

# WITTON CHURCH WALK CHURCH OF ENGLAND PRIMARY SCHOOL



## **'Where Every Door is Opened and Every Gift is Unlocked'**

At Witton we are a partnership of school, church, home and community. We create a stimulating and caring environment, grounded in Christian belief and practice, so that all members of our school community feel happy, safe and secure. Time is taken to value and nurture each child educationally, creatively and spiritually. Children and staff are encouraged to aim for 'Everyday Excellence' and believe in themselves in order to achieve their full potential.

## POLICY FOR PHYSICAL EDUCATION

### 1. INTRODUCTION.

PE is a foundation subject of the National Curriculum and this document describes the policy for its implementation at Witton Church Walk Church of England Primary School.

This policy was compiled by the PE Co-ordinator in consultation with the whole staff and with reference to PE policy Statements 1997 and 1998. All class teachers are responsible for the implementation of this policy under the guidance of the PE Co-ordinator/ Key stage lead.

### 2. PHILOSOPHY.

Physical Education is an essential part of all children's social and physical development. It is a subject which offers invaluable experience where children can work together or individually to enhance and develop their gross and fine motor skills. It can also aid in their social and emotional development when the children plan activities, work with others and make judgements about their own and others performances and actions. Physical Education promotes health and fitness for all pupils which should be an important element of the children's education.

Through PE, the children of Witton Church Walk Church of England Primary School will be aware of their own and others strengths and weaknesses thus developing an appreciation of and an empathy for others' abilities and differences.

PE is a subject where all children can achieve despite their academic ability, race or sex.

### 3.AIMS AND OBJECTIVES

The teaching of PE should reflect the NC New Orders 2000 hence covering three areas of Gymnastics, Dance, Games at Key Stage 1, and five areas of Dance, Games, Gymnastics, Athletics and Swimming. Outdoor and Adventurous Activities will be taught as part of a residential experience in Key Stage 2 and additionally through Forest Schools and Orienteering in the later part of Key Stage 2. All these areas of activity should be delivered through four strands.

- Acquiring and developing skills
- Selecting and applying
- Knowledge and understanding of fitness and health
- Evaluation and improving.

#### Aims

Our aims when teaching PE at Witton Church Walk Primary School are to:

1. Ensure that all children are physically active.
2. Provide children with equal opportunities through a varied programme of experiences.
3. Engage with children in activity which will enhance the children's physical development and body awareness.
4. Enable the children to work safely alone and with others in a variety of environments.
5. Allow the children to develop their ability to work with others and show appreciation for their own and others' strengths and weaknesses.
6. Consolidate their newly acquired skills through practice, participation and to show determination.
7. Use pupils' skills, actions and mental strategies to solve problems.
8. Develop a high standard of physical ability and skills for all pupils, in order to allow for success, progression and a continuation of physical education in their further education.
9. Give children skills which they could apply to other areas of the curriculum.
10. Give the children basic skills in all areas which they can develop further.
11. Allow for children to realise their potential and overcome barriers that some children may face in Physical Education.
12. Understand exercise as an important element of having a healthy lifestyle.

#### Objectives

Through the implementation of a broad balanced PE curriculum covering Games, Gymnastics, Dance, Athletics, OAA and Swimming the children will have opportunity to:

1. Plan, perform and evaluate when appropriate across the six areas of activity.
2. Work sensibly alone and with others in a safe environment.
3. Understand the importance of a warm-up and cool down before and after exercise.
4. Understand the effects of exercise on their bodies.
5. Use a variety of resources and equipment in a safe and suitable manner.
6. Participate in activities individually, with a partner, a small group or a team.
7. Make up and use simple rules.
8. Respond to a variety of stimuli in an imaginative manner.
9. Develop the understanding of risk taking in a safe environment.

