

Physical Education Policy



Philosophy and purpose

This policy reflects the school values and philosophy in relation to the teaching and learning of Physical Education it sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the Schemes of Work for Physical Education and the School Safety Manual which set out in detail what pupils in different Key Stage ability ranges will be taught.

At Acorns school we believe that physical education, experienced in a safe and supportive environment, is a vital contributor to a pupil's physical development and well being. We aim to provide all children with opportunities to participate in and engage with as wide a range of activities as possible. Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils.

Aims:

The aims of Physical Education are:

- To develop an ability to remember, adapt and apply knowledge, practical skills and concepts in a variety of movement based activities.
- To promote positive attitudes towards health, hygiene and fitness.
- To develop a sense of fair play and sportsmanship.
- To enable children to develop and explore physical skills with increasing control and co-ordination.
- To encourage children to work and play with others in a range of group situations.
- To develop the way children perform skills and apply rules and conventions for different activities.
- To increase children's ability to use what they have learnt to improve the quality and control of their performance.
- To teach children to recognise and describe how their bodies feel during exercise.
- To develop the children's enjoyment of physical activity through creativity and imagination.
- To develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.

All pupils will be given access to the experience of Physical Education regardless of their gender, race or disability.

These aims are consistent with our school philosophy and take account of LEA curriculum policy and National Curriculum Statutory guidance.

Acorns overarching aims in this policy are:-

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution through sport and healthy lifestyle

Programmes of study

(Early Years KS1& 2)

Each programme of study is differentiated to allow all our pupils to access the content in a meaningful and realistic way, covering Gymnastics, Swimming, Games and Dance at Key stage 1. Athletics, Swimming, Games, Dance, Gymnastics and Outdoor and Adventurous will be covered at Key Stage 2.

Early Years follow a physical activity programme linked to The Early Years Foundation Stage physical development area of learning through time tabled PE sessions, outdoor play and continuous provision. An example of the Curriculum mapping for Physical Education is kept in the PE co-ordinators subject file.

Method of delivery

Early Years

Physical Education is taught through a variety of time tabled PE sessions in the hall, daily play times and the continuous provision in the classroom. Activities are planned relating to EYFS and ensure a range of activities to allow children to develop skills, use a variety of equipment and progress through the physical development area of learning with support if needed.

KS1

PE experience and activities are delivered through weekly sessions, some will be grouped to ensure children are suitably challenged and taught according to their individual needs. Alongside dance, gymnastics and games Acorns School offers a sensory PE curriculum including Wheelchair dance, Contact Dance, Vestibular sessions,

use of specialist bikes and tac pac sessions. These are planned with the input from physiotherapists and incorporate individual physical targets. Activities are planned to encompass the skills as identified by the national curriculum. Class teachers plan work which contains the content differentiated learning activities and learning outcomes and resources and from which the specific focus for each lesson is taken. Advice is given from the PE Co-ordinator if required.

KS2

PE experience and activities are delivered through weekly sessions, some will be grouped to ensure children are suitably challenged and taught according to their individual needs. Alongside dance, swimming, athletics, outdoor and adventurous, gymnastics and games Acorns School offers a sensory PE curriculum including Wheelchair dance, hydro therapy sessions, Contact Dance, Vestibular sessions, use of specialist bikes and tac pac sessions. These are planned with the input from physiotherapists and incorporate individual physical targets. Activities are planned to encompass the skills as identified by the national curriculum. Class teachers plan work which contains the content differentiated learning activities and learning outcomes and resources and from which the specific focus for each lesson is taken. Advice is given from the PE Co-ordinator if required.

Planning & Class Organisation

Class Teachers plan lessons. The subject, if appropriate, is also reinforced via cross-curricular means. The Subject leader will consult and offer guidance to all staff through discussion, resources and planning.

Resources:

PE equipment is stored in the PE cupboard in the hall and also in the outdoor shed. Equipment will be rotated to ensure the adequate teaching aids and tools needed for the varying curriculum is available in the store cupboard in the hall.

Each class has been given a physical activity DVD to use daily in the classroom.

Espresso has a selection of resources/materials for use in collaboration with PE sessions i.e. healthy eating. We also subscribe to 'Cybercoach' for daily wake up and shake up style activities.

All equipment is checked annually by outside agencies and on a termly basis by the PE Leader. New resources are to be bought through government funded schemes and through key stage budgets.

Information and Communication Technology

Each class has a PC with a range of software designed to help develop skills in each of the programmes of study in Physical Education

Equal Opportunities

Multi cultural and gender aspects of Physical Education are addressed wherever it is relevant. There is regular monitoring of the language used within the classroom as well as the equipment used to teach Physical Education

Role of PE Co ordinator

- To have a good knowledge and understanding of their subject and to keep up to date with any initiatives and developments
- Support colleagues in their development of planning, assessment and recording of activities
- To lead in policy development and the production of schemes of work designed to ensure progression and continuity throughout school
- To offer advice and support to class teachers in the purchase of resources
- Monitor progression of subject throughout school, including moderation

Assessment, recording and reporting

The procedures for assessment, recording and reporting of pupils' progress are outlined in the policy document of the same name in relation to Physical Education, however, the following considerations apply.

