

Zetland Primary School



1859

Curriculum Policy Physical Education



IRONSTONE ACADEMY TRUST

Purpose of Study

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.

Vision for the Subject

This policy outlines the teaching, organisation and management of P.E. at Zetland Primary School. P.E. is the acquisition and development of physical skills in a range of physical activities and contexts as well as developing the wider skill base that children need to be successful at Sport. We also aim to encourage children to adopt a healthy, active lifestyle and promote physical activity as a positive lifestyle choice.

Aims

The main aims of P.E. are:

- To contribute to the physical development of each child.
- To enable each child to experience a sense of achievement through physical activity.
- To enable children to discover the physical potential of their bodies.
- To develop a range of psycho-motor skills.
- To develop an understanding and appreciation of the purposes, forms and conventions of a selection of physical activities.

This will promote:

- An appreciation of the concepts of fair play, honest competition and good sportspersonship.
- Enjoyment of competition through taking part in inter and intra school organised events
- An understanding of the importance of exercise in maintaining a healthy life.

These can be met if we enable children to: -

- Respond to a variety of challenges in a range of physical contexts and environments;
- Take the initiative, lead activity and focus on improving aspects of their own performance;
- Discover their own aptitudes and preferences for different activities;
- Make informed decisions about the importance of exercise in their lives;
- Develop positive attitudes to participation in physical activity.

Curriculum Design and Organisation

Planning follows the LCP (SoW) document and will be tailored to fit individual classes and children. The LCP P.E. files are available for Foundation Stage, Y1/Y2, Y3/Y4 and Y5/Y6. These contain suggested planning and a sequence of lessons to fulfil the objectives. Teachers are encouraged to adapt these lesson plans to suit their class and annotate the SoW with any changes that they have made. Alternatively, a medium term plan can be created for each unit of work, which incorporates LCP activities and any further or substitute activities that the class teacher has planned.

Further Lesson plans and resources to support specific units of work are made available by the PE Subject Leader. If teachers would like further assistance or advice with any aspect of PE, our SSCo is available for consultation through the PE Subject Leader.

Early Years Foundation Stage

Children in the Foundation Stage will have the opportunity to move and play, alone and with others, in both indoor and outdoor environments. They will experience the curriculum through a range of planned, structured play situations and use the LCP Physical Development SoW when required. They will have opportunities to find out and learn about their world and to develop a range of skills that promote their own physical development.

Key Teaching Principles

To provide adequate time for P.E. each class must ideally have at least two sessions of P.E. per week. In Key Stage One pupils have 2 hours of PE every week. In Key Stage Two, pupils will have 2 hours of PE in and Y5/6 also have extra provision with Zenith Leisure. Hall time will be scheduled to this effect, to allow for sessions in poor weather as well as ensuring that classes have access to the yard during their PE slot.

In Foundation Stage, pupils have regular opportunities to engage in Physical Development sessions both indoors and outdoors. Reception children also have a weekly hall session to complete a more formal PE session which can follow the LCP Physical Development Planning/Funky Feet sessions and takes place in the school hall.

The LCP scheme of work suggests a teaching time for each unit, which will be taught according to the curriculum map provided by the School Sports Partnership, ensuring that all units for that year group are covered. Over the key stages, all units from 1 to 6 are covered. For further information please see the Curriculum and Planning Policy.

Children in Year 3/4 will have the opportunity to learn to swim as part of the school curriculum. All children receive specialist instruction at Redcar Swimming Baths. This forms an integral part of the curriculum.

Assessment and Moderation

Every child at Zetland Primary School is assessed to ensure continuity, progression and achievement in PE. Monitoring and evaluation will take the form of:

- Formative assessments of each child during PE lessons.
- A Summative assessment of each child's progress in each PE Unit is obtained through completing Core Task activities. These tasks are completed at the start of each unit of work and then repeated at the end of the unit. Teachers can use the first attempt as a baseline to inform planning and then measure progress by comparing it to how children perform when the task is repeated. The Class assessment grid for each unit of work will be submitted to the PE Subject Leader.
- The use of IPAD/IPOD and digital camera to capture and play back children's work as a tool for self-assessment.

Supporting Specific Learning Needs

How we cater for pupils who are more able?

Wherever possible, more able pupils will be stretched by using differentiated group work and extra challenges. Each unit highlights its expectations for the end of the unit, showing that some children will have progressed further than others. Where appropriate, children will be identified as 'Gifted and Talented' in P.E.

Targeted Interventions

Curriculum Links

Where appropriate, P.E. should be used to support teaching and learning in other curriculum areas. It can be used to provide a kinaesthetic element of a lesson and motivate children with a keen interest in sport and physical activity.

Wider Opportunities for Learning

Sports Premium Funding

Every year we receive sports premium funding which is based on the number of pupils we have in school in KS1 and KS2. 40% of this funding is given to the Redcar and Eston School Sports Partnership and the remaining money is spent on PE and Sport within our school. A plan for the expenditure of the Sports Premium funding each year is organised by the PE Subject Leader in conjunction with our SSCo and the Sports TA's. A copy of this plan is available from the PE Subject Leader and this information is available on our School website.

