

TRANMERE PARK PRIMARY SCHOOL

RIDGE CLOSE
TRANMERE PARK
GUISELEY
LEEDS
WEST YORKSHIRE
LS20 8JJ

TELEPHONE: 01943 875050

FAX: 01943 871041

Email: secretary@tranmerepark.leeds.sch.uk



Physical Education Policy

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Tranmere Park Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Tranmere Park Primary School Physical Education Policy

Author: David Housden

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Ethos (principles of PE)

School Ethos

We believe that Physical Education develops pupils' physical competence and confidence. It promotes skilfulness, physical development and knowledge of the human body in action. Physical education provides opportunities for pupils to be creative, competitive and face up to different challenges as individuals and in groups and teams. It promotes and teaches positive attitudes towards living an active and healthy lifestyle, and supports emotional wellbeing. Pupils learn how to think in different ways to suit a wider variety of creative, competitive and challenging activities, as well as learning how to plan and evaluate actions, ideas and performances. Through this process, pupils discover their attitudes, abilities and preferences, and make choices about how to develop a positive, lifelong relationship with physical activity.

School Aims

- To fulfil the programme of study in the PE national curriculum
- To provide a progressive, broad and balanced programme of PE throughout the school which allows pupils to achieve a level of competence in line with their potential.
- To ensure pupils become aware of what comprises a healthy, active and balanced lifestyle.

What we teach

Teachers follow long, medium and short term plans which are kept in individual PE files and on the website. The PE co-ordinator checks the files on a yearly basis and makes sure the resources are in school to teach the schemes of work effectively.

Pupils in KS1 and KS2 are provided with two one-hour PE lessons each week:

- One hour of the Real PE scheme of work which focuses on developing fundamental movement skills
- One hour of the LCP scheme of work which enables pupils to practise the skills learnt in Real PE and apply them to a range of traditional sports and games.

Teachers annotate and adapt plans to suit the individual needs of their class. The PE co-ordinator will be available to help support teachers in adapting or producing plans for special sporting activities or topics. Progression and continuity are shown through the short, medium and long term plans, with all plans meeting the requirements of PE set out in the National Curriculum.

In the **Early Years Foundation Stage** the prime areas of learning are:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas of learning are:

- Literacy
- Mathematics
- Understanding the world

- Expressive arts and design

One lesson will be skills based following the Real PE scheme of work and the other lesson will be taught through continuous outdoor and indoor provision.

In **Key Stage 1** pupils will develop fundamental movement skills, become increasingly competent and confident, and access a broad range of opportunities to extend agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and others) and cooperative physical activities in a range of increasingly challenging situations.

Pupils will be taught to

- Master basics movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns

In **Key Stage 2** pupils will be taught to continue to implement and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They will 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, catching and throwing in isolation and in combination
- Play competitive games, modified where appropriate, such as: badminton, basketball, cricket, football, hockey, netball and tennis.
- Apply basic principles for attacking and defending
- Develop flexibility, strength, technique, control, agility and balance (through Real PE)
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges, both individually and as part of a team
- Compare their performances with previous ones and demonstrate improvements to achieve their personal best
- Develop physical competence and help promote physical development
- Understand the capabilities of the human body and the reaction to exercise
- Develop a positive attitude towards PE
- Cope with success and failure in a cooperative and competitive situations
- Develop an understanding of the lifelong benefits of physical activity and exercise
- Combine physical activity with decision making – selecting, refining, judging and adapting movements
- Understand how to be safe during physical activity and exercise
- Learn about commitment, fairness, personal responsibility, enthusiasm and perseverance
- Engage in extra-curricular activity

Swimming and Water Safety

All children must have access to swimming instruction in either Key Stage 1 or 2. Pupils will be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively

Swimming and water safety are currently taught through the Leeds Schools Swimming Framework

Out of school hours learning (OSHL)

OSSL activities are planned to enhance curriculum PE, giving pupils the opportunity to broaden their experience and take part in competitive sport. Pupils are provided with information about local clubs and exit routes through coaches and the community sports board. The community sports board provides a medium for local clubs to advertise new activities, enhancing the link between the school and clubs.

