

P.E Policy

What is P.E.?

P.E is the development of knowledge, skills and understanding of physical activity through a continuous process of planning, practise, exploring, performing and evaluating.

Aims and Purposes of P.E.

All children should be provided with opportunities and encouraged to:

- experience a wide range of physical activity;
- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Planning, Teaching and Assessment.

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

Teachers assess children's learning in PE as they observe them during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

- P.E is taught in line with the Teaching and Learning Policy
- Old Moat children get a standard two hours of physical education a week
- The school's scheme of work and associated resources ensures continuity and progression following guidance from the New National Curriculum
- Learning may be planned to fit into a topic, but generally the P.E curriculum demands specific skills which are not easily linked with topic work

Provision is met by the class teacher or support teacher.

Children are taught within their normal class as individuals, in pairs or groups as appropriate to facilitate a range of individual learning styles.

Instantaneous assessment, in the form of verbal feedback during lessons, is an essential and integral part of P.E.

Parents are informed of children's progress in P.E in the end of year annual reports.

Children reflect and evaluate their own performance, with teacher support.

In the early years, regular observations are made and recorded in the area of 'Physical Development'.

Inclusion and Equal Opportunities.

All children at Old Moat Primary School are entitled to participate in the P.E. curriculum regardless of ethnicity, gender, religion and special educational need. At Old Moat Primary School, we feel that it is essential that all children's efforts are valued and supported in a safe and secure environment. Where children have specific sensory and physical needs, adaptations to the curriculum may be necessary to ensure that children have every opportunity to succeed at their particular stage of development.

P.E in the Foundation Stage.

We believe that young children learn through using all of their senses and through being active and interactive. Physical Development is one of the areas of learning in the Foundation Stage Curriculum. Activities are planned specifically to ensure a safe, well-resourced environment, which helps them to build on and develop their confidence and independence. Children are given time to explore, experiment and refine their social, interpersonal skills as well as gross motor skills and hand-eye coordination. Staff provide children with a balance of opportunities for all round physical development. This is achieved through the use of in and outdoor play, use of the hall, playground and field. A range of equipment, apparatus and stimuli is employed to encourage the development of specific skills.

P.E in Key Stage 1.

Children continue to build on their early experiences and move into paired and group activities. They begin to play simple games, explore and link actions, improve coordination and response to stimuli. They develop greater awareness of others and begin to develop their own ideas and creativity. Children improve their use of apparatus and equipment and continue to develop gross motor skills and hand-eye coordination. They learn to refine skills in throwing, catching and kicking balls and working cooperatively. They continue to develop coordination, balance and achieve greater control over their movements. They develop their visual and auditory awareness and begin to express themselves through movement and communicate ideas and feelings about their performance.

P.E in Key Stage 2.

Children build on their previous experiences through a broader P.E curriculum. They learn specific skills and refine and improve existing ones. Children learn and demonstrate the importance of teamwork in pairs and small groups, and are taught common skills and principles for playing games with increasing complexity. They are given opportunities to be creative in developing their own rules as well as learning the conventions of traditional games. Children will take part in competitive experiences and develop greater awareness over the importance of their efforts, how they react to losing as well as winning. Children are praised for their positive reaction to losing as this is an important part of learning. Children begin to sequence movements with greater complexity, and develop poise and control over their actions, including equipment and apparatus. They respond creatively to stimuli and improve compositional work, performance and content. They become confident at evaluating their own performances and others, and reflect on how they can refine and improve their skills. Children develop greater awareness of the importance of physical activity and the effect upon their own body.

Resources

- Children should have access to a range of well organised, clearly labelled resources to develop the ability to select the appropriate equipment for a task
- Teachers will ensure that all resources are available when they are needed
- Everyday resources will be stored and available from the PE store cupboard and returned after use
- Teachers will notify the PE Leader of damaged resources
- Children should be taught to use resources/equipment appropriately and independently
- Teachers to use a diverse range of resource material to cater for all the needs of the children

Appropriate dress.

We expect children to change for PE into the agreed clothing for each activity area. Children are expected to wear the school PE kit in order to ensure safe participation during sessions.

Indoor sessions	Outdoor sessions
Shorts or leggings	Shorts or tracksuit bottoms (winter)
T-shirt	T-shirt or sweaters (winter)
	Trainers/pumps

Jewellery should not be worn at school with the exception of studs and watches. Children are required to remove these items for PE. If your child wears studs they will have to remove them if are unable to remove them they will be covered by surgical tape.

Adopted: February 2015

Review: February 2017