



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

Forest Lodge Academy PE Policy

Review frequency: Annually

Approval: Governing Body

Date: April 2018

Policy Statement and Aims

Physical Education (P.E.) contributes to the overall education of pupils. P.E. develops pupils' physical competence and confidence, and their ability to use these in a range of activities.

These activities include: -

- Gymnastics
- Dance
- Games (Striking and Fielding, Net and Wall, Invasion)
- Swimming (KS2)
- Athletics (KS2)

P.E. promotes an understanding in children of their bodies in action, and a positive attitude towards a healthy lifestyle. Pupils learn how to plan, perform and evaluate ideas and actions, allowing them to improve their quality and effectiveness, skills used throughout the curriculum.

The aims of new curriculum P.E. in KS 1 are:

- develop fundamental movement skills
- Become increasingly competent and confident
- access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- they should be able to engage in competitive and co-operative physical activities, in a range of increasingly challenging situations.

- Pupils should be taught to:
- master basic movements such as running, jumping, throwing and catching, 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

The aims of new curriculum P.E. in KS2 are:

- 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.

- pupils should be taught to:
- use running, jumping, throwing and catching in isolation and in combination.
- play competitive games, modified where appropriate [for example, badminton, 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].

- perform dances using a range of movement patterns.
- 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.

Staffing

It is the responsibility of the P.E. coordinator to:

- Provide and maintain resources.
- Support staff in the delivery of the P.E. curriculum.
- To continually develop professionally by attending courses and keeping up to date with the developments within P.E.
- Work alongside management to monitor and evaluate P.E. within the school.

It is the responsibility of the teacher to:

- Attend courses to develop P.E. teaching skills.
- Develop children's knowledge, skills and understanding through the delivery of a wide and varied curriculum.
- Encourage a positive approach during lessons where children monitor and evaluate their own and other children's work.
- Give the children the opportunity to collaborate and compete with each other.
- Use a wide range of resources.

Entitlement

Throughout the school each unit of work will last for half a term and will include all four strands from new PE Curriculum, these are: -

1. Acquiring and developing skills
2. Selecting and applying skills, tactics and composition
3. Evaluating and improving performance
4. Knowledge and understanding of fitness and health

The units of work are split into the following topics:

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>KS1</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Dance <input type="checkbox"/> Games <input type="checkbox"/> Gymnastics | <p><u>KS2</u></p> <ul style="list-style-type: none"> Dance Swimming Gymnastics Net and Wall Games Striking and Fielding Games Invasion Games Athletics |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

To provide a worthwhile P.E. curriculum within school physical education lessons all children are entitled to 2hrs quality P.E. 2 x 1 full hour session at Key stages 1 and 2 – not including changing time).

The school aims to give all children the opportunity to participate in OSHL (Out of school hours learning) within P.E. thus enabling all children to participate in more than two hours of physical activity a week. These activities include after school football and lunchtime badminton and tri-golf. Also children have the opportunity to take part in key stage festivals and tournaments.

Equal Opportunities and Inclusion

As a school we recognise that all pupils should have access to the curriculum regardless of gender, race, ability and disability.

All children at Forest Lodge have equal access to the P.E. curriculum.

Teachers provide learning opportunities that are matched to the needs and abilities of the children. This is achieved through a range of strategies: -

- Setting common tasks that are open-ended and can have a variety of results,
- Setting tasks of increasing difficulty, where not all children complete all tasks,
- Grouping children by ability and setting different tasks for each group,
- Providing a range of challenges through the provision of different resources,
- The amount and level of support given to pupils by members of staff during lessons.

The Scheme of work provided by the P.E. coordinator promotes an inclusive approach to teaching.

Safe Practice

As a school we encourage the children to consider their own and others safety at all times. This is demonstrated and enforced by staff during all P.E. lessons.

All children are expected to change into appropriate clothing for P.E. sessions,

- Shorts / tracksuit bottoms (elasticated bottoms)
- T-shirt
- Plimsolls / trainers (not to be worn during gymnastic or dance activities).

It is expected that teachers set a good example to pupils by wearing appropriate clothing and footwear during P.E. sessions.

The policy of the school governing body is that no jewelry is to be worn for any physical activity. Where children do attend school wearing jewelry it must be removed or appropriately covered before they can participate in physical activities.

