by Key Stage 1 children, and the small playground is used exclusively by Foundation Stage children.

Special Educational Needs

The Statutory Order makes provision for pupils with disabilities.

To overcome any potential barriers to learning in physical education some pupils may require:

- adapted, modified or alternative activities that have integrity and equivalence to the activities in the programmes of study and that enable the pupils to make progress
- specific support to enable them to participate in certain activities or types of movement
- careful management of their physical regime to allow for specific medical conditions.

In assessment:

- when pupils follow adapted or alternative activities, judgements against attainment targets should be made in the context of the activities undertaken by the pupil.

Equal Opportunities

Boys and girls will be given the same opportunities in all aspects of Physical Education. Ethnic and cultural diversity within the school/class must also be taken into consideration and the Physical Education curriculum should reflect the contributions from other cultures. Teachers also need to take account of pupils' religious and cultural beliefs and practices through providing appropriate physical activity and opportunities for learning at times of fasting.

Health and Safety

Greasby Infant School follows Wirral Local Authority Health & Safety guidelines and documents which can be found in the Headteacher's office.

Each year group assesses the risks involved with all activities. Risk assessments are written and can be found in year group planning files. A copy is also kept by the Headteacher and can be found in the Risk Assessment File.

L Stocker

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