

Physical Education Policy



Policy Adopted: October 2015

School Vision:

At Parklee we believe that primary education should be a time of opportunity, a happy and meaningful experience that promotes a love of learning, enriches lives and develops life-long skills.

The teaching of physical education at Parklee aims to provide children with the opportunity to learn and develop new skills in a safe, trusting and challenging environment. Children will learn to cooperate and interact with their peers through competitive and non-competitive games that enhance their fitness, skill level and overall confidence.

At Parklee we believe that the basic principle that should be found in the teaching and learning of physical education is skill development. This is focused on before, during, and after lessons, and is shown through the planning, differentiation and teaching of physical education by class teachers and specialised physical education coaches.

We believe that physical education has an important role to play in the overall education of children. Physical education can support and enhance children's social, emotional and intellectual development and raise self-esteem that has a positive effect in other subject areas. Physical education also has an important role to play in teaching children life skills that are transferable in and out of school. Children will learn to enhance their decision-making based upon careful and rational decisions, alongside improved problem solving and refined adaptation techniques to find the best results in different situations. Physical education also helps to encourage and develop the personal qualities of commitment, fairness and enthusiasm.

Aims

At the early years foundation stage, children at Parklee are active for most of the day. In line with the EYFS guidelines, children develop their control and co-ordination through small and large movements and are asked to move confidently in a range of ways and safely negotiate spaces.

In accordance with the National Curriculum for Physical Education, our aim is that by the end of key stage 1 (Year 1 – Year 2) children will have developed the following:

- Develop fundamental movement skills such as running, jumping, throwing and catching
- Become increasingly competent and confident in their movements

- Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others through a range of activities
- Be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Participate in team games that develop simple tactics for attacking and defending
- Perform dances using simple movement patterns

By the end of key stage 2 (Year 3 – Year 6), children will have built upon their skills from key stage 1 and will be challenged into developing them further. They will develop a broader range of skills and look at their previous performances and how to better themselves through the use of self-assessment. This will be attained through the following:

- Use running, jumping, 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 and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Learning through Physical Education

Physical education should be a highly practical activity where children learn and develop skills through first hand experience. Children should be physically active for the majority of their lesson.

Children are actively encouraged to try their best to succeed at the given skill or task, and are encouraged by the teacher and their peers throughout the lesson. Through the use of positive reinforcement, children should develop the confidence to attempt the skill, thus developing the skill and a good attitude towards difficult situations.

Teachers will plan accordingly from the scheme of work and in line with the national curriculum aims (previously mentioned) in order to ensure that children receive the highest quality of physical education throughout their time at Parklee school.

Progression

Physical Education involves the development of skills through their acquisition and continual practice, both in and out of school. Skills such as balance, coordination and controlled movement will continually improved throughout a

child's time at Parklee.

Assessment

The P.E. coordinator is responsible for implementing assessment across the school. The children will be assessed through a range of resources and activities during their PE lessons. Teachers will use resources, observations of ability, listening to children's answers, discussions and evaluations to assess children's knowledge, understanding and development throughout the year.

The children will be assessed against national standards for their specific age and year group. These will be assessed in line with the Parklee scheme of work targets, and National Curriculum guidelines.

Differentiation

When planning for physical education, differentiation should be highlighted and visible so that it is clear that it is taking place. This planning should incorporate the following aspects:

- Groupings – children will work in same and mixed ability groups, work in pairs and work individually
- Resources – children will have access to the correct equipment and resources for their ability level
- Activity – children will take part in activities during the lesson that are adapted to their needs and ability, with time constraints factored into the lesson

Differentiation in physical education is achieved when all children in the class are successfully taking part, enjoying and developing skills throughout the lesson. This can be achieved through the differentiation of the task, or the set outcome.

During the lesson teachers should refrain from allowing children to pick their own teams, this can lead to children having negative emotions towards physical education, and developing low self-esteem if picked towards the end.

All children at Parklee will receive the same equal opportunities to excel in physical education and develop new skills throughout their time at the school.

Support and guidance on differentiation will be available to teachers from the PE coordinator.

