



ALDERMAN JACOBS PRIMARY SCHOOL (ACADEMY TRUST)

PHYSICAL EDUCATION POLICY

Aims

The teaching of Physical Education at Alderman Jacobs aims:

- To promote a healthy and fulfilling lifestyle by developing self-motivation to take part in physical activity outside school as recreation:
 - by developing a positive attitude and interest in a wide range of physical activities.
 - by raising awareness of issues regarding Health Related Fitness.
- To contribute to the physical development of each child: size, strength, fitness, speed, gross and fine motor skills.
- To contribute to the intellectual development of each child:
 - aesthetic appreciation and understanding of Dance and Gymnastics.
 - knowledge of different areas of P.E. e.g. the rules of different games.
- To help establish the individual child's self-esteem and confidence. To develop social skills (co-operating in groups, playing fairly to rules, mixing with children from other schools).
- To ensure that every class includes Level 1 competition (competition within the school) at the end of every unit of work.

Legislation and Guidance

The National Curriculum framework (see appendix 1) sets out the expectation for what children should be taught in their work in Physical Education. The framework has been devised to ensure adequate coverage of the National Curriculum. All classes will be expected to have covered the 2 activity areas for their specific year group in each half-term block. The Government recommends that children spend a minimum of 2 hours on PE per week. Each class is timetabled two sessions in which they have priority of access over hall or playground.

Rationale

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.

At Alderman Jacobs Primary School our aim is that each class will receive 2 hours of physical activity per week. At the moment classes are timetabled to have at least two Physical Education session per week (1 indoor and 1 outdoor). The sessions will contain elements required by the National Curriculum of:

Key Stage 1: Games, Dance and Gymnastics

Key Stage 2: Games, Dance, Gymnastics, Athletics, Outdoor Education and Swimming.

Guidelines

Alderman Jacobs Primary School will:

- Follow a broad and balanced PE curriculum fulfilling the demands of the National Curriculum.
- Aim to ensure every child moving on to secondary school can swim 25m and has basic water skills.
- Ensure every child has the opportunity to represent Alderman Jacobs Primary School in a competitive sports fixture.
- Aim to develop the fitness of the individual, by ensuring a good pace in lessons and incorporating fitness activities into physical education lessons as appropriate.
- Integrate, where possible; into other curriculum area (eg use of athletics data in ICT and number work in both numeracy and PE lessons, links to maths and English in OAA).
- Develop programmes that meet the needs of all the children, providing equal opportunities - inclusion of SEN and physical disabilities.
- Involve the outside community where possible - e.g. Sports Day - parents, Clubs - Local Sports Clubs in the community, Inter-school matches - part of the Witchford Sports Partnership
- Ensure children wear the Alderman Jacobs Primary School expected P.E. kit for all lessons. (See Appendix 2)
- Make allowances for children with disabilities and medical conditions, taking into account children with special needs, through modified and mini versions of games and practices.

- Provide enjoyable experiences, where positive attitudes of sensitivity, cooperation, competition and tolerance may develop.

The P.E. Curriculum

Curriculum Framework

Units of Work

The class teacher should identify from the curriculum map the 5-7 week unit of work their class will be following. Each Class Teacher must fill in an End of Unit Assessment Sheet once each block of sporting activity has been completed (See Appendix 3). Swimming lessons are planned and taught by the classroom teachers. Targets are set for each of the ability groups, within the class.

Children should be allocated time during the plenary of the lesson to evaluate themselves against the outcome.

Individual Lessons

Individual lesson plans may be taken directly from available resources and adapted to suit the class. If the class teacher is confident he/she may choose to plan the lessons in their entirety. This is, in many ways, preferable, but teachers should ensure they plan to the weekly learning intentions of the unit of work. This will ensure logical progression throughout the unit of work and means skills will not be taught in isolation and there is a clear end objective. This objective may be realised explicitly in the final lesson. For example, with a performance in Dance, or a full (age appropriate) rules tournament in Games.

Basic Lesson Plan

1. Warm up - 3 to 5 mins gentle exercise or stretching.
2. Introduction (or Revision) - individual or pair work.
3. Development - more challenging tasks in small groups.
4. Conclusion - transfer of skill/s learnt to final activity e.g. playing small sided games or performing a sequence in Gymnastics.

