

Woodcroft Primary School

Physical Education and Sports Policy



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1. Aims and Objectives:

To ensure:

- we have the greatest levels of participation in PE and Sport
- the highest expectations lead to highest quality of achievement and pupils attainment
- for pupils to progress in their skills, competence and performance
- meet the Government agenda for physical education, school sport and physical activity
- teaching styles meet the needs of different learners (VAK)
- optimum use is made of the school facilities to create an environment which supports learning and encourages pupil progress
- we actively promote to pupils how to lead a healthy lifestyle
- learning within physical education is fun
- have a broad range of sporting activities the pupils can choose to get involved with
- develop their leadership skills

2. PE Curriculum Planning

At Woodcroft we follow the new National Curriculum for Physical Education. Each pupil is timetabled to participate in a minimum of 2 hours per week of Physical Education which includes swimming in Year 4. Our curriculum map for Physical Education allows children to progress, consolidate and build on their skills throughout their time at Woodcroft. In the Foundation Stage we relate the physical development of the child to the objectives set out in the Early Years Foundation Stage Curriculum.

A unit of work is taken from the curriculum map and broken down onto our Creative Curriculum wheel and if appropriate the unit is linked to the topic within the curriculum. From the medium term plan the class teacher will produce a short time plan for their lesson. This plan will consist of a warm up, main teaching, independent activity and a cool down. At Woodcroft we use a variety of resources to support planning for example, LCP, Val Sabin and TOPs cards.

3. Swimming

Swimming is an integral aspect of the PE curriculum at Woodcroft. Provision is made for all Year 4 pupils to attend weekly swimming sessions for a total of 3 terms. It is expected that all pupils should be able to fulfil the National Curriculum expectation and swim 25 metres by age 11.

An appropriate swimming kit is to be worn, no bikinis or bermuda shorts. For religious reasons pupils are able to wear appropriate full length swim wear that follows their religious expectations. Pupils are not encouraged to wear goggles as we promote water confidence and basic water safety skills. If goggles are to be worn for medical reasons then the head teacher will require a medical letter from the pupil's doctor.

4. Assessment in PE

Assessment of pupil's progress and attainment is a continuous process integral to all teaching and learning. It informs teachers, pupils and other interested parties and help to identify learners' strengths, weaknesses and needs. Formative assessment via teacher, peer and self observation and feedback to aid progression is essential in any lesson. Progress is recorded against the learning objectives set for each lesson.

At the beginning and end of the unit the teacher will make a judgement on whether the pupil has met, exceeded or is working towards expectations outlined in each unit of work (core tasks). This is recorded on the school tracking system target tracker.

A summative assessment is given in the end of year reports to parents /carers.

5. Ensuring High Quality Safe Practice

The advice contained in the BAALPE publication 'Safe Practice' in Physical Education should be followed at all times. The staff copy is with the subject leader who will always retain a copy and will be able to offer advice.

Pupils must be encouraged to change for PE into the agreed clothing (see school brochure). Staff should set a good example by wearing appropriate clothing when teaching PE and Sport.

All gymnastic apparatus should be inspected by a specialist company annually.

It is also the responsibility of each individual teacher to make a risk assessment of the area they are using prior to use. The subject leader has a copy of a PE risk assessment.

Please refer to the PE and Sport Passport to Success for further information or speak with the subject leader.

6. Inclusion

Opportunity and provision in P.E. and Sport activities will be planned and delivered to meet the needs of all pupils. Differentiation should enable all pupils to achieve to the best of their ability.

The whole school register for Gifted & Talented pupils includes those talented in PE. Provision for these pupils in both curriculum and Sport will be mapped out by the G&T co-ordinator.

Children who cannot in the short term be physically active such as those with injuries, long term illness etc. should be involved in the non-performance aspects of the activity. They can work with individuals or groups helping with the evaluating and improving aspects of the tasks. Non-participants should change into suitable footwear (where appropriate).

Pupils who attend school without appropriate PE kit will support the lesson in the non-performance aspects of the activity. The school consults pupils, families and where necessary the community to identify barriers to participation for specific activities and evidences how it acts on their views.

The medical needs of all children needs to be considered before any physical activity. Each class has a list of identified needs available for consultation. Appropriate care plans need to be considered and risk assessments made in order to ensure that activities can be accessed safely by all pupils. Pupils are encouraged to take responsibility for their own asthma pumps and these should be independently accessible in all lessons.

7. Sport at Woodcroft

We aim to provide a broad range of sporting opportunities, which will include participatory as well as representative activities. Sport activities enable, extend and enrich the curriculum. The sports co-ordinator is responsible for ensuring the highest level of single pupil participation in Sports clubs.

See the 'AIM academy programme' for a list of clubs available at Woodcroft.

8. PE and Sport Subject Development

The subject co-ordinator is required to produce a 3 year plan for PE and Sport and this is submitted to the head teacher. From the 3 year plan a detailed one year subject development action plan is created which outlines how to achieve the aims and objectives set to further improve the subject. This is reviewed annually and an impact report is submitted to the head teacher.

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Person responsible for drafting the policy: Sachin Patel

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