Facilities and Resources

- Indoor – the hall is timetabled by the PE Coordinator to ensure time is fairly distributed throughout the school.
- Outdoor – the children have access to playground space, a MUGA (multi-use games area), and the school field.

It is recommended that children will take part in outdoor PE as much as possible; this is dependent on the weather and the time of year.

The children are asked not to retrieve any balls from the surrounding bushes on the field, the teacher will make a note so that they can be collected after school by a member of staff.

Sports Day

Sports days at Parklee take place on the field on two separate mornings, and last for around 40 – 60 minutes.

Nursery, Reception and Year 1 children will compete, with the overall focus on taking part and using their skill development to finish the race. All children will be rewarded through a certificate to take home and stickers throughout the morning.

Years 2 – 6 will compete against each other in ability groups chosen by the teacher and PE coordinator in line with the assessments carried out leading up to sports day. The children will compete in houses and points will be collated in order to award the winning house a trophy during celebration assembly. Certificates and stickers will be awarded to the children through their class teachers.

On sports day, children will be allowed to wear a t-shirt the same colour as their house and appropriate footwear.

Swimming

Swimming lessons take place at Howe Bridge Leisure Centre by fully trained swimming instructors. Years 3 and 4 will travel to Howe Bridge by coach, supervised by class teachers and support staff. Once the children arrive they will get changed in separate changing rooms, and be accompanied to poolside by school staff. Swimming lessons are organised and planned by the pool instructors. All adults who attend are aware of the leisure centres health and safety policy and fire procedures.

Boys are asked to wear trunks. If trunks are unavailable, then shorts should be worn. Shorts are to be no longer than knee length, this is to help the children to learn to swim as longer shorts create a drag through the water.

Girls are asked to wear a one-piece costume and not a bikini. This aides the children when learning to swim as it reduces drag and doesn't restrict movements.

Children with long hair are required to wear a swimming cap in line with the leisure centre's hygiene policy.

Jewellery is not to be worn on swimming days. If a child cannot remove their

own jewellery they will not be able to swim. Covering jewellery with plasters is against the leisure centre's hygiene policy.

Showers are available after the lesson, but only to wash off the chlorine before children get changed.

Activity holidays

Year 6 children will be given the opportunity to visit Hinning House or Low Bank Ground during their time at Parklee. This is a physical adventure holiday that lasts for a week. Activities include orienteering, kayaking, abseiling, waterfall walking and mountain biking, alongside many more outdoor adventures. The children are accompanied by school staff and sleep in all boy or all girl rooms. Upon arrival at the site, fully trained and qualified instructors lead the activities for the children throughout the week.

More information is available from the Year 6 teachers and PE coordinator closer to the time.

PE Kit

Due to the active nature of a physical education lesson, children need a change of clothes that allows them to move freely, comfortably and have some form of protection against the weather when appropriate.

The Parklee PE kit consists of a plain red or white t-shirt, plain black shorts and thin sole black pumps.

Children are allowed to bring trainers for outdoor PE lessons, and a tracksuit that provides protection for when the weather changes throughout the year.

Children's PE days are available from their class teacher. If a child fails to bring a PE kit, a supply kit may be borrowed from the PE coordinator. If the same child continually fails to bring kit, a letter will be sent home.

All items of jewellery are to be removed during a PE lesson for health and safety reasons. Where appropriate, jewellery should be kept at home on PE days. If the child cannot remove the jewellery, a plaster will be applied to cover it.

Safety and hygiene requires that hair that is long enough to be tied back is taken back off the face. This applies to both boys and girls.

Children will change in the classroom until year 4, supervised by their class teacher. In Years 4, 5 and 6, a changing facility will be available to accommodate the children maturing. The class teacher will be responsible for making the required arrangements, bearing in mind that children should be supervised at all times where possible.

Extended curriculum

Throughout each year children will have the opportunity to take part in after school clubs run by members of staff. These clubs will culminate in inter and intra school competitions.

Parklee School is a member of the Atherton and Tyldesley Sports Association (ATSA), and competes regularly in tournaments throughout the year organised by the group. These tournaments run parallel with the Wigan School Games that the school also competes in.

