



Woodgrange Infant School Physical Education Policy

Aims of this policy

- To develop a whole school approach to the teaching of P.E. that reflects the school's values
- To set out a range of strategies for teaching P.E. and ensuring pupil progress and enjoyment.
- To ensure all staff understand how to support pupil's physical development.

Why we teach P.E.

We teach P.E. because it gives the children opportunities to:

- Enjoy and participate readily in physical activities in and around the school
- Develop a range of physical skills, stamina and strength and agility
- Express ideas in dance form
- Develop an appreciation of cooperation, fair play, honest competition and good sportsmanship
- Develop physical and mental co-ordination, self control and confidence
- Plan and evaluate.
- Motivate each child so that they retain a lifelong interest in all aspects of physical activity and recognise the importance of living and maintaining a healthy life.

How we teach P.E (KS1)

Each class receives timetabled hall periods inside and weather permitting, outside games per week. In each lesson there is opportunity for children to explore skills and techniques or ideas, a time for demonstration by adults or children and for critical appreciation from peers and adults.

Dance sessions are delivered by outside coaches.

Some Multi skills or Gymnastics is delivered by a coach.

P.E. is taught as a whole class lesson in KS1.

Physical Development in the Early Years

In the Foundation Stage physical education and development is planned as an integral part of everyday learning. Children in the EYFS have opportunities to use outdoor areas every day and may also have timetabled slots for more direct teaching. Children also have experience of Dance sessions on a rota through the year.

All staff* participate during P.E. lessons providing role models, support in good practice and skills.

P.E. kit

Children should not be excluded from physical activities if they have no kit or underwear.

There are standard letters available to inform parents of dress requirements.

Supporting all learners

Each lesson and physical development session is planned to enable children with a range of physical abilities to participate fully, including challenge for the most able or talented. All children are to be provided with equal access to P.E. resources and teaching. All staff at Woodgrange are responsible for ensuring that this takes place.

Support staff work alongside pupils during the lesson to model, encourage and support specific children as necessary.

For children who have physical disabilities some modification of lessons may be necessary in line with their needs. Discussions can be held with the SENCO and parents if necessary to accommodate these needs.

At all times we aim to ensure that no child adopts a passive role in P.E. activities.

Bilingual children can be supported by

- Staff or by other pupils who speak the same language.
- Adults or peers modelling actions to accompany instructions.
- Using various groupings such as pairing children with the same first language whenever possible.
- Using pictures and other various visual signs alongside verbal instructions.

It is the responsibility of all staff to ensure that the full curriculum is made available to all children. The above aims are a significant part of the process of ensuring this outcome.

How do we assess?

During P.E. sessions we make the following informal assessments:

- Observations made by teachers, teacher assistants, LSA support personnel and our NNEB staff
- End of topic assessments
- Discussions between members of staff about pupil performance in, for example, planning meetings, special needs support meetings etc.
- Head Teacher's informal discussions with pupils
- Post holders informal discussions with pupils.
- Performing in assemblies
- Yearly parental reports giving a summative account of each individual child's achievement.
- Oral feedback through staff and peers to individual or groups of children and their work.

These **may be** recorded as

- Teachers' own personal notes
- Notes on planning sheets
- "Mental" notes

Teachers are also encouraged to use a camera or a digital camera to take photographs of the different processes the children go through when completing a P.E. project.

Extra curricular activities are an important part of the child's education. They enable pupils to develop particular skills and further their interest in one or more sporting activities. It helps to introduce a competitive element to team games and promote co-operation and a sense of good sportsmanship. Our provision of after school clubs for children in full time school includes sporting activities.

- unless arrangements have been made on medical grounds

Health and safety in PE

It is essential that close attention is paid to matters of health and safety.

Before any lesson begins staff must

- make sure the room is free from hazards that may cause a trip or fall
- that the floor is dry and is not slippery;
- that children are aware of rules of safe conduct and noise levels.

Staffing~ who can teach?

PE must be taught by qualified teachers or qualified coaches. A member of support staff can lead PE sessions if they have the appropriate skills, knowledge or qualification but they must do so under the direction of a teacher who remains in the room/ area and maintains responsibility for the learning at all times.

A member of school staff – teacher or support staff- will be present in lessons delivered by coaches.

Student teachers may teach PE but a qualified teacher must be present throughout the lesson and intervene on health and safety issues if they arise.

NB We do not deliver any activities which require specific certification. We do not teach headstands. Coaching qualifications will be checked by the school.

Clothing

Children must wear appropriate clothing that allows safe, easy movement.

This means:

close fitting shorts/ track bottoms or leggings and t shirts
well-fitting plimsolls (or bare feet for dance/ gym)

NO JEWELLRY except that allowed for religious purposes
Long hair should be tied back

Equipment

A regular check is carried out by an approved contractor but staff should make a visual inspection of any equipment before use.

Any problems should be reported to the headteacher immediately and the equipment will be taken out of use until repaired or replaced.

Children should be taught how to carry, handle and use equipment safely as an integral part of their learning. They should have regular opportunities to set out and put away apparatus themselves.

Important points:

- Equipment must be locked into position for use and put away correctly.
- Children should be shown how to move equipment safely e.g. four children to hold the sides of mats, not corners.
- Staff must support children moving heavy or large equipment such as benches.

Mats

“a mat or mats should be provided where it is anticipated that landings will occur and need to be cushioned, not where it is expected that a child will fall.” (afPE safe practice guidance)

Mats are to provide a comfortable work surface for Gym.

They are not for crash landing and are not specifically to prevent injury.

Staff must make this clear to children and teach them safe landing techniques and ensure they are followed as part of behaviour management.

Accidents

Should be reported according to school procedures

Behaviour

Children must be clear of behaviour rules. These include:

- A safe level for noise
- Safe use of equipment, including mats for landing
- A clear signal to stop

This policy will be monitored by observations of sessions taught.

2015

Date of review 2017