

Shelton Junior School



Physical Education Policy 2016-17

Name of Policy: Physical Education

Date of Policy: January 2017

Member of Staff responsible: Miss Nicola Morgan

Review Date: January 2018

Signature: _____ Chair of Governors

Date Approved: _____



RATIONALE

At Shelton Junior School we believe that the learning of physical education, in a safe and supportive environment provides a valuable educational experience and is a crucial contributor to a pupil's physical development and well-being. Our wide-ranging and balanced physical education curriculum intends to increase pupils' self-esteem and self-confidence in their ability to control, manage, use and adapt their bodies, within a variety of movement situations. Physical education helps children to develop their ability to question, predict, test, evaluate and aesthetically challenge themselves. Progressive learning objectives, in conjunction with varied teaching approaches, provides excitement, enjoyment and challenge for children and teachers; helping to create enthusiastic learners and to develop positive attitudes to physical activity throughout life. Suitably differentiated tasks intend that pupils (irrespective of age, ability or background) will enjoy success and will be motivated to further develop their individual potential. The natural links between PE and other areas of the curriculum can enrich the overall teaching and learning experience.

CURRICULUM AIMS & PURPOSE OF STUDY (National Curriculum 2014):

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should 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.

The national curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities.
- Develop increasing ability to select, link and apply skills, tactics and ideas in competitive sports and activities.
- Are physically active for sustained periods of time.
- Engage in competitive sports and activities.
- Lead healthy, active lives as well as develop an understanding of effects of exercise on the body.
- Promote an understanding of safe practice and exercising, ensuring children take responsibility towards their own and others safety.

Shelton is moving forward to increase the cross-curricular links of other subjects to PE. Whilst it is a vital contributor to children's movement education, it also has lots of

potential links to other subjects. Teachers' planning will aim to demonstrate those links where possible. Links can be made to other subject areas such as:

English- higher order questioning, listening and communicating.

Maths- measuring distance and time.

Science- predicting, testing, evaluating and learning about the body.

ICT- recording of performance to assess aesthetics, enable evaluation and improvement (Year 5/6).

PSHE – decision making, teamwork roles, healthy eating and working with others.

TEACHING AND LEARNING:

Equal opportunities and inclusion are at the forefront of Shelton's teaching aims. Therefore, activities are made accessible to all children through differentiation of planning. It is school ethos that all Shelton staff ensure that every child receives an equal opportunity within PE regardless of race, gender, ability, PP or Special Educational Needs.

Shelton Junior School is working hard towards providing all pupils with at least 2 hours of quality PE in school sport, through the curriculum, Daily Mile and extra-curricular opportunities.

Knowledge, skills and understanding of different sports and activities are promoted in KS2 as a progression of participation and ABC (agility, balance and coordination). At Shelton Junior School, skills ladders (based on the 2014 National Curriculum and school-specific foci) are used in every year group to support the teaching and learning of the specific areas of physical education listed below:

- Dance
- Gymnastics
- Games
- Athletics
- Swimming and water safety (Year 4)

Teachers' planning follows the National curriculum and Derby City guidelines. A multi-faceted teaching approach is used in the delivery of PE. Teachers try to make lessons as enjoyable as possible with a balance of paired and group activities in collaborative and competitive situations. Thus enabling teachers to reach out to the strengths and needs of every pupil. Teachers also promote the development of pupil's ability to work

independently, impart knowledge and respond appropriately and sympathetically to others, irrespective of age, ability, gender, cultural or ethnic background.

Activities offered and teaching approaches implemented, aim to provide pupils with the opportunity to develop their creative and expressive ability; this is achieved through task, improvisation and problem solving. Within lessons and whole school ethos, children are encouraged to appreciate a healthy mind, lifestyle and body; begin to understand the factors that affect health and fitness.