Further Points to Consider

- Insist on correct and safe PE kit - see section in Health and Safety.
- Use both teacher and pupil demonstrations rather than verbal explanation wherever possible - make an effort to vary the children chosen.

- Generally, sit the class down when showing demonstrations. Make sure they are watching and listening.
- Teach boys and girls together - in general insist on mixed groups and sometimes mixed pairs.
- Select a mixture of competitive and non-competitive activities.
- Provide for lots of activity and maximum involvement - do not play full-sided games (e.g. 11-a-side football) where the weaker players will have little contact with the ball.
- Mix abilities where appropriate. In games, this will develop the skills of the weaker players and ensure fair competition. In Dance and Gymnastics, this will encourage less confident children to be more involved in a group activity.
- Encourage honest competition and the idea of doing one's best - work towards children refereeing their own games.
- Choose suitable equipment for the age and ability of the pupils - e.g. in rounders progressing from: throwing the ball, to using wide tennis bats, to using rounders bats.
- Count equipment in and out but use pupils, where possible, to help.
- Question pupils and encourage the class to develop an awareness and understanding of how to use the skills they have learned appropriately - e.g. when to use a bounce pass in netball rather than an overhead pass.
- Encourage independence by ensuring pupils have opportunities to express and develop their own ideas. For example, children creating their own games with their own rules and scoring system.

How PE teaching is monitored

PE is monitored annually. The Subject Leader looks at planning and observes lessons. Pupil voice interviews take place to gain an understanding of how the children see their PE lessons. We actively seek the recommendations and feedback of physiotherapists and occupational therapists working with the school.

Health and Safety

PE KIT

All children will come into school wearing their PE kit.

Early Years and KS1

Infants are encouraged to wear PE T-shirt, shorts/track-suit bottoms and trainers for outdoor games. However, unless children have obviously dangerous footwear (eg. high heeled boots) all

should take part. Indoors, infants should be encouraged to wear the correct school PE kit and take part in bare feet.

KS2

Games and Athletics: Shorts and T-shirt for indoors lessons in the halls (track-suit bottoms and sweatshirts should only be necessary in the playground on a cold day). Properly fitting trainers or plimsolls

Dance and Gymnastics: As for Games but bare feet.

Swimming: Swimming costume, children are NOT allowed to swim in underwear.

Outdoor Activities: Generally as Games, but otherwise clothing appropriate to the activity.

General Points

- Teachers, if participating, should also wear appropriate clothing.
- Jewellery must be removed. Teachers will not take responsibility for looking after jewellery.
- Children should bring a note if they are unable to participate through illness or injury. Staff should be vigilant if a pattern of non-participation is established for a variety of reasons (including child protection issues).
- In all other PE lessons children not participating should remain with their class: helping in the lesson or doing PE related work.

Children without Kit

At the beginning of each term parents will be informed by letter of PE kit requirements and they will have the opportunity to discuss any serious reservations with the Head. A child who has forgotten their kit should first be reminded by the teacher. If it is an on-going problem an informal conversation with the parents would be appropriate.

Accidents

For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes a friend should be sent with the injured pupil to go to the school office for a plaster if necessary.

For serious accidents (head injuries, serious cuts or suspected fractures) the teacher should stay with the child and send a responsible child to inform the school office. After the incident the teacher must complete an accident report form which is available in the office.

Medical Conditions

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as

possible. It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary.

Other Issues

Swimming sessions have been risk assessed and there is a guidance sheet (see appendix) which all staff have and this is given to supply teachers taking classes swimming by a member of the leadership team. The premises have been risk assessed by the site manager. All playgrounds and halls (including apparatus) are safety checked annually by a specialist company. Equipment is dealt with below.

Equipment and Resources

Safety

Small equipment is checked by the subject leader on an on-going basis. If any defect is found in any of the PE equipment this must be reported immediately to the PE coordinator and taken out of use. Children should be made aware of safe handling of the PE equipment and should be taught the established Alderman Jacobs Primary School method of carrying Gymnastics apparatus (to ensure consistency throughout the school).

Locating Equipment

Gymnastics equipment is kept in the Hall PE cupboard. Core Games equipment is kept in the PE cupboard in the hall and also outside in the PE equipment shed (the key code is available from the School Office).

