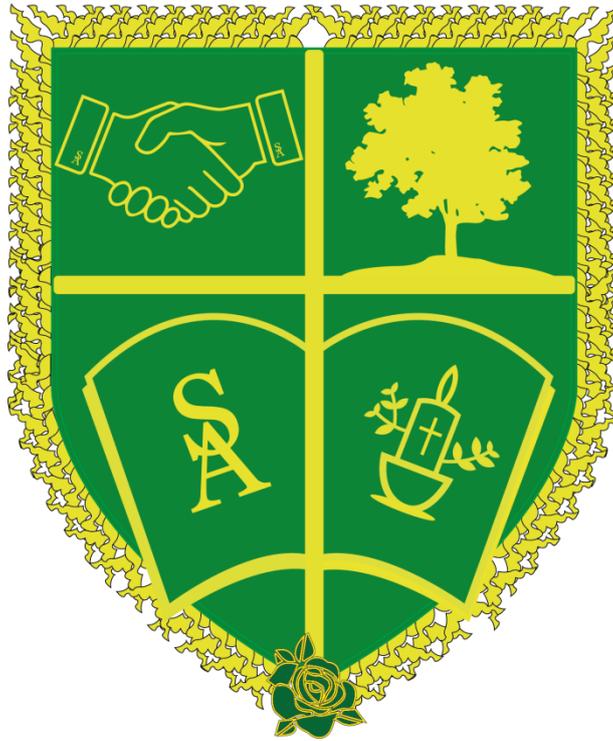


St Antony's Catholic Primary School



Physical Education Policy (PE & OOHL) 2017 – 2018

*Learning together
in
God's love.*

Rationale

Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. Therefore both teachers and children should be aware of its importance. We provide the broad and balanced programme of physical education we believe every child should have; with activities designed to be enjoyable, vigorous, purposeful and regular. Through providing positive experiences, a lifelong interest in physical activity is encouraged. The range of physical activities is wide and includes athletics, dance, games, gymnastics, swimming and outdoor education. A high quality programme is designed to satisfy the needs, abilities and interests of all individual children.

At St Antony's each class will receive 2 hours of physical activity per week. At the moment classes are timetabled to have at least one Physical Education session per week. The sessions will contain elements required by the National Curriculum of:

KS1 pupils should:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, 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. (New National Curriculum)

KS2 pupils should:

Continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate (for example, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)
- take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Aims

1. To promote a healthy and fulfilling lifestyle by developing self-motivation to take part in physical activity outside school as recreation: by developing a positive attitude and interest in a wide range of physical activities.
2. To contribute to the physical development of each child: size, strength, fitness, speed, gross and fine motor skills.
3. To contribute to the intellectual development of each child.
4. To help establish the individuals self-esteem and confidence.
5. To ensure that children are competing in local and regional competitions.
6. To ensure every child has the opportunity to take part in breakfast and after school sports clubs, as well as external competitions and tournaments.

The P.E. Curriculum

Curriculum Framework

Teachers should use the curriculum framework as a starting point when planning their work in Physical Education. The progression maps for each area of PE has been devised to show progress across and within year groups, using 'I can' statements.

Time Allocation

Government stipulates all children should have a "Five hour offer" of PE and Sport. This is: 2 hours of PE lessons per week in curriculum time, an additional 1 hour through clubs and extra-curricular activities on the school site and a further 2 hours through a mixture of school and community/club organised sport. Each class is timetabled at least one session in which they have priority of access over hall or playground. In addition, every class is expected to participate in daily 'Wake Up Shake Up' style exercises at the end of every lunch and break in the playground. This is to be led by the Playground staff on duty. Teachers should also ensure that their class is taking part in a daily '5 a day' dance routine at a time of day convenient to them.

Units of Work

The class teacher should identify from the curriculum map the 5-7 week unit of work their class will be following. Each teacher must submit a detailed medium term plan which clearly show the learning intention, success criteria, vocabulary, teaching input, activities and plenary for each lesson within the Gymnastics, Dance and Games units. Swimming lessons are planned and taught by trained instructors who plan targets for each of the ability groups. Children should be allocated time during the plenary of the lesson to evaluate themselves against the outcome. In line with the national curriculum objectives, the school have invested in the Val Sabin resource for Gymnastics and Dance in KS1 and KS2 to ensure the correct terminology is being used and to promote progression in these units of work.

