

# Stroud Green Primary School



*Believe and achieve*

Stroud Green Primary School, part of a richly diverse community, is a place where all children flourish in a safe, happy and stimulating environment.

## Physical Education/Activity Policy

Policy Originator	Valerie Hines
Governor Responsible	Curriculum Committee
Status	Non- Statutory
Last reviewed	4 <sup>th</sup> July 2016
Ratified on	18 <sup>th</sup> July 2016
Review period	Summer 2018
Signed	

## **Why we teach P.E**

Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. Therefore, both teachers and children should be aware of its importance.

### **Aim of the policy:**

- To promote physical activity and well-being for members of our school community
- To develop co-operation and positive attitudes, and compete with a sense of fair play
- To develop skills needed for collaboration and team games
- To encourage enjoyment of physical activity
- To provide equal opportunities for all children regardless of gender, ethnicity or their physical ability or access to learning
- To provide a range of physical activities throughout the day through the provision of extra curricula physical education and ensuring that children can enjoy break times
- To develop a shared understanding of the importance of physical activity to sustain a healthy lifestyle

### **Objectives:**

These objectives focus on the specific actions that are going to be taken to achieve the aims above, through a high quality physical activity programme.

In doing this we will:

- Follow a broad and balanced PE curriculum fulfilling the demands of the New National Curriculum.
- To ensure children moving on to secondary school can swim and have basic water skills.
- Develop the fitness of the individual, by ensuring a good pace in lessons and incorporating fitness activities into physical education lessons as appropriate.
- Develop programmes that meet the needs of all the children, providing equal opportunities – inclusion of SEN and physical disabilities.
- Continue providing quality physical activity opportunities outside of curriculum time
- enable pupils to develop competence and control in basic movement and the fine motor skills they need to take part in sport
- Increase pupil's knowledge and understanding of the importance of physical activity.
- increase pupil participation in physical activity both within and outside of curriculum time
- ensure the provision of adequate resources for physical education
- establish good habits and awareness of safety and personal hygiene that follows health and safety procedures
- enlist the support of Adults Other Than Teachers (AOTT'S) in promoting activity

- make equipment available for pupils to use at lunch times
- provide pupils with the information and confidence they need to take advantage of physical activity opportunities in the local community
- organise events that promote and raise the profile of physical activity, e.g. Sports Day and tournaments, Bike it events
- encourage more pupils to walk or cycle to school as evidenced in our Travel Plan
- ensure that there is training and support for staff teaching P.E

## **Teaching and Learning**

Physical activity provision within this school is developmentally appropriate and a variety of teaching and learning approaches and organisational management are adopted to ensure that tasks are matched to pupils of different abilities, needs and interests. Pupils at different starting points are all expected to make progress. Through the Government Funding for sport, where possible, the school will provide opportunities for pupils to work with PE specialists. The funding will support PE training by providing opportunities for teachers to work alongside specialist coaches.

KS1 pupils should be taught to:

- 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
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns. (New National Curriculum)

KS2 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 recognise their own success.

Pupils should be taught to:

- 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. (New National Curriculum)

### **The achievement of all pupils is maximised by providing variations in:**

- ✓ Tasks (e.g.: providing a range of tasks with differing degrees of difficulty)
- ✓ Resources (e.g.: using a variety of equipment to make tasks more / less challenging)
- ✓ Response (e.g.: allowing pupils to work at different paces)
- ✓ Support (e.g.: providing additional support)
- ✓ Group structure (e.g.: small group work; selecting mixed ability or setting, as appropriate)

### **Inclusion of those with specific disabilities and/or health conditions**

Approaches that are adopted include:

- Modification of activities where necessary e.g.: changing rules/ playing area/ equipment to enable pupils with special needs to be included
- **Safety**
- All equipment is regularly checked for safety by teacher before each lesson. The co-ordinator will check each term and take any necessary action.
- Teachers are aware of the risk assessments for the areas in which activities take place, whether it is a hall, a playground, the swimming pool or the park.
- All Adults Other than Teachers [AOTTs] involved in curriculum or out of hours learning activities, including lunchtimes, playtimes and after school, will be appropriately trained and monitored.
- All children will be required to change into appropriate clothing for P.E (jogging bottoms or shorts, t shirt and trainers or plimsolls). Children with long hair will need to tie it up and all jewellery removed.

### **Assessment, Monitoring and recording**

Opportunities for assessing pupil's progress in physical activities must be created through the observation of responses to task in:

- Acquiring and developing skills
- Selecting and applying skills, tactics and compositional ideas
- Knowledge and understanding of fitness and health
- Evaluating and improving performance
- Solving problems and challenges

In all activities children should be encouraged to make constructive comments on their own and others performance to improve the accuracy, quality and variety of their performance.

The recording of every aspect of individual children's progress is neither necessary nor desirable. Where appropriate, coaches report progress to class teachers which will inform planning.

Examples of methods of monitoring pupil improvement include:

- Observation of pupil performance in sessions- looking at both effort and achievement
- Pupils responses to specific tasks and questions
- Pupil involvement in extra-curricular activities and other physical activity opportunities within the community.

The subject leader will monitor plans through MLE, to ensure curriculum coverage and that lessons show progression