## 4. MANAGEMENT AND ADMINISTRATION

The whole school curriculum map incorporating all aspects of PE has been drawn up. This provides coverage of the Programmes of Study in PE in a progressive way in order to allow children to meet demands of the end of Key Stage level descriptions

### 4.1 Areas of Activity

**Dance** should be taught to all year groups as a half term or termly period activity. Dance is particularly important for younger children at Witton Church Walk Primary School whose natural movements can be captured through a variety and range of music stimuli. The children should be encouraged to respond to a range of stimuli, plan sequences and actions, perform these actions perfectly and evaluate them. These dances should not always be seen as the product; planning for and the evaluation of movements should also be given time. This can particularly help with the development of children's language and speaking and listening skills. As the children progress through the school their experience of dance should allow them to communicate effectively through movement, as well as to create and perform sensitively a variety of steps and styles of dance.

**Gymnastics** should also be taught to all year groups, as a half term or termly periods of activity. This should be based on individual work in Key Stage 1 building up to partner and group work in Key Stage 2. The emphasis for children in Key Stage 1 is on simple sequences both on and off apparatus. In Key Stage 2, the children should be developing towards more complex and refined sequences using a range of equipment competently and safely. It is hoped that from Nursery age onwards, the children will begin to carry their own equipment and to understand the need of working safely, with others in a variety of ways. For example, if the theme is climbing; ropes, high benches and wall bars need to be set out. If the theme is rolling; mats, low benches, floor space and low box tops need to be set out.

Through gymnastics the children should be taught to plan, perform and evaluate their movements and be encouraged to appreciate the need for improvement and practice.

**Games** is another area of activity to be taught to all age ranges. Again, the children should be provided with a range of activities within games and be introduced to a wide variety of equipment. During Key Stage 1 the children should be concentrating on developing their own individual skills in throwing, catching, kicking, running, jumping, hitting, striking and receiving. As these individual skills improve they will then be able to work with a partner and within a small group. These skills should then progress towards mini games. Team games should include situations where there are no more than FIVE children on each side. The teaching of games at Key Stage 2 should be through small sided games. This will allow for maximum participation for all children. The children should experience individual/ team skills in the following areas.

- Striking and field games (rounders, cricket)
- Net/wall games (tennis, volleyball)
- Invasion games (netball, rugby, hockey and football)

It is desirable that adult rules should be avoided. The children should be encouraged to make up their own rules and games.

All children should be allowed to participate in a range of games and be given opportunities in the use of different equipment.

**Athletics** is to be taught in Key Stage 1 through a Multi skills capacity and in Key Stage 2 as the Games Scheme of Work. During year 3/4 the children should be encouraged to find the best way of running, jumping and throwing, whereas in Year 5/6 the emphasis should be on a specific techniques and skills. It is important to allow the children time to practise and refine skills as well as to measure their own and others' efforts and performances.

**Outdoor and Adventurous** activities will be taught as part of the topic linked with Geography where mapping skills will be encouraged through an orienteering programme. Problem solving in the outdoors will be part of the PSE programme which will involve an overnight residential stay.

**Swimming:** During Key Stage 2 the children in Year 3, 4 and 5 are to go swimming for one term each year. However; emphasis and priority will be given to 'poor' or non swimmers, especially in Year 6. Confident swimmers will take part in a swimming gala at the end of Year 6.

Dance, Games, Gymnastics and Athletics will be taught every year over the two Key Stages. OAA and Swimming are to be taught at points in Key Stage 2.

Children should be active throughout the large majority of the PE lesson, they should not be standing in a queue and waiting for their turn.

#### **4.2 Role of Co-coordinator.**

- The coordinator will manage resources.
- The coordinator will endeavour to keep up to date with information, initiatives and developments in Physical Education and disseminate as appropriate.
- The coordinator will be aware of staff development needs and encourage continuing professional development.
- The coordinator will facilitate the sharing of good practice and be a leader of good practice.
- The coordinator will be responsible for drawing up an action plan for Physical Education. There will be an annual plan and should be informed by this policy. It will be reviewed termly.

#### **4.3 Cross-Curricular Issues.**

Where possible PE is linked to another subject area to ensure that the unit of work is relevant and appropriate for the children. There are close links between Dance and History/Literature topics and OAA and Geography. PE can contribute to the teaching of Literacy and Numeracy and this will be emphasised in the schemes of work.