Individual Lessons

Individual lesson plans may be taken directly from available resources and adapted to suit the class. If the class teacher is confident he/she may choose to plan the lessons in their entirety. This is, in many ways, preferable, but teachers should ensure they plan to the weekly learning intentions of the unit of work. This will ensure logical progression throughout the unit of work and means skills will not be taught in isolation and there is a clear end objective. This objective may be realised explicitly in the final lesson. For example, with a performance in Dance, or a full (age appropriate) rules tournament in Games.

Basic Lesson Plan

1. Warm up - 3 to 5 mins gentle exercise or stretching.
2. Introduction (or Revision) - individual or pair work.
3. Development - more challenging tasks in small groups.
4. Conclusion - transfer of skill/s learnt to final activity e.g. playing small sided games or performing a sequence in Gymnastics.

Assessments

PE is assessed every half-term. The Subject Leader looks at planning and will observe lessons. Children are assessed at the end of every half-term and are given an evaluation score to stipulate if they are emerging, expected or are exceeding the national level. Pupils are also graded at the end of each year with their level explained in their report.

Sports Days
Inter-House Competitions

Health and Safety

Risk Assessment

The P.E. Co-ordinator is responsible for carrying out a thorough risk assessment of sporting equipment and facilities. Regular checks and risk assessments are made by all staff involved in the P.E. team.

PE KIT

Reception, KS1 and KS2

In the interests of safety and hygiene teachers must insist on children changing into the following kit for PE lessons. This will ensure consistency and avoid confusion for the children:

Games and Athletics: Shorts and T-shirt for indoors lessons in the halls (track-suit bottoms and sweatshirts should only be necessary in the playground on a cold day). Properly fitting trainers or plimsolls

Dance and Gymnastics: As for Games but bare feet.

Swimming: Swimming costume, children are NOT allowed to swim in underwear. Some pools insist on trunks rather than shorts.

Outdoor Activities: Generally as Games, but otherwise clothing appropriate to the activity.

General Points

- _ Teachers should also wear appropriate clothing.
- _ Jewellery (except stud earrings) must be removed. Teachers will not take responsibility for looking after jewellery.
- _ Children should bring a note if they are unable to participate through illness or injury. Staff should be vigilant if a pattern of non-participation is established for a variety of reasons (including child protection issues).
- _ Children not going swimming through illness or injury should stay at school with another class.
- _ In all other PE lessons children not participating should remain with their class: helping in the lesson or doing PE related work.

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Children Without Kit

At the beginning of each term parents will be informed by letter of PE kit requirements and they will have the opportunity to discuss any serious reservations with the Head. A child who has forgotten their kit should first be reminded by the teacher. If it is an ongoing problem an informal conversation with the parents would be appropriate.

Accidents

For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes the teaching assistant should accompany the children to apply first aid.

For serious accidents (head injuries, serious cuts or suspected fractures) the teacher should stay with the child and send the teaching assistant or two responsible children to inform the school office. After the incident the teacher must complete an accident report form which is available in the office.

Medical Conditions

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary.

OTHER ISSUES

Swimming sessions have been risk assessed and there is a guidance sheet which, all staff have and this is given to supply teachers taking classes swimming by a member of the leadership team. The premises have been risk assessed by the site manager.

Equipment and Resources

Safety

Small equipment is checked by the subject leader on an ongoing basis. If any defect is found in any of the PE equipment this must be reported immediately to the PE coordinator and taken out of use. Children should be made aware of safe handling of the PE equipment and should be taught the established St Antony's method of carrying Gymnastics apparatus (to ensure consistency throughout the school).

Locating equipment

Ordering Equipment

The PE coordinator. The PE and Sport grant has meant that the school has already invested in new equipment to be used during playtimes and in PE lessons.

- ✚ List new equipment bought.

