

# LANGMOOR PHYSICAL EDUCATION AND ACTIVITY POLICY

2018

## ***RATIONALE***

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

## ***AIMS***

- Langmoor aspire to improve the health of the whole school community by encouraging ways to establish and maintain lifelong physical activity habits;
- Ensure all pupils receive High Quality PE;
- We aim to educate pupils about the importance of healthy issues both now and in the future;
- Ensure children understand the link between a healthy body and the ability to learn effectively;
- To provide a wide variety of opportunities for children to be physically active;
- To provide access to relevant in-service training for all school staff;
- Maintain close links with Learning South Leicestershire School Sports Partnership (LSLSSP).

## ***OBJECTIVES***

- All staff are providing a minimum of 2 hours high quality physical education and school sport during the school week for all pupils;
- To enable children to develop and explore physical skills with increasing control and co-ordination;
- To encourage children to work and play co-operatively with others in a range of group situations;
- To develop versatility and adaptability in 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;
- To ensure safe practice at all times;
- Provision of adequate resources for physical activity during break times and lunchtimes;
- Safe and stimulating areas in which children can play and be active during the school day in Key Stage 1 and the EYFS;
- Raising the profile of physical activity throughout the school and encouraging cross-curricular links and kinaesthetic learning in equal proportion to other learning styles;
- Encouraging more pupils and staff to walk to school;
- Provide a wide variety of out of hours activities.

## ***TEACHING AND LEARNING STYLES***

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching, individual, paired and group activities. Teachers draw attention to good examples of

individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through using STEP:

- SPACE - Varying the size or shape;
- TASK - Changing the task;
- EQUIPMENT- Using different types of equipment;
- PEOPLE - Varying size of groupings.

## ***PE CURRICULUM PLANNING***

PE is a foundation subject in the National Curriculum. Our school uses the Rawmarsh scheme of work as the basis for its curriculum planning in PE. As required, we teach dance, games and gymnastics at Key Stage 1 and in addition athletics. In Key Stage 2 we teach dance, games and gymnastics, plus three other activities: swimming and water safety, OAA and athletics. Swimming activities and water safety take place throughout Year 3 and 5 any child who does not achieve the full requirements and are not water safe have this highlighted in their end of year report to parents.

The long-term plan maps out the PE activities covered over the year during Key Stage 1 and Key Stage 2. It is planned in blocks that cover a 36 week year of activities. Our short-term plans are taken from the Rawmarsh Scheme that give details of units of work. The plans are detailed and draw on many ideas which can be easily differentiated using STEP. These plans define what we teach and ensure an appropriate balance and distribution of work across each unit of work. The subject leader keeps and reviews these plans.

We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

## ***THE EARLY YEARS FOUNDATION STAGE***

We encourage the physical development of our children in the Reception class as an integral part of their work. The Reception class is part of the EYFS, which see physical development as a prime area of learning and one of the building blocks to all other aspects of learning, therefore planning focuses on meeting the Early Learning Goal for physical development. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

## ***Personal, social, health and citizenship education (PSHCE)***

Participation in PE and sport have other additional benefits which should help:

- Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.
- Develop the ability to work independently and communicate with, and respond appropriately towards others using verbal and non-verbal communication.
- Develop a sense of fair play.
- Develop confidence

- Develop a sense of responsibility for the safety of others.
- Develop decision making, problem solving, reasoning and the ability to make judgements.

## ***Spiritual, moral, social and cultural development***

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

## ***TEACHING PE TO CHILDREN WITH SPECIAL EDUCATIONAL NEEDS***

At *our school* we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, and differentiation - so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We run many intervention programs to address areas of weaknesses identifies like Meaningful Movement, Big Moves, GALS, LADS, Energise and Sparx clubs.

We enable pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school, for example, a sports event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## ***ASSESSMENT AND RECORDING***

Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement against the National Curriculum levels of attainment. They 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 child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

## ***RESOURCES***

There is a wide range of resources to support the teaching of PE across the school. We keep some of our small equipment in the PE store, and this is accessible to children under adult supervision. There is more small equipment in the hall which also contains a range of large apparatus, and we expect the older children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field for games and athletics activities and the local swimming pool for swimming lessons.

## ***HEALTH AND SAFETY***

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no jewellery is to be worn for any physical activity unless it is deemed for religious purposes. All staff are made aware of the guidelines offered in the book **ALPE - Safe Practice in PE** and use it as a reference point.

## ***MONITORING AND REVIEW***

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader and School Sports Teacher. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leader provides an annual development plan which evaluates the successes and shortfalls of the previous year and identifies areas for further improvements and new targets for the following year.

## ***OPPORTUNITIES BEYOND THE CURRICULUM***

- Playground equipment for break and lunchtimes
- Super leaders
- Sporting opportunities for Key Stage 1 and 2
- Outdoor creative movement and ball skills bags for Key Stage 1 and Reception for their areas
- Sports Leaders
- Sports tournaments and sports matches

## ***PROMOTING PHYSICAL ACTIVITY TO THE WHOLE SCHOOL COMMUNITY***

- Staff participating in physical activity throughout the day and when running clubs or joining in where possible;
- Parents are encouraged to run or assist running clubs and participating themselves;
- Local teams and clubs have offered their services to the school e.g. Leicester City, Leicester Tigers, Oadby Owls running club and LSLSSP running all interventions;
- School facilities are used by the community out of hours e.g. Kick Boxing Club.

## ***PROMOTION OF WALKING OR CYCLING TO SCHOOL***

- Supporting walk to school week;
- Offering cycling proficiency courses to older children for cycling to school in the future;

Review Date: September 2021