

ST HUBERT'S CATHOLIC PRIMARY SCHOOL

Policy for Physical Education

Aims

- 1 To promote pupils physical competence and confidence.
- 2 To provide opportunities for pupils to use their God-given skills
- 3 To provide opportunities for pupils be creative, cooperative and competitive.
- 4 To enable pupils to face up to different challenges as individuals and in groups and teams.
- 5 To promote positive attitudes towards an active and healthy lifestyle.
- 6 To help children develop good quality performance.
- 7 To provide pupils with the background, skills and motivation to opt into physical activity as a lifestyle habit.
- 8 To develop interpersonal skills.
- 9 To develop personal qualities of commitment, fairness and enthusiasm.
- 10 To structure year round opportunities for pupils to develop skills through playground games and activities

Objectives

- 1 To fulfil the general requirements for Physical Education.
- 2 To teach the 'Programme of Study' as required by the National Curriculum.
- 3 To teach the children to think in different ways to suit a wide variety of creative, competitive and challenging activities.
- 4 For children to discover their aptitudes, abilities and preferences and make choices about how to get involved in lifelong physical activity.
- 5 To develop children's ability to plan, practise, perform and improve increasingly complex sequences of movement.
- 6 To develop pupils' awareness, access to, and use of community opportunities.
- 7 To develop children's ability to participate independently in playground games.

Method of Delivery

The programme of study for PE is taught using the Dudley MBC document 'Policy into Practice' and the QCA units of work. The PE curriculum also includes cross-curricular links as identified on the school curriculum map. A balanced programme of activities are completed by the end of each Key Stage.

In the Foundation Stage and KS1 the pupils build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to work and play with other pupils in pairs and small groups. By watching, listening and experimenting they develop their skills in movement and co-ordination and enjoy expressing themselves in a variety of situations.

They develop and apply skills, evaluate and improve performance, and gain an understanding of fitness and health. These are developed through dance, games and gymnastic activities.

In KS2 pupils enjoy being active and use their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways; and link them to make actions, phrases and sequences of movement. They enjoy communicating, competing and collaborating with each other. They develop an understanding of how to succeed in different activities and learn how to recognise and evaluate their own success.

These pupils will acquire, develop and apply skills, tactics and compositional ideas. They will develop the ability to evaluate and improve performance and will gain knowledge and understanding of fitness and health. During Key Stage 2 pupils are taught the knowledge, skills and understanding through the six areas of activity: dance, games gymnastics, swimming (year 4), athletics and outdoor and adventurous activities.

Each year group has a folder containing the pertinent units of work from the QCA scheme and 'Policy into Practice' and will use these to produce a series of lesson plans to fulfil the unit objectives.

Monitoring

The PE Co-ordinator will monitor what is happening across the school in relation to:

- i) STANDARDS-how well the pupils are achieving in relation to the unit objectives through lesson observation, discussion with staff, checking assessments.

- ii) **Curriculum**

The co-ordinator will check that the appropriate units are being taught; whether the pupils can cope, whether resources are used appropriately. This will be done by monitoring planning, discussion, lesson observations, team teaching or through assessment records.

- iii) **Teaching**

The co-ordinator will share lesson objectives, give feedback, challenge individuals and address progression through provision of INSET.

iv) **Procedures**

The co-ordinator will ensure that procedures for non-participants, safe practice, handling equipment, assessment are being followed through discussion, informal observations and provision of clear guidance.

Planning and Assessment

Staff at St Hubert's teach and assess PE by:

- i) Having clear learning objectives and making sure that the pupils are aware of these and the criteria being used. These are taken from the relevant units of work.
- ii) Setting tasks to cover the learning objectives.
- iii) Observing and asking questions.
- iv) Forming a general impression of the group in relation to objectives.
- v) Looking for general achievement focussing on positive action.
- vi) Identify those demonstrating the learning objectives.

Long-term planning is outlined on the school curriculum map. Teachers record medium term planning on the school planning sheets outlining key objectives, activities including extension and support, cross-curricular links and assessment opportunities.

Assessment outcomes should be listed in the relevant column on the planning sheet with expected outcomes for the unit including for the more able and those who will not have progressed so far. Pupils' attainment should be noted in boxes under these statements. These records should be used to inform planning and handed on to future teachers.

Recording and reporting

The written recording of attainment outlined above will be used to inform reports to parents. In addition it will be necessary to record attainment using photographic evidence of each unit of work. This will provide a formal assessment and evidence of work undertaken.

Differentiation and inclusion

When planning work, teachers should be aware of the school ethos of inclusion and reflect this in terms of curriculum provision, range and content. This will include differentiation within lessons: some children will be physically talented and will need extension work, others may need longer to complete a task or to work with more limited boundaries or with more support.

Special Educational Needs

Some children with special needs may need to be supported by a LSP during PE lessons.

Safety

i) Equipment

Children should be taught to handle and store the equipment safely, paying attention to others around them as they set up and tidy away.

ii) Clothing

Teachers- Teachers must always change into suitable clothing and footwear for PE lessons.

Children-Children should change in the classroom into shorts and T-shirts for PE. Children should walk to the hall in pumps but should partake in dance and gymnastics with bare feet. Where possible, the school will provide spare kit. Children can wear a plain, non-branded blue, black or grey tracksuit for outdoor games.

Resources

One well equipped store maintained by PE Co-ordinator.

One multi-purpose hall used for dance and gym.

One playground.

One football field/ playing field.