How we teach PE

Entitlement

The PE curriculum is an entitlement for all pupils. The inclusion section in the National Curriculum sets out principles that are essential for developing a more inclusive curriculum.

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

All pupils will be given equal opportunities to fulfil their potential within PE regardless of ethnicity, culture, class, gender or special educational needs. Individuals will take part in all aspects of PE. We believe that equal opportunities are about encouraging choice, not simply allowing it. A wide range of activities will be provided for all pupils to encourage a positive and lifelong relationship with PE and physical activity.

Staff Responsibilities

Co-ordinator

- Ensure all schemes of work comprise the National Curriculum requirements for PE.
- Give advice and support to staff
- Manage and maintain resources
- Monitor, evaluate, record and report on the development of PE throughout the school
- Raise awareness of the importance of PE amongst staff, pupils and parents
- Help staff assess their training needs and make arrangements for CPD

Staff

- All staff will ensure each child receives their full entitlement to PE and will follow the agreed PE policy.
- PE is an essential part of the National Curriculum and will be accorded the same commitment as any other foundation subject by both teachers and pupils.
- Return resources and ensure careful, organised storage
- Report damaged / stolen equipment
- Update their own knowledge of the subject through accessing CPD opportunities
- Assess and report pupils progress annually

Special Educational Needs

Through the equal opportunities policy, pupils with special educational needs will be included in all PE activities. Staff, where appropriate, will modify activities to ensure children with special educational needs access the same PE curriculum as their peers.

Extracurricular Activities

There is a healthy tradition in the school for extracurricular activities, which are supervised and coached by staff and parents voluntarily. Written parental permission must be given for a child to participate in after-school clubs. Parents will also be informed of any tournaments, competitions or sporting fixtures their child will be attending. A register for attendance will be taken for all after-school clubs.

How PE is assessed

Assessment will primarily involve the observation and recording of achievement in a practical context which will inform the teacher assessment at the end of a unit of work. It will be continuous and part of the normal process of teaching. The criteria for assessment will be related to the objective of the lesson which will relate to the National Curriculum requirements.

Primary methods of assessment:

- Cameras and iPads will be used to record pupils attainment for the year
- One specific skill to be recorded in the Autumn term and rerecorded in the Summer term to demonstrate progress
- Teacher observation of pupils' performance in lessons, looking at effort and achievement

Secondary methods of assessment:

- Peer evaluation
- Discuss pupils' responses to why they are being active. What is happening to their bodies?

How we monitor PE

Monitoring

PE is monitored in a number of different ways. All subject leaders at Tranmere Park Primary are given time throughout the year to monitor, in depth, the different areas of their subject. One of the main areas of monitoring is pupil interviews. Giving pupils a voice in how their subject is taught is always a valuable way of understanding their likes and dislikes of subjects, new sports and ways to improve the PE curriculum.

Lesson observations play another important role in providing good feedback about the quality of teaching happening in school. This provides an opportunity for the PE co-ordinator to assess the teaching staff on their personal skills in delivering the subject. Additionally, regular staff consultations and questionnaires are used to identify any areas for development needed, especially with regards to new schemes of work. This information is used to develop the focus for future CPD in the subject.

Resources

Resources will be kept in the PE store and access will be available to all teaching staff. No unsupervised children are to be allowed in the PE store at any time. The PE coordinator will take an annual inventory and use this to update and replace equipment. Pupils will be taught to carry and transport equipment and resources safely, and be encouraged to take care of all PE and playground equipment.

Health and Safety

In all areas of PE, health and safety guidelines will be strictly adhered to in order to promote safe practice as set out in 'Safe Practice: in Physical Education, School Sport and Physical Activity' provided by the Association for Physical Education. A copy of this document is kept with the subject leader file.