Out-of-class work

The school will provide various Out of School Sports Clubs throughout the school year. We aim to ensure that children in every year group have the opportunity to join a club at some point throughout the school year. The clubs offered to the children are often negotiated through consultation with the school council. Some clubs are offered to prepare children for School Sports Partnership festivals. After School Sports clubs delivered by external coaches are often funded through the School Sports Partnership but sometimes we ask for parental contributions to cover the coaching fees. A number of clubs are delivered by teaching and non – teaching staff from the school who plan and / or deliver the clubs which then incur no charge for the children to attend. Mrs Moses and Mrs Rice, our Sports TAs, work additional hours each week to deliver and organise after school sports activities and this extra time is funded by the Sport Premium funding. A list of the current Out of School Sports Clubs can be obtained from the PE Subject Leader.

Play leaders allows children to have access to sports equipment and games at lunchtime. The equipment is available on a rota system and the Lunch Time Play facilitator is responsible for distributing, ordering and supervising the children with the equipment. The Lunch Time Play facilitator is also responsible for leading and developing games for the children to play during lunchtime. Play Leaders from KS1 and KS2 assist with the distribution and supervision of the equipment.

Periodically, daily Wake and Shake sessions are available for children in Foundation Stage. Wake and Shake is a 10-minute program that involves moving to music and performing basic routines.

Visits and visitors

Zetland School, with the support of the Ryehills School P.E. Partnership, is committed to providing a range of extra-curricular activities including:

- Visits by external coaches/experts to the school.
- Visits to other schools and establishments which provide activities and equipment that are unavailable at Zetland School.
- Visits to other schools and establishments to participate in School Sports Partnership festivals - each class teacher is responsible for entering their class for inter school competitions that are organised through the School Sports Partnership to coincide with the units of work in the SoW.

Our annual school sports day takes place at Rye Hills School during the summer term. The event is organised by the SSCo and PE Subject Leader. Young Sports Leaders from Rye Hills assist with running the events and selecting children for 'achievement awards'.

Use of ICT to support learning

The use of ICT can help children's learning in P.E. by the use of:

- IPAD/IPOD to record and play back children's performances.
- Digital Camera/IPAD/IPOD to capture children's performance and participation in sport
- The use of music to support Gymnastics, Dance and warm-up/cool down activities.

PE Kit and Resources

At Zetland we have a PE Uniform. This consists of a white t-shirt featuring the school logo and pupil initials, maroon PE shorts and a drawstring PE bag, again featuring the school badge and pupil initials. Children are all encouraged to wear this PE uniform and it is complimented by a separate Festival/Competition Uniform (very similar to the Zetland PE Uniform but stored in school).

Many of the P.E. resources are held in a locked, outdoor store, accessed via the playground. Further resources, particularly Gymnastics equipment can be found within the school hall. A list of P.E. equipment is available from the P.E. Subject Leader. Resources will also be monitored by the P.E. Subject Leader.

Leadership and Management

Role of the Subject Leader

- Seek to enthuse children and staff about PE and promote high achievement
- Advise and support staff in the planning, delivery and assessment of PE
- Manage and develop all PE resources
- Monitor and evaluate PE throughout the School

Role of the Teacher

- To ensure the both the planning and delivery of the PE curriculum for their class.
- To ensure that pupils' progress is assessed and monitored closely to ensure progress.
- To differentiation activities accordingly. Children who require extra support are selected by class teachers, but support and advice is always available from the SENDCo and SLT members when required.

Role of the Headteacher

- To lead, manage and monitor the implementation of this policy, including monitoring teaching plans and the quality of teaching in classrooms.
- Keep the governing body informed about changes to this policy.
- Ensure that Physical Education remains a high profile in the school's development work.

Role of Sports TAs

We have 2 Sports TAs in school who have extra paid hours in comparison to our other TAs. Their role is to promote, deliver and organise inter school competitions and after school sports clubs. This is funded as part of the Sports Premium funding.

Equal Opportunities

Zetland School is committed to providing equality of opportunity in P.E., and will ensure that all children have equal access to all areas of Physical Education, irrespective of gender or race. All space, facilities (except toilets) and equipment in the school will be available to both boys and girls.

The lessons suggested in the scheme of work are appropriate for almost all pupils; however we do acknowledge that there may be times when lessons and equipment are inappropriate for children with particular disabilities.

Teachers will aim to involve all pupils through differentiation of equipment or task. If necessary, adult helpers and teaching assistants will be used to work with children with SEN or EAL (English as an additional language).

SEN Support Plans will be used to identify the support necessary to meet the needs of SEN children in physical education. The SENCO will be available to advise on any matters.

See Equal Opportunities, Gender and Disability Equality policies for further information.

Health and Safety

In their planning of activities, teachers will anticipate likely safety issues. They will also explain the reasons for safety measures and discuss any implications with the children. Children will always be encouraged to consider safety for themselves, others, the environment, and the resources they use. In each P.E. session, where appropriate :

- Teachers will position themselves in such a manner as to be able to view the whole group.
- Apparatus will be checked for stability and safety before being used.
- Safe landing areas will be checked.
- Condemned equipment will not be used for Physical Education purposes.
- Children will not mount apparatus without the teacher's permission.
- Children will change for P.E. Those without suitable dress will not take part.
- For indoor sessions children may wear gym shoes or go bare-footed. Training shoes or gym shoes will be worn for outdoor sessions.
- Teaching staff shall dress in such a manner that they are able to move rapidly and safely to come to the assistance of a child who is getting into difficulty.

This policy is in line with the E Safety and Child Protection policies.

Policy amended:

April 2018 – S Archer