Recording Achievement

Special achievements are rewarded with a certificate; star of the week with evidence displayed on the 'Wow' Board.

Assessing Achievement

Assessment against learning outcomes would be made on an individual basis to demonstrate progress. Comments are noted on examples of work against specific learning outcomes identified in short term planning. Assessment informs termly evaluation and future planning. Pupils are assessed at the end of key stage according to statutory requirements.

Reporting Achievement

Achievement will be reported on the basis of completed evaluations. The teacher responsible for the subject delivery will report achievement via the annual report to parents. Reporting to parents is done on an annual basis through the Annual Review, which is a written report.

Monitoring and Evaluating PE

Monitoring and evaluating curricular strengths and weaknesses to ensure and maintain high standards in the quality of teaching and learning is a vital part of the curriculum development process. It is a process, which is the responsibility of all staff and is monitored by Senior Management and the subject Co-ordinator. Opportunities are made available to subject co-ordinators to allow them to work alongside colleagues in other classes within the school in order to monitor the balance and coverage of the physical education strategy and to evaluate the standards of teaching and learning within the school. This in turn affects future planning and delivery of the subject.

Date 22/11/16 – S.Martindale

Appendix A – Curriculum Mapping
Curriculum Plan for 2016/2017

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EY (Seedling)	Provide a range of physical development opportunities through continuous provision – both fine motor and gross motor. Welly Walks, visits to parks, space centre visits					
Sensory PE	Hydro/splash session for relevant pupils Sensory exploration, Bikes, Contact Dance, Massage, Tac pac, WC Dance, Vestibular					
Extra via PE Funding	Trampolining & visits to SPACE – multi sensory play centre					
Saplings (EYFS Curriculum) Daily music & movement – developmentally appropriate	Gymnastics – (Exploring space, learning new skills – balance, co ordination, moving in different ways)	Gymnastics (introduce equipment – slops, benches, stepping stones)	Balls skills/ simple games (focus on throwing/releasing)	Ball skills/ Games (following simple games)	Assault courses	Assault courses
Sensory PE	Hydro/splash session for relevant pupils Dance/Movement to music, tac pac, contact dance, vestibular, bikes, massage, individual physical programmes (walking frames), WC dance					
Cedar KS1 (Daily exercise's in class)	Gymnastics	Rugby Tots	Balls skills/ Games	Dance	Ball skills/games	Athletics
Sensory PE	Hydro/splash session for relevant pupils Outdoor bikes sessions, vestibular sessions, tac pac, massage, free movement (gross motor skills), action songs, bowling games – cause & effect, team game/ ring games					

Extra via PE Funding	Trampolining Rugby Tots – Autumn term, Extra multi skills groups for more able pupils via Sweeneys Multi sports					
Elm (daily music & movement in class)	Gymnastics	Dance	Join with saplings (see above)	Join with saplings (see above)	Join with Saplings (see above)	Join with Saplings (see above)
Willow/Ash (daily exercises)	Ball skills/Games (in line with new curriculum)	Ball skills/Games (in line with new curriculum)	Gymnastics	Dance	Athletics/yoga	Outdoor Competitive games (orienteering)
Sensory PE	Hydro/splash session for relevant pupils Interactive Movement & music, seasonal tac pac, sensory massage, tac pac, WC dance, WC games (ring games etc). Opportunistic massage, contact dance,					
Extra via PE Funding	Trampolining, Some to access Rugby tots, Sweeneys multi skills groups – Autumn & Spring Hottersall Lodge – Outdoor & adventurous					
Pine/Oak (daily exercise, regular walks, weekly music & movement)	Games – Balls skills/ team games	Dance	Gymnastics	Games – team games	Athletics/ obstacle courses	Outdoor & adventurous - orienteering
					Swimming	
Sensory PE	Hydro/splash session for relevant pupils joined main PE session – dance, tac pac, vestibular, massage, contact dance, orienteering					
Extra via PE Funding	Trampolining, Hottersall Lodge -Activity day, Sweeneys Multi skills – Autumn & spring, Rugby Tots – Summer term					

Please ensure you are covering all the relevant areas across the year, you can change where they are taught as long as you cover them.

If pupils go swimming you will only need to teach one of the following – outdoor & adventurous OR Athletics

For our sensory learners:

2 x 30 min massage/contact dance/movement to music/tac pac – per week (if not 3!) Offer a variety throughout the year. Viv's idea of seasonal tac pac/massage is good! Don't forget Alison F has the massage file for people to use and set up – link to topic! (Share resources you found worked well, please)

Vestibular, bike, WC dance, individual physical programme (using walking frame, exercises etc.)

Splash session – 3 sessions