

P.E. Policy

Introduction

This policy has been written as a response to changes in the teaching of P.E. through the New Primary Curriculum 2014.

It is a statement of the aims, principles and the teaching and learning of P.E. at John T. Rice Infant School. At John T. Rice Infant School we aim to develop knowledge, the skills needed in P.E. to increase and develop the children's range of skills in a variety of contexts.

At John T. Rice Infant School we have high expectations of children's work and celebrate children's achievements, fostering self-esteem and confidence.

Aims

Pupils should develop core movement, becoming increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Objectives

Pupils should be taught to:

- Master basic movements such as running, jumping, throwing, 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

Teaching & Learning

Our Curriculum

At John T. Rice we follow the Learning Challenge Curriculum. The ethos that underpins the Learning Challenge approach requires teachers to check on what children already know and then inspire them through an initial key question and subsequent questions to investigate. Each Learning Challenge has a 'wow' to begin each half term and its own reflection at the close. By using these there is a more complete level of challenge for the pupils.

Planning

We have a specific long-term plan covering all areas of Physical Development within the EYFS and Key Stage 1 Physical Education Curriculum. There are 6 half termly units for F2 and Key Stage 1.

A wide range of resources are used to supplement the teaching of P.E. across FS and KS1.

Where possible, planning for P.E. is done on a cross-curricular basis to link with topics in other subjects such as Science and PSHE.

Key Stage teams meet half termly to complete the medium term planning. To ensure that the Learning Challenges provide adequate coverage and progression through Years 1 & 2, the school will highlight the intended objectives on the National Curriculum document.

Class teachers have responsibility for creating their own weekly planning based on the needs of the children using assessment for learning.

The responsibility for the teaching of the P.E. curriculum is shared between a specialist P.E. teacher and the class teachers.

A variety of teaching and learning approaches are used to develop knowledge and skills. These include:-

- Discussions and demonstrations
- Class activities
- Practical sessions
- Music/video as a stimulus
- Evaluating performance
- Making sequences
- Exploring movements

During lessons children may work individually, in pairs, small groups or as a whole class and they will work with a variety of resources, including large and small balls, bats, bean bags, quoits, hoops, large and small apparatus, mats and nets.

P.E is taught either in the schools multi functional hall or on the school main playground/grassed area. P.E is taught outside where possible and weather permitting.

Time allocation

All pupils are entitled to a minimum of 2 hours focused P.E per week (including changing). John T Rice meets this entitlement through two focussed sessions per week in F2 and KS1. FS1 teach one focussed session of 45 minutes per week.

In addition to the focus P.E sessions, wake and shake sessions happen for 5 minutes daily with all children from FS2 to KS1.

Children are encouraged to walk or cycle to school to increase their daily physical activity. A cycle shelter has been bought for the children to securely leave their bikes if they choose to ride them to school.

School Sports Funding

The school receives £8500 per year from the DfE to help improve the teaching of P.E. to our children. This is used to fund a specialist P.E. teacher who works with 4 of the classes each week. Staff also spend time observing her each half term to aid their own professional development.

Monitoring & Assessment

Children are informally assessed during lessons, through questioning and performance which will be used formatively to inform planning. Summative assessments are used at the end of each half-term through Classroom Monitor, to show progression throughout Foundation Stage and Key Stage 1.

Termly planning scrutinies will take place to monitor coverage and progression of P.E. across the key stage. Due to the cross curricular nature of the Learning Challenge approach, Teaching & Learning observations will be conducted termly and used to monitor a range of subject areas.

Speaking & Listening

Speaking and listening activities should be encouraged within P.E. whenever possible. These should be linked to the learning objectives for Spoken Language taken from the National Curriculum for English.

Equal Opportunities

At John T. Rice Infant School we are aware of the need for equality of access for all children. Our staff believe strongly in creating equal opportunities for all children and work to this aim. We introduce and build upon the children's awareness of equal opportunities including the development of respect and understanding of multi-cultural, gender and S.E.N. issues.

E-Safety

Whilst using a wide range of technologies to teach P.E. we need to ensure children are safeguarded. E-Safety encompasses Internet technologies and electronic communications such as mobile phones as well as collaboration tools and personal publishing. It highlights the need to educate pupils about the benefits and risks of using technology and provides safeguards and awareness for users to enable them to control their online experience.

E-Safety depends on effective practice at a number of levels:

- Responsible ICT use by all staff and pupils; encouraged by education.
- Sound implementation of e-safety policy in both administration and curriculum, including secure school network design and use.

P.E Kit

Children are expected to bring a suitable P.E kit to school on Mondays and leave in school and then take it home on a Friday to be cleaned. The correct P.E kit is a white or emerald green round neck t-shirt, blue or black shorts and a pair of trainers or plimsolls.

The children will be expected to wear plimsolls or trainers when taking part in a Games lesson outside but for Gymnastics and Dance the children will have bare feet to ensure high quality movement and for health and safety on the apparatus.

Children change into their P.E kit in their classroom and are expected to undress and dress themselves. Support is given to children who are unable to undress and dress themselves. If a child has forgotten their P.E kit they are able to borrow school kit for indoor P.E sessions.

Staff are expected to wear appropriate clothes when teaching P.E to be able to take part and model activities.

Jewellery worn by children is to be taken off when doing P.E. If a child is unable to take their stud earrings out it is acceptable for them to wear plasters over their earrings.

Children with long hair need to have their hair tied up for all P.E sessions.

Parental/Carers Involvement

Parents/Carers are encouraged to take an active part in promoting physical development with their children. On the school news letter parents/carers are made aware of physical activities and events that are happening over the school year. Some of these events parents/carers are encourage to attend.

Health and Safety

It is very important that the teaching of P.E meets Health and Safety Standards. P.E equipment is regularly checked by staff before use. An external company assess large P.E equipment and play areas to make sure it meets safety standards.

Children who have individual medical needs in order to be able to take an active part in P.E sessions have the resources and medicines available so they can join in. Inhalers for asthmatics are taken in to P.E lessons with them so they are available if the child requires them. Emergency procedures are in place and for these see the School Emergency Plan.

This policy was agreed by staff and has been agreed by the Governing Body. This policy was reviewed in Autumn 2017 will be reviewed again in Autumn 2018.