

PE Policy

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Mr D Walton, Head Teacher
Langley Park, Co. Durham, DH7 9XN
Tel: 0191 3731398
Email: langleypark@durhamlearning.net

Policy and Curriculum Guidelines for Physical Education

Policy Statement and Aims

At Langley Park Primary School we aim to provide a broad and balanced **high quality** P.E. curriculum for all pupils. This will;

- Be progressive, stimulating and challenging to all involved.
- Have significant influence on long-term health by instilling a life-long interest in physical activity.
- Develop positive attitudes and behaviour as well as physical competence.

We aim to;

- Develop physical competence and promote physical development.
- Maintain and increase physical mobility and flexibility.
- Develop stamina and strength.
- Develop an understanding of the concepts of fair play and good sportsmanship.
- Foster self-esteem and self-confidence.
- Develop an understanding of the importance of exercise in maintaining good health.

Staffing/Staff Development

Each teacher will be responsible for planning and delivering P.E. ensuring that all aspects of the curriculum are covered. Delivery of P.E. will, however, be flexible, allowing for specialist teaching through the coordinator, if desired. Any strengths and weaknesses can be discussed, in the first instance, with the P.E. coordinator; and INSET courses will be made available to all.

Entitlement

Each class will receive **at least** 1 hour of high quality P.E. per week. Units of work dependent on indoor facilities will be taught during the winter months. Units that allow for outdoor work will be taught when there is more opportunity for using the field.

Key Stage 1 will cover Dance, Games and Gymnastic Activities. Each block of work will last for a full term. Key Stage 2 will cover Games, Gymnastic Activities, Dance, Athletic Activities and Outdoor and Adventurous Activities. Swimming will be taught to each class in Key Stage 2 throughout the year.

Classes will be taught in the gymnasium and the hall when indoors.

Out of School Hours Learning (OSHL)

Our OSHL programme aims to complement the P.E. curriculum. OSHL activities are available to pupils in both Key Stages and are not dependent on gender or ability. OSHL clubs are run by both staff members and sports coaches provided by the School Sports Partnership of which we are members.

Adults other than teachers (AOTTS)

Some of our clubs are run by AOTTS. All such people are thoroughly vetted with CRB checks being undertaken. They are all from professional organisations and plan their own activities after consultation with staff. Monitoring and evaluation is undertaken by the P.E. coordinator or by the teacher whose children are benefiting from the club. Where organisations provide their own insurance, the teacher need not remain present. If this is not the case, the teacher must remain. If AOTTS are used during curriculum time, the teacher ought to remain in order that they may benefit from observing a specialist in their field.

Safe Practice

All members of staff work to accepted codes of practice as set out in the 'Safe Practice in P.E. BAALPE' book, which is accessible to all staff. In turn, staff make health and safety an integral part of P.E. lessons, highlighting potential dangers and modelling the correct way to manage and use apparatus safely and effectively.

In the event of a physical emergency, one of the on-site 1st aid trained personnel will be sent for. Should the gym need evacuating, children will leave via the fire door to the rear of the gym. The teacher must always be available in case of emergencies whilst the children are changing. Staff may enter the changing rooms if necessary though male staff must knock and wait by the door of female changing facilities, unless presented with an emergency when at least one other child must be present.

While travelling to and from the swimming baths/sports tournaments, children must remain seated and belted on the bus until told otherwise by a staff member.

Gymnastics equipment is checked annually and a report presented to the school. Staff must ensure that equipment remains in good condition prior to use, and report any unsatisfactory equipment to the coordinator.

Cross-curricular Issues

Where appropriate, cross-curricular links will be articulated, particularly relating to Science (health and fitness) and PSHE e.g. treating others with care and respect; acknowledging victory and defeat in the same way; ensuring that children of low attainment aren't left to the end when picking teams.

Equal Opportunities and Inclusion

Girls and boys will be taught in mixed gender, mixed ability classes throughout the school. All children will partake of P.E., no matter what their level of attainment. Should any child require particular care due to e.g. physical or mental disability, a teaching assistant will be made available to provide extra support.

Equipment and Resources

Small equipment will be stored in the cupboard outside the gym. Large equipment and apparatus will be kept in the cupboard to the rear of the gym, making sure that the fire exit is not blocked. Should there be gaps in our resourcing; staff can make this apparent to the coordinator who will order new equipment. It is the responsibility of all staff members to keep

the equipment in good order and to ensure that