INCLUSION

Inclusion in Physical Education for St. Antony's implies all children have access to and are given confidence in the 6 activity areas, regardless of race, gender and ability. We should aim to create an environment in which all children learn to respect and value each other and each other's interests. This can be achieved by employing the following strategies:

- _ Mixing groups in terms of gender and ability.
- _ Structuring activities so all are fully involved. For instance, a team cannot score in a bench ball game until all the team has touched the ball.
- _ Giving all the children an opportunity to share their work. For instance, allowing time at the end of a gymnastics lesson for the whole class to perform their sequences.
- _ Considering the needs of children with physical or learning difficulties and taking

the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.

- _ Considering ways in which to support ESL children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
- _ Recognising the dangers of stereotyping. For example, expecting dynamic work from boys in gymnastics and neat and controlled work from girls.
- _ Recognising the need to extend more able pupils and, if necessary, referring them to the subject leader and gifted and talented co-ordinator. They may then be further extended.

ASSESSMENTS

The PE Curriculum Framework will serve as a record of the broad topics covered (units of work) in each activity area for subsequent teachers to refer to. In line with overall school policy, teachers should make notes of significant achievement against the progression maps for each PE unit. During swimming lessons, distances achieved and National Swim Awards passed should be noted and the PE coordinator informed - ASA certificates will then be presented in assembly. However, end-of-year reports should remain firmly focused on qualitative judgements based on observation of achievement and progress made. The following criteria should be taken into account and questions answered:

- _ Pupil record of participation.
- _ The overall physical skill and ability of the pupil.
- _ The ability of a child to select an appropriate response to a task.
- _ The ability to appreciate and evaluate the performances of self and others.
- _ How well the child interacts with other members of the class. Does he/she: cooperate, dominate, and withdraw?
- _ Is the child motivated and enthusiastic?
- _ Does the child have any particular aptitudes or talents?
- _ What work has the class covered in the year?
- _ Has the child any specific problems which need to be addressed?

SEND

We ensure children receive support within all the bounds of the curriculum. Lifts have been fitted so that children with physical difficulties can access all levels in the school building. Disabled toilets along with a Sensory Room are examples of the support provided to the children at St. Antony's. we attend Boccia tournaments specific to children of a higher need.

Our key focus is on organising and exercising a physical education send provision for children of a higher need. These pupils benefit from an extra 30 minutes of physical education, weekly, in addition to their mandatory P.E. lesson.

EXTRA-CURRICULAR SPORT

St Antony's is fully committed to providing extra-curricular sporting opportunities. These include:

- _ Clubs (breakfast and after-school) available to all age groups and in a range of activities.
- _ Competition against other primary schools in a wide range of sports through local school arrangements.
- _ Friendly matches against other schools/groups.

- _ Exhibiting work. For example a dance performance in assembly or attendance at a gymnastics festival.
- _ Short Tennis, football and ballet classes before and after the school day

LINKS WITH OTHER AGENCIES

These include:

- _ Participation in local sports leagues (primarily the CSSA) with other primary schools.
- _ Visits, and liaison with, outdoor education centres and agencies.
- _ Involvement with Camden Sports Development Unit.
- _ Involvement with the YMCA
- _ Liaison with the local School Sport Co-ordinator.
- _ Liaison the Healthy School practitioners.
- _ Links with Dragon Hall.

-  Sainsburys Gold Award
-  Cancer Research
-  Beat The Street
-  Interhouse Competitions
-  5th in Newham Sports

STAFF TRAINING

- _ The PE co-ordinator will have access to specific training to support and develop their role.
- _ All staff will be encouraged to attend courses and review resources alongside the PE co-ordinator.
- _ The PE co-ordinator will have a program of team-teaching set out through the year to support staff. This will be targeted to newly qualified teachers, new staff and in areas where existing staff feel unconfident.
- _ Staff INSET time PE training: assessment procedures.

DISSEMINATION and REVIEW

All staff and governors will receive a copy of this policy. A copy will be available on the School Web Site. The policy and schemes of work will be available on request to parents, OFSTED and others working for the school, through the Head teacher.