

ASHBROOK SCHOOL

PHYSICAL EDUCATION POLICY STATEMENT

SCHOOL AIM:

"Everyone matters; everyone is important."

CO-ORDINATOR: Mrs S Taylor

LINK GOVERNOR:

In light of Every Child Matters we aim to create an environment where we enable our children to achieve the best possible physical, personal and educational outcomes.

AIMS

- To ensure continuity and progression
- To ensure that equipment is used safely and correctly
- To ensure enjoyment in all areas of physical activity
- To ensure that the children access the 10 High Quality Outcomes

10 HIGH QUALITY OUTCOMES

Curriculum (what we do for the child)

- Knowledge and understanding
- Develop skills
- Make decisions (think)
- Participation in a variety of activities

Attitude (what the child can do for himself)

- Enjoyment
- Commitment
- Confidence
- Desire to improve

Health & Fitness

- Keep active and healthy
- Develop strength, suppleness and stamina

ORGANISATION

Physical Education is taught through a combination of approaches using a differentiated curriculum in order to meet the needs of all children throughout the school. All children are taught the skills and knowledge of Physical

Education as outlined in the National Curriculum, QCA and the Foundation Curriculum; used alongside the Val Sabin Scheme of Work. The Physical Education curriculum is planned to provide links with other subjects, as well as those activities which teach specific Physical Education skills. We have a whole school approach to Physical Education which gives consideration to the progression of knowledge, skills, values and attitudes and the use of resources. Safety in PE - see Appendix 2.

MANAGEMENT

The curriculum for each year group is divided into six half-termly units and is delivered by teaching specific Physical Education skills. The scheme of work has been based around the QCA documents and the Foundation Curriculum and as outlined in the NC Document.

TEACHING AND LEARNING

The National Curriculum, QCA and Foundation Curriculum orders for PE provide the framework for our PE curriculum.

A variety of methods are used to introduce and teach PE activities and skills to children. These include:

- Adult demonstration
- Adult working alongside pupils
- Talking with/guiding children
- Children demonstrating
- Practical activities
- Problem solving activities
- Individual learning
- Group and class work
- Imaginative and creative experiences

We also endeavour to promote thinking skills to implement the key skills in the National Curriculum.

CROSS CURRICULAR LINKS

Links are to be found between PE and other curriculum areas, specifically PSHE and Healthy Living, Drama and Creativity.

OAA can be linked to any topics being covered, eg: Fire of London/Victorians

CONTINUITY AND PROGRESSION

To ensure continuity and progression it is vital that information is recorded and transferred in a comprehensive manner at regular and appropriate stages.

The children must be aware of the 10 High Quality Outcomes and be able to understand how they can achieve them.

Children's Physical Education formative records are monitored and new targets for learning set, as appropriate. Planning for PE occurs at three levels:

- Long term - yearly planning
- Medium term - half-termly planning
- Short term - weekly planning and daily planning

DIFFERENTIATION (see also Special Needs Policy)

Our aim is to meet the needs of each individual child and involve them as far as possible in determining their next target and organisation of their pace of work.

Some children will be able to pursue more demanding work at higher levels and should be encouraged to do so. Some children will benefit from work at a lower level in order to help them consolidate particular skills. This will be addressed through planning. The 10 High Quality Outcomes are in place to ensure children achieve their best.

EQUAL OPPORTUNITIES/SPECIAL NEEDS/INCLUSION

All pupils will have access to Physical Education on an equal basis, irrespective of gender, race or religion and at an appropriate level. As far as possible, any child with a specific disability will be provided with the same opportunities as his/her peers.

Children should be appropriately dressed when participating in Physical Education activities (as defined in the school prospectus), but we are sympathetic to any special requirements of individual children.

A broad, balanced and differentiated curriculum will be provided in order for each child to achieve their potential as far as their capability allows.

ASSESSMENT, RECORDING AND REPORTING

Assessment is fundamental to the implementation of the National Curriculum and the Foundation Curriculum to help determine the child's level of performance. These assessments are recorded in the formative record file.