If a child is hurt or injured during a P.E. lesson, a fully trained first aider is called to deal with the problem.

Teachers must ensure that all equipment used is safe. Where apparatus is involved then teachers must check that it is safe and secure before children are allowed to use it.

Equipment and Resources

All of the schools P.E. equipment is stored in the storeroom in the small hall or in shed on field and all staff are aware of the resources available to them. Pupils are not allowed into the P.E. storeroom under any circumstances without adult supervision.

The small hall also contains a wide variety of large apparatus, and when working with these pupils are expected to set up and put away this equipment as part of their work. As stated in 'Safe Practice' teachers need to check all equipment before it is used by pupil's. During break and lunchtimes children have access to a range of equipment and games including football, basketball and skipping ropes.

Cross Curricular Issues

English

P.E. contributes to the teaching of English by encouraging and developing pupils speaking and listening skills. During P.E. lessons pupils are encouraged to describe what they have done and discuss the effectiveness of their activities.

Science

During P.E. lessons children learn about the benefits of exercise and healthy eating as well as developing knowledge of how the body works, all areas that contribute to the teaching of science.

Mathematics

P.E. contributes to the teaching of mathematics in a variety of ways, these include: -

- Addition and subtraction – scoring in games
- Time – timing periods of games
- Grouping – setting teams and positions
- Shape and space – areas of movement

Music

P.E. contributes to the teaching of music by allowing children to explore and express ideas about music through dance.

Computing

Computing is integrated into lessons with you tube and Go Noodle clips used. It is also used to support the teaching of P.E. through the use of photographic and video equipment. By recording their movements and actions children are given the opportunity to discuss and develop their ideas.

Spiritual, Moral, Social and Cultural Development

The teaching of P.E. offers opportunities to support children's social development through the way they work with each other during lessons. By grouping children they are given the opportunity to discuss their ideas. The work in which children partake enables them to develop respect for varying levels of ability, and encourages them to cooperate with each other across a range of activities and experiences.

Assessment and Recording

Teachers assess children's work and attainment in P.E. in a variety of ways, including: -

- Direct observation of pupils work – independent and group
- Listening to children's ideas

- Discussing work and ideas – individuals and groups
- Feedback questionnaires from pupils

The progress made by pupils is then matched against the learning objective for the lesson. At the end of each unit of work, teachers assess pupils based on the learning objectives within the unit of work. These assessments are recorded and used to inform future planning. At the end of the school year teachers make a judgement against attainment levels for each child, for each unit covered within the academic year.

Continuity and Progression

To ensure that there is continuity and progression throughout the school within P.E. the following information is given to all teachers:

- P.E. policy
- Key stage plan
- Scheme of work
- Lesson plans to support units of work
- Previous year assessment of pupils
- Proformas to assess pupil achievement

Out of School Hours Learning

It is the schools aim to provide quality out of school hours learning (OSHL) for all pupils within P.E. This will enable the school to meet the government's aspiration for 2hrs of quality P.E. per week for each child.

The school has many OSHL clubs available to pupils throughout the school year, these include: -

- Football (girls and boys)
- Tag rugby
- Badminton
- Street/cheer dance
- Gymnastics
- Tri-golf
- Athletics
- Basketball

The school has many links with local clubs including Leicester City Football Club, Leicester Tigers and Leicester Riders, all of which contribute to the development of children's skills within their area

Attendance for events off school premises

- Parents are notified of event times, dates and arrangements
- Letter of authorisation returned to staff member responsible for the event
- Contact details including emergency number to be taken to events in case of emergency
- First aid equipment taken to each event / activity

Adults Other than Teachers

Adults other than teachers (AOTTS) are involved in P.E. in a variety of ways within the school. During dinner times lunchtime supervisors set up of activities for children to participate in.

At each out of school club there is always a member of staff available to administer first aid in the event of an accident. Teaching assistants also contribute to the transportation of children to and from league and friendly matches for school teams. Many parents are also involved in this activity.

It is the aim of the school to involve AOTTS in running a variety of OSHL clubs during dinner times and after school, giving more children the opportunity to become involved in physical activities. In accordance with child protection laws only after a full police check are people allowed to work with children within the school.