Ordering Equipment

Any new equipment required can be ordered through the PE coordinator.

Inclusion

Inclusion in Physical Education means that all children have access to and are given confidence in a wide variety of activity areas, regardless of race, gender and ability. We should aim to create an environment in which all children learn to respect and value each other and each other's interests. This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.
- Structuring activities so all are fully involved. For instance, a team cannot score in a bench ball game until all the team has touched the ball.
- Giving all the children an opportunity to share their work. For instance, allowing time at the end of a gymnastics lesson for the whole class to perform their sequences.

- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Considering ways in which to support EAL children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
- Recognising the dangers of stereotyping. For example, expecting dynamic work from boys in gymnastics and neat and controlled work from girls.
- Recognising the need to extend more able pupils and, if necessary, referring them to the subject leader and gifted and talented co-ordinator. They may then be further extended.

Recording and Assessment

The PE Curriculum Framework will serve as a record of the broad topics covered (Units of work) in each activity area for subsequent teachers to refer to. In line with overall school policy, teachers should make notes of significant achievement and complete the End of Unit Assessment sheets saved on the curriculum planning drive. At the end of Year 6 the following swimming data should be recorded and passed onto the PE coordinator;

- Swimming 25 meters
- Use a range of strokes
- Safe rescue (treading water)
- Safe rescue (floating)
- Safe rescue (swim on front and turn onto back and float)

However, end-of-year reports should remain firmly focused on qualitative judgements based on observation of achievement and progress made. The following criteria should be taken into account and questions answered:

- Pupil record of participation.
- The overall physical skill and ability of the pupil.
- The ability of a child to select an appropriate response to a task.
- The ability to appreciate and evaluate the performances of self and others.
- How well the child interacts with other members of the class. Does he/she: cooperate, dominate, and withdraw?
- Is the child motivated and enthusiastic?
- Does the child have any particular aptitudes or talents?
- What work has the class covered in the year?
- Has the child any specific problems which need to be addressed?

Other Issues

EXTRA-CURRICULAR SPORT

Alderman Jacobs Primary School is fully committed to providing extra-curricular sporting opportunities. These will include:

- Clubs (lunch-time and after-school) available to all age groups and in a range of activities.
- Competition against other primary schools in a wide range of sports through the Witchford Sports Partnership - tournaments.
- Friendly matches against other schools/groups.
- Exhibiting work. For example a dance performance in assembly or attendance at a gymnastics festival.

Links With Other Agencies

These include:

- Participation in local sports leagues with other primary schools.
- Visits and liaison with, outdoor education centres and agencies.
- Links with local sports clubs in the Whittlesey area.

Staff Training

- The PE co-ordinator will have access to specific training to support and develop their role - in particular, the School Sport Co-ordinator Programme.
- All staff will be encouraged to attend courses and review resources.
- The PE co-ordinator will have a program of team-teaching set out through the year to support staff. This will be targeted to newly qualified teachers, new staff and in areas where existing staff feel unconfident.
- Staff INSET time PE training: observation of model lessons, TOPs training etc.

Dissemination and Review

All staff and governors will receive a copy of this policy. A copy will be available on the School Web Site. The policy and schemes of work will be available on request to parents, LEA, OFSTED and others working for the school, through the Headteacher.

Statutory/Non-statutory							
Updated		Ratified		Review Frequency	Next Review Date	Signed by	
By	Date	By	Date			Head	Chair
Hayley Craddock	Summer 2023	Achievement Committee	18 th April 2023	2 Years	Summer 2025	<i>Cathy Carlisle</i>	<i>Whitland</i>

Appendix 1:

Copies of the Curriculum Map for each year group.

Use of the CAMBS SoW and Witchford Sports Partnership SoW, supplemented by teachers own knowledge or resources.

Appendix 2:

Physical Education: Participation in weekly PE sessions is essential in developing healthy bodies and minds and children are expected to attend our weekly PE sessions. Please ensure that your child has an appropriate PE kit for these sessions, the school PE kit consists of a plain white t-shirt, black leggings/jogging bottoms or black shorts and black plimsolls or trainers. A PE kit is essential!

Appendix 3:

See End of Unit Assessment Sheets saved in Curriculum Planning File.