The teacher should provide learning experiences which ensure that each individual child makes progress across the curriculum and cover the 10 High Quality Outcomes.

Much assessment will take place informally and discussion between the teacher and the child will take place in order that targets can be negotiated as appropriate.

All assessment tasks should be constructed so that they provide valuable learning experiences and a basis for future action.

To ensure continuity and progression it is vital that information is transferred in a comprehensive manner at each stage. At the end of each year children's progress is recorded in their Record of Achievement, which is sent home to parents and a copy kept in the child's file. Within our planning folders there will be a record of learning objectives covered by children during the year.

We meet with parents formally at Parent Consultations in the Autumn and Spring Terms and informally in the Summer Term and when there is a specific need to discuss a child's progress.

The Foundation Stage profile requires teachers to continually assess children's physical development.

At the end of each year children's progress is recorded in their Record of Achievement which is sent home to parents and a copy kept in the child's file. Within our planning files there will be a record of learning objectives covered by children during the year.

OPERACY

- Thinking is an important human life skill which, like literacy and numeracy, has to be learned and practised to be effective.
- We use "thinking tools" to help with this process. These tools help us to generate often completely new ideas in all areas of the curriculum which may not have been considered before.
- Once the thinker has acquired the skills and techniques they can control and direct their thinking at will.

STAFFING AND RESOURCES

Class teachers are responsible for delivering the Physical Education Curriculum within their class. At Ashbrook we recognise the importance of having good quality and up-to-date resources, which are clearly labelled and easily accessible. This supports the development of our children's independent skills. There is a nominated member of staff who has responsibility for co-ordinating the curriculum and is supported by a Link Governor. (Role of the PE Co-ordinator - Appendix 1)

Staff are expected to change for PE - tracksuits and trainers are the suggested option. In addition fleeces can be worn outdoors.

A full list of resource details are identified in Appendix 3.

MONITORING AND EVALUATION

The Curriculum Manager, the Physical Education Co-ordinator and the Link Governor are responsible for ensuring the appropriate policy statements, guidelines and schemes of work are drawn up and revised in line with the School Improvement Plan.

The Curriculum Manager and the Physical Education Co-ordinator are jointly responsible for the planning, teaching, learning, monitoring and evaluation throughout the school.

DATE WRITTEN

This policy was rewritten in Spring Term 2009 and will be reviewed annually. This policy is fundamental to the success of Ashbrook School and will be actively shared with all stakeholders.

Appendix 1

ROLE OF THE PHYSICAL EDUCATION CURRICULUM CO-ORDINATOR

To be responsible to the Headteacher, in liaison with the Curriculum Manager, for the co-ordination of the work in the specified curriculum area by undertaking the following:

- 1 Act as consultant in the specified curriculum area with other members of staff.
 - 1.1 Foster the necessary integration of curriculum planning and delivery throughout the school in consultation with colleagues
 - 1.2 Advise and support colleagues in aspects of their work:
 - individual children's needs
 - teaching/learning strategies - in conjunction with the Special Needs Co-ordinator, if appropriate
 - classroom management
 - planning, assessment and record keeping
 - use of resources
 - through planning support and observation
 - 1.3 Identify and advise on current and future needs and contribute to whole school planning and lead staff training for National Numeracy Strategy.
 - 1.4 Organise and purchase relevant teaching resources from within annual budget.
 - 1.5 Convene and chair relevant staff meetings in liaison with the Headteacher/Curriculum Manager by:
 - drawing up an agenda/timetable
 - preparing background/discussion papers
 - organising necessary equipment and material
 - organising guest speakers/advisors' input
 - noting decisions made/actions to be taken
 - ensuring appropriate follow up
 - 1.6 Refer colleagues, where necessary to external agencies for advice/support eg: Resource Centres, Library, Museums
 - 1.7 Inform newly qualified teachers, new members of staff and supply teachers about arrangements for the curriculum area