#### **4.4 Teaching and Learning Styles.**

At Witton Church Walk Primary School we encourage children to plan and show resilience using their thinking skills to work things out for themselves. The children are not always provided with closed tasks or tasks which have obvious answers. In PE a variety of teaching styles are used. These include command or teacher directed, reciprocal, teaching in pairs, self-check methods against set criteria for improvements, as well as problem solving and discovery strategies.

Children are mostly taught as a whole class basis where tasks are set to suit individual needs.

However there are times when children are grouped by ability, particularly in Swimming and Games, to ensure areas of weaknesses are addressed and barriers to learning overcome.

#### **4.5 Curriculum.**

The PE curriculum has been devised following the guidance from the Cheshire Scheme of Work, a copy of which is available for information for each year group. We also use resources supplied by our PESSCo for developing Fundamental Movement Skills from early Years to Key Stage 2.

#### **4.6 Differentiation.**

Within PE differentiation is frequently achieved by outcome as the teacher sets a task which allows children to perform to their own level and ability. Additionally referencing to STEP in planning allows teachers to ensure that Space, Task, Equipment and People are suited to the need and ability of children in their class.

#### **4.7 Special Needs.**

All children have equal access to PE despite their ability. Children at Witton Church Walk Primary School are encouraged to take part in every aspect of PE, and where SEN or disability occurs, adaptation to equipment will be made as in Games where a child with poor motor control may use a large bat and ball instead of a small one.

#### **4.8 Equal Opportunities and Physical Education.**

The implications of attending to Equal Opportunities issues relating to PE are recognised and will be dealt with, with due regard to the Whole School and the Equality and Diversity Policy statement.

It is vitally important that all children, regardless of sex, are provided with the same experiences in PE. There should be equal opportunities for girls and boys to work together with all the equipment available. The teacher should be careful not to portray any skill or game as being girls or boys only.

#### **4.9 Health and Safety.**

Please refer to the School Health and Safety documents and to the PE risk assessment relating to arrangements of PE during times when weather makes it unsuitable to conduct a PE lesson outside (Appendix 1) Cheshire Health and Safety Guidance in addition to the BAALPE safety document are to be followed for P.E. activities. Staff have read and signed the PE risk assessment. It is the PE Co-ordinators responsibility to ensure outside PE professionals read this policy and PE risk assessment.

#### **4.10 Extra Curricular**

Extra-curricular activities in the form of games for boys and girls are offered to Key Stage 2 children. Additionally Multi skills activities are offered to Key Stage 1 children, which allow them to work on building fundamental skills in PE. Furthermore sporting links are made with

local school in the area through the Vale Royal School Partnership; in which children are given the opportunity to compete in school arranged competitions, as well as Partnership events.

#### **4.11 Links with Outside Agencies**

At Witton Church Walk links with outside agencies such as Sports Development Officers, local Sports Clubs and the Sports departments at local high schools are encouraged.

#### **4.12 Staff CPD**

Each year staff take part in a number of CPD opportunities. This ranges from observing coaches, taking part in the PESSCo mentoring programme and going on specific training.

### **5 ASSESSMENT, RECORDING AND REPORTING.**

All teachers update the SPTO throughout the year to monitor children's progress towards their age related expectations. Data is recorded to show how many children meet the age related expectation for swimming by the end of Key Stage 2. Physical development in Early Years is an ongoing assessment which is monitored through observations and photographic evidence. Additional assessment and evidence of progression is often recorded by camera and video by staff, this will be stored in the PE folder under evidence.

This information, and the teacher's knowledge and judgements are used to write the annual end of year report to parents and careers.

- The Head teacher has overall responsibility for monitoring and evaluation.
- The coordinator/PE subject leader will assist the Head teacher in monitoring Long and Medium term plans.

#### **5.1 Review, Evaluation of PE Programme.**

The curriculum map for the new PE curriculum will be reviewed during the Summer term of 2018 at Key Stage staff meetings. Informal on-going monitoring will take place through discussion and observations throughout the year.

### **6 RESOURCES AND THEIR MANAGEMENT.**

PE equipment is stored in the PE shed outside. It is imperative that the children are taught how to be responsible for the care and upkeep of this equipment.

### **7 SUBJECT REVIEW**

The date for review by the Co-ordinator and the Governors/Head and Deputy teacher is Summer 2020.

