

VICTORIA PRIMARY SCHOOL PHYSICAL EDUCATION POLICY

This policy outlines the teaching and management of P.E. taught and learnt at Victoria Primary School. The policy has been drawn up to reflect our whole school approach to P.E. and has been discussed with staff and has the agreement of the Governing Body. The implementation of this policy is the responsibility of all practitioners in the school learning community.

AIMS

The school's aims in P.E. are to:

- Promote physical development, enthusiasm and energy for movement through helping children to use their bodies effectively, by encouraging special awareness, balance, control and co-ordination, and by developing motor and manipulative skills.
- Develop fine and gross motor skills, physical control, mobility and an awareness of space, using large and small equipment across all Areas of Learning, indoors and outdoors.
- Encourage children to enjoy physical activity.
- Develop a sense of identity linked closely to children's own self-image, self-esteem and confidence.
- Introduce children to the concepts of health, hygiene and safety, and the importance of diet, rest, sleep and exercise.
- Encourage learners to explore and develop the physical skills essential in taking part in a variety of different activities.
- Be creative and imaginative in gymnastic and dance activities.
- Learn games skills and apply them in competitive team activities, as well as how to run faster, jump higher and throw further.
- Learn how to swim, be safe in the water and how to read a map or follow trails in adventurous activities.
- Provide opportunities where children can apply key skills.

Other policies refer to P.E. related issues and should be read in conjunction with this policy statement:

- PSE
- Healthy Eating
- Health and Fitness

PROVISION

- Curriculum maps have been updated to reflect changes as published in the Foundation Phase framework and Curriculum 2008 ensuring compliance with statutory orders.
- Schemes of work are being updated through collation of medium / short term planning that highlight changes in pedagogy and links between different subjects that complement key skills consolidation.
- Nursery have always implemented an experiential approach to learning, this is now being further developed in reception and is developing in years 1 & 2 as we prepare for full Foundation Phase implementation by 2010.
- Key stage two teachers have been planning for more enquiry based learning with pupils taking greater responsibility for their learning and thus developing more independent lifelong learning skills. Key skills development has been prioritised in the revised planning.

- These approaches will continue to be developed to improve children's key skills and subject specific skills before moving to thematic schemes of work across the whole school.
- Throughout the Foundation Phase and Key Stage 1 P.E. will be taught as an integral part of a theme linked with other curriculum areas where possible. Children in key stage 1 will follow the programmes of study in National Curriculum 2000 until the foundation phase areas of learning have been 'rolled out' in all infant year groups. However, teacher's planning and delivery of lessons reflect the foundation phase ethos where pupils are encouraged to learn experientially. In the foundation phase the pupils learning in P.E. is planned using the Framework for Children's Learning document.
- In Key Stage 2 P.E. is taught as a discrete subject using teacher's own subject knowledge. Additional support is provided by external coaches. Links to other areas of the curriculum are made where appropriate.
- Children from years 3 to 5 follow the programmes of study set out in the new subject orders while those in year 6 are taught from the old programmes of study (National Curriculum 2000). From September 2009 all children in key stage 2 will follow the same programmes of study outlined in the new subject orders.
- Although no formal regular homework is given in this subject area, teachers will encourage children to find out information and practice P.E. skills out of school time in a variety of ways to extend teaching and learning. The school offers a variety of extra-curricular sports clubs, giving children further opportunity to develop and apply their skills. In addition, teachers will provide opportunities to share and value the children's efforts outside school, within future lessons.

ASSESSMENT, RECORDING AND REPORTING

- Assessment in P.E. is ongoing and formative with a variety of strategies used such as observation, discussion, performance and reflection. Assessment for learning which is becoming embedded in the school encourages children to be more involved in their learning in P.E. (See ARR policy for more information)
- Whilst the most significant source of evidence for children's achievement will come from the on going evaluation of lessons, from time to time teachers may feel they need to consolidate these views.
- Information from assessment is used to inform the teacher's short term planning and to help the teacher identify ways forward for the pupils learning.
- Pupil's progress in P.E. is recorded using field notes and observation files.

MONITORING AND EVALUATION

The curriculum leader and senior management team are responsible for the monitoring standards annually and a full P.E. review is implemented in line with the school's curriculum review cycle. The curriculum leader prepares an annual self-evaluation report that feeds into the whole school improvement plan.

EQUAL OPPORTUNITIES

- We are committed to providing a teaching environment conducive to learning. Each child is valued respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.
- More able children will be challenged and motivated by differentiated work given by the teacher appropriate to his or her needs. Teachers will also use questions that allow the more able child to maintain their involvement in the lesson and demonstrate their knowledge and abilities.
- Most P.E. lessons are appropriate for all children since the teacher will differentiate as necessary for those children with specific needs. Liaison with the special needs coordinator will sometimes be necessary. However, a pupil whose difficulties are severe or complex may need to be supported by a special needs assistant in addition to appropriately differentiated tasks given by the teacher.

RESOURCES

- P.E. resources are stored centrally in boxes in the outdoor P.E. shed with attached lists of equipment contained. Some additional resources are stored in the P.E. cupboard in the K.S 2 hall.
- Resources are audited on a regular basis by the subject leader and monies allocated to the purchase of new resources to ensure that the curriculum can be delivered in an exciting and stimulating manner.

LINKS WITH THE LOCAL AND WIDER COMMUNITY

Every opportunity is given to raising children’s awareness of the rich human and physical resources that are available to them both locally and nationally.

- A number of agencies and external bodies are used to provide children with richer and more varied learning opportunities. Dragon Sports and Cardiff Blues Rugby are some examples of providers who enhance children’s learning in a variety of settings .
- Links with the feeder secondary school are exploited to ensure a smooth transition from year 6 to year 7.

This policy will be reviewed annually by the staff and the governing body curriculum committee.

Signature of headteacher: Date:

Signature of chairman of governors: Date:

**OUR LEARNING GOAL IS TO IGNITE OUR CURIOSITY,
MOTIVATE, CHALLENGE AND INSPIRE US SO THAT TOGETHER
WE AIM FOR THE STARS.**