- 1.8 Organise workshops for parents, as appropriate.
- 2 Take major responsibility for the development of the curriculum area.
 - 2.1 Keep abreast of current thinking by attending relevant courses/meetings, reading and research and share significant developments with other colleagues.
 - 2.2 Draw up and develop policy statements, guidelines and schemes of work as appropriate in consultation with the Headteacher and Curriculum Manager by:
 - preparing draft/discussion papers
 - chairing staff meetings
 - organising working groups, where appropriate
 - researching material and gathering information
 - attending INSET
 - feeding back progress to colleagues/governors
 - 2.3 Organise, manage and maintain resources in consultation with other colleagues.
 - 2.4 Monitor the effectiveness of work in order to improve the quality and continuity of work throughout the school.
 - 2.5 Liaise with colleagues with like responsibilities in the liaison group, and participate in national and local initiatives as and when appropriate.
- 3 Make a significant contribution to relevant school based in-service training, in liaison with the INSET co-ordinator and Curriculum Manager.
 - 3.1 Identify needs/intended outcomes
 - 3.2 Plan appropriate programme, involving advisory service and outside agencies as and when appropriate.
 - 3.3 Take responsibility for the overall organisation of the initiative.
 - 3.4 Devise means of effectively evaluating the outcomes.
 - 3.5 Formulate plan for further action, as appropriate.

This job description may be amended at any time after discussion with the relevant member of staff and the Headteacher.

PHYSICAL EDUCATION

Safety

Children should be given as much time as is necessary to learn the safe and efficient handling of each piece of apparatus. A thorough understanding and confidence in handling the apparatus is essential and, properly conducted, will enable the children (with constant reminders) to be safe and efficient in the handling of apparatus for the remainder of their years at school.

Apparatus can be moved and used successfully by children from the age of four. In order to make this possible, the teacher must observe these simple rules. She/he should:

- Be totally organised
- Teach the children slowly and carefully the rules of lifting and placing apparatus

Children should take out and put away their own apparatus every lesson. Apparatus must be included in all Gymnastic lessons, as appropriate.

NB: Refer to Val Sabin section on "organisation of apparatus" for safe handling of equipment.

Clothing

Children taking part in a gymnastics lesson, both from the safety angle and for hygiene considerations should wear the correct clothing.

They should be expected to change properly, working in shorts and T-shirt or leotard. Skirts and long, knee length baggy shorts can be dangerous when working on gymnastic equipment and should be actively discouraged. Long hair must be tied back and secured with a soft hair band or scrunchie (Alice bands and clips are **not to be worn during PE**) and jewellery should **never** be worn for any physical activity (unless a bangle is worn at all times for religious reasons). Earrings should be removed.

Children should remove spectacles for all PE lessons unless they are very short-sighted.

Teachers should change shoes or have bare feet to teach gymnastics, and wear appropriate footwear and suitable fleece or jacket for all outdoor PE. It is recommended that staff taking PE lessons should change into tracksuit/jogging bottoms for Health and Safety reasons and to enable them to support children in the lesson.

PE RESOURCES

Fixed Equipment	Stored in the Hall	Stored in the PE Cupboard
<ul style="list-style-type: none"> • Two sections of climbing frame • Ropes and ladder on a pulley 	<ul style="list-style-type: none"> • A frames x 2 • Nesting tables x 6 • Hexagonal table x 1 • Elephant table x 1 • Ladder x 1 • Bar x 2 • Benches x 2 • Planks x 4 • Gymnastic mats x 8 (blue) • Gymnastic mats x 8 (red - assembly mats) 	<ul style="list-style-type: none"> • Foam balls • Bean bags • Bean bags and frogs • Tennis balls • Plastic and airflow balls • Medium balls • Quits • Plastic bats • Wooden bats • Odd bats • Basket balls • Big foam balls • Bibs • Bands • Aiming nets x 4 • Hockey sticks - plastic/wooden • Weplay x 2 baskets • Pathway • Hurdles • Netball posts x 2 • Basketball net • Mixed balls • Medium ropes • Long ropes • Hoops • Floor ladders • Short tennis • Markers and coloured canes • Markers • Javelins • Hands and feet • Dance ribbons • Relay batons • Sacks • Camouflage net • Goals x 2 • Cones x 3