Transport is sometimes required to travel to these sporting events where children are representing the school. The member of staff responsible for the team should ensure that transport is safe, supervised and insured for carrying the children to and from events.

Registers

The staff at Howe Bridge will take a swimming register, this register will note:

- Who is present
- Who is absent
- Children without kit
- If any incidents occurred

Staff in school should also keep a separate register for children who are missing PE due to injury or lack of kit.

Reports

If parents wish for a comment on their child's report about their progress, attainment or achievement in PE, this should be available from the class teacher or the PE coordinator. The comments should could include:

- Reflection on achievements
- Recognise the child's personal qualities such as teamwork or determination
- Reflect success during core PE lessons
- Reflect success during out of school activities – ATSA, Wigan School Games etc.

Non-participants

The aim of physical education at Parklee is that all children will take part in the lesson. If children are fit and healthy enough to attend school, they are fit and healthy enough to participate in PE. However there will be exceptions:

- Medical conditions – a doctor's note may be needed to establish whether the pupil can or cannot take part in vigorous exercise. Any

relevant medical conditions should be brought to the attention of the child's teacher so that planning can be adapted accordingly.

- Genuine parental concern – a personal note from a parent/guardian is required to notify the teacher of a particular reason for non-participation

In the event of a child not participating because of lack of PE kit, the PE Coordinator will provide a spare kit and make a note of the child's name for future reference. Spare pumps are available but no guarantee is given of their size. Children cannot participate in a PE lesson in their everyday school shoes due to health and safety guidelines.

In the event of a child not participating due to medical reasons, the child will either assist the teacher in giving out or collecting equipment, or write a report on the PE lesson. Children will be given a blank pro-forma to complete during the lesson, and summarise what they have learnt from the lesson.

Injuries

Minor injuries during PE lesson occur simply due to the fact that children are active. Staff who are leading the lesson need to be clear about the correct procedure if injury occurs:

- Stop all activity immediately and ask the rest of the class to sit down and be quiet
- Assess the injury
- If the injury is minor, rest is usually the best treatment. If the injured pupil needs water to soothe an injury, they should be sent to the water fountain or to their water bottle, accompanied by a responsible pupil. If the injury is more serious, ask a pupil to find a member of staff with First Aid qualifications to aide with the injured pupil.

The majority of staff at Parklee are First Aid trained and have been trained on how to deal with a number of potential injuries. A First Aid box is available from the PE store when using the hall, and staff members should take a First Aid box outside when using the outdoor facilities.

Medical equipment such as inhalers should be readily available to class teachers and be placed in the first aid box for the duration of the PE lesson.

When taking part in out of school activities, the children are responsible for bring their inhalers to the member of staff in charge that will place them in the First Aid bag. It is advisable that a minimum of two staff attend each sporting fixture in case of serious injury. Staff who are in charge of the event or club should have access to the children's emergency contact number and any relevant medical history.

During any outdoor adventurous activities, children should be in groups of at least 3 children. In the event of an injury to one member of the group, one child is free to seek help whilst the other remains with the injured party.

Equal opportunities and S.E.N.D

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, ethnicity and social circumstance have access to the curriculum and make the greatest progress possible.

It is paramount that no child is left out during a PE lesson due to their dis/ability. The provision provided by the class teacher should be of the highest quality to all children.

Please refer to the schools Equal Opportunities Policy and the S.E.N.D Policy for more information.

Gifted and talented

Once a year, two boys and two girls from Year 6 are chosen to represent Parklee School at the ATSA Sports Weekend. The children are chosen by, the class teacher, PE coordinator and Headteacher on their sporting achievements in and out of school.

The children will stay at Low Bank Ground and compete individually and as a team over the weekend against other local ATSA member schools.

Points are awarded for finishing positions in a number of different events. A trophy is awarded to the best individual boy and girl, best team, and best school of the weekend, during a presentation ceremony on the final day.

PE links to other subjects

- English – writing sequences, instructions, oral / peer assessments
- Mathematics – rotation and time, measurement, shape and space, position and movement, numbers, angles
- Computing – iPads for evaluations, videos to show good technique
- PSHE – following rules, healthy living, teamwork
- SMSC – fairness and equality, respect for different abilities, collaboration and cooperation