Pupils should be taught to (National PE curriculum 2014):

- use running, jumping, throwing and catching in isolation and in combination,
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending,
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics],
- perform dances using a range of movement patterns,
- take part in outdoor and adventurous activity challenges both individually and within a team,
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

ASSESSMENT:

Most assessment is formative and is used to support teaching and learning to inform future planning. A new assessment format for PE has been implemented this year, where each class teacher will assess each pupil against each of the age-related key skills. This assessment is completed in December and again in July.

As a school, we assess the children's knowledge, understanding and application of skills for all non-core subjects. These skills will be taught through the programmes of study for the age-related expectations (ARE) as set out in our PE skills ladders. The PE Skills follow five key themes: Listening, Speaking, Reading, Writing and Dictionary skills. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible; we use the agreed SJS RAG-rating system already in place for assessing English reading, English writing and Mathematics.

0 – Even when supported, the child shows no understanding of the concept, or, as a teacher, you know that you have not taught it discretely (YET!) However, if a child IS using this skill without direct teaching, even if they're using it with some inaccuracies, you would still assess them against it!

1 – Child shows some understanding of the concept and can demonstrate this skill with support, or with limited success independently. 3-4 examples of this SKILL within relevant tasks.

2 – Child shows understanding of the concept and can demonstrate this skill independently, within tasks, including WITH the use of WILF/success criteria – if they choose to use it, it is a 2! Shown across 2 or more pieces of work.

3 – The skill is used independently, purposefully, regularly and repeatedly, across a range of topic areas within mathematics. Always evident, where relevant. (Mastery and Depth)

SAFETY:

Class teachers, teaching assistants and any non-teaching adults are responsible for the safety of children in their care. Staff will follow the Derby City guidelines and ensure:

- Any rules made regarding jewelry and PE are enforced.
- The safety of areas lessons take place in are appropriately assessed prior to the lesson.
- Children will learn how to safely take out equipment and no children will do so unsupervised.
- Children must wear specific PE kit (check website for details) for indoor and outdoor PE.
- Long hair will be tied back and bare feet are required for dance or gymnastics activities. Bare feet will only be excused if the child has a medical condition or advised otherwise by doctors (doctor's note ideally required).
- All jewellery and watches must be removed before PE. A child with newly pierced ears will be required to wear tape for the first 6 weeks. After the 6 weeks has elapsed, the child must remove the earrings.

EXTRA CURRICULAR ACTIVITIES, CLUBS AND CLUB LINKS:

Safeguarding is a key focus within our whole school ethos, as every child has the right to be safe in school. Therefore Shelton ensure that any adult, whether that be

external club coach or parent running a club in and out of school hours, is (DBS) police checked, provides evidence of risk assessments and insurance forms.

Shelton aims to extend children's learning, develop existing skills, provide opportunities for all abilities, encourage life-long participation and raise standards in PE through the use of extra-curricular opportunities. This is done by:

- The implementation of the Daily Mile encourages children to be partake in regular daily activity.*
- Whole school sports days, festivals, whole school cross country competitions, sponsored walks and the whole school bleep test. Encouraging intra school competitive elements to PE and sport.*
- Links with S.Morse and Derby Athletics Club to provide broadened athletic opportunities, with potential filtration to Derby Athletics Club.*
- Soccerstars Football coaches- (after school club) providing children with more sporting opportunities.*
- DCSP affiliation- increasing inter-school competitions and festivals for all children across the school.*

RESOURCES, EQUIPMENT AND THE LEARNING ENVIRONMENT.

Equipment is monitored termly by the PE Coordinator. Any lost, damaged or required equipment must be reported to the PE Coordinator. Replacement equipment requires a consultation with the Headteacher to gain approval. All equipment is kept in the indoor PE store and is only to be taken out by adults.

The hall, playground and field are used for PE lessons with the class teacher determining whether the weather is suitable to hold a lesson.

MONITORING

Monitoring takes place 2-3 times per year through observation of teaching and learning, talking to children about their learning, scrutinising teachers' planning and learning walks. The skills grids will also be monitored to check for the coverage of skills taught, topics covered and breakdown the attainment of groups of children.