

Astwood Bank Primary School



*A centre of learning and opportunity*

# Physical Education at Astwood Bank Primary School

Policy	<b>Physical Education</b>
Last review	March 2022
Reviewed by	Mrs. C Smart



At Astwood Bank Primary School we believe that physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle; thus, we enable them to make informed choices about physical activity throughout their lives. It also encourages healthy competition in and out of school as well as highlighting the importance of team building and forging social bonds. We strive to include all children of differing abilities in PE and provision is made for SEN children in the school.

## **Aims**

- To enable children to develop and explore physical skills with increasing control and co-ordination.
- To encourage children to work and play with others in a range of group situations.
- To develop the way children, perform skills and apply rules and conventions for different activities.
- To increase children's ability to use what they have learnt to improve the quality and control of their performance.
- To teach children to recognise and describe how their bodies feel during exercise.
- To develop the children's enjoyment of physical activity through creativity and imagination.
- To develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their success.
- To increase the activity levels of the whole school through the provision of a supportive environment that is conducive to the promotion of physical activity.
- To provide opportunities for all pupils in the school including G & T and SEN pupils.
- To give pupils ownership of individual responsibilities with roles such as school bloggers and playground leaders.
- To ensure that all children receive 2 and half hours curriculum P.E time a week.
- To offer all children an after-school club or during lunchtimes every week.
- To have at least 50% of the children receive an after school or lunchtime P.E. club.
- To make positive links with sports clubs in the local area to promote the opportunity for more P.E and competitive sport
- To promote intra-school competitions.
- To enrich pupil development through social cooperation and teamwork opportunities associated with intra-school and external competitions.
- To ensure P.E funding is allocated to areas in greatest need through the collation of evidence and the implementation of a researched action plan.

## Teaching and Learning Style

We use a variety of teaching and learning styles in P.E 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 and that of their peers through formative and self-assessment.

Within lessons we give the children the opportunity both to collaborate and to compete with each other. By giving the children use of a wide range of resources they are able to experiment and use their natural creativity to investigate physical skills.

In all classes there are children of differing physical abilities. Encouragement and praise from teachers and peers alike has a positive effect on a child's motivation. But we also strive to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this 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, e.g. different games.
- Providing a range of challenges through the provision of different resources, e.g. different gymnastics equipment.

## PE Curriculum Planning

PE is a Foundation subject in the National Curriculum. We use a variety of schemes of work that individual teachers choose from depending on which part of the curriculum is being taught.

In Key Stage 1, we teach dance, games and gymnastics, with a focus throughout on the fundamental movement skills.

In Key Stage 2 we teach compulsory dance, games, gymnastics, swimming and water safety, athletics and outdoor education activities.

In the Foundation Stage they follow The Lancashire County Council scheme of work. We encourage the physical development of our children as an integral part of their work through activities in Continuous Provision and discrete PE lessons. As the Reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenges, both indoors and outdoors, using a wide range of resources to support specific skills.

## Teaching PE to Children with Special Educational Needs

At our school we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Intervention through SEN support and looking at their One Page Profile (OPP) for children with special educational needs. The OPP may include, as appropriate, specific targets relating to PE, which will be worked on through individual intervention time as well as differentiation in whole class PE lessons.

We enable pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside of our school, for example, a sports event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

### **Assessment and Recording**

Teachers assess children's work in PE by making assessments as they observe them during lessons. They record the progress made by children against the learning objectives for their lessons. At the beginning and end of a unit of work, teachers make a judgement as to whether the child is at emerging, expected or exceeding level. They will record the information on the standardised assessment grids, this evidence will be used to plan and differentiate future PE lessons as well as any filmed recordings. 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.

### **Resources**

There is a wide range of resources to support the teaching of PE across the school, this is regularly reviewed and is updated when necessary. We keep the relevant equipment in the PE cupboard in the Hall or in the PE store outside. The PE stores are only accessible to children under adult supervision. The hall contains a range of large apparatus, we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely and responsibly. The children use the school grounds for games, athletics and outdoor adventure activities as well as the local swimming pool.

### **Extra-curricular Activities and Competitions**

The school provides a range of extra-curricular PE related activities including football, tennis, tag rugby, cricket, athletics, cross country running, hockey, dance and gymnastics, delivered after school. These are either led by teachers or delivered by 'Sports Stars', an outside agency.

As a school we seek to engage more children in extra-curricular sporting clubs and we endeavour to target specific groups of children, such as those who are eligible for pupil premium and the less active.

Registers of clubs will be taken so that attendance can be monitored. These encourage children to further develop their skills in a range of activity areas. The school sends details of the current club activities to parents at the beginning of each term and children are accepted for work on a first come first served basis.

The school also plays regular fixtures against other local schools. This competitive element is key to our teaching and the team games allow children to put into practice the skills that they have developed in their lessons and extra-curricular sessions. These opportunities aim to foster a sense of team spirit and co-operation amongst our children.