



Fir Tree Junior School Physical Education Policy

Physical activity improves health, reduces stress, improves concentration and promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. We provide a broad and balanced programme of physical education with activities designed to be enjoyable, vigorous, purposeful and regular. Through providing positive experiences, a lifelong interest in physical activity is encouraged. The range of physical activities is wide and includes athletics, dance, games, gymnastics, swimming and outdoor education. A high quality programme is designed to meet the needs, abilities and interests of all our children.

Our aims are:

- To promote a healthy and fulfilling lifestyle by developing self-motivation to take part in physical activity outside school as recreation; developing a positive attitude and interest in a wide range of physical activities and 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.
- 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 every child has the opportunity to take part in after school sports clubs, as well as external competitions and tournaments.

The National Curriculum for Physical Education states:

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils will be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best. (New National Curriculum)
- Swim 25 m by the end of KS2 and have basic water skills

Time Allocation

Government stipulates all children should have 2 hours of PE lessons per week in curriculum time, an additional 1 hour through clubs and extra-curricular activities on the school site and a further 2 hours through a mixture of school and community/club organised sport. Each class is timetabled at least two sessions in which they have priority of access over hall, playground or field.

Assessment and Recording

Teachers assess and evaluate children's work in PE by making frequent assessments within lessons. Children are encouraged to evaluate their own and others' work and to suggest ways in which to improve. Teachers record the progress made by children against the learning objectives for their lessons. At the end of the year teachers make a judgement against the National Curriculum outcomes. Teachers record this information and use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the school's annual report to parents and carers. The teacher passes this information on to the next teacher at the end of each year.

The PE subject leader keeps photographic and video evidence of children's work (in a portfolio stored electronically). This helps to demonstrate what the expected level of achievement is in each area of PE activity in each year of the school. Evidence of coaching and extra-curricular activities e.g. after school clubs and competitions will also be collected and stored in portfolios. Evidence to be collected as follows: Assessment tick charts, photographs and videos using iPads.

Monitoring and Evaluation

The coordination and planning of the PE curriculum is the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in PE and provides a strategic lead and direction for this subject
- informs the Headteacher of the strengths and weaknesses in PE and areas for further improvement are indicated
- an action plan will be submitted at the start of each school year to identify the areas for development and strengths that will continue to benefit the school as a whole
- interviews with children and opportunities for team teaching and observation of PE lessons to occur at different points across the year to evaluate the effectiveness of PE teaching within the school.

This policy will be reviewed at least every three years or sooner if necessary

Planning

The class teacher should identify from the curriculum map the 5-7 week unit of work their class will be following. Each teacher must submit a detailed medium term plan which clearly shows the learning intention, success criteria, vocabulary, teaching input, activities and plenary for each lesson within the Gymnastics, Dance and Games units. Swimming lessons are planned and taught by trained instructors who plan targets for each of the ability groups. Children should be allocated time during the plenary of the lesson to evaluate themselves against the outcome.

Individual Lessons:

Individual lesson plans may be adapted from available resources and altered 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 with 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.

Inclusion

Inclusion in Physical Education means that all children have access to and are given confidence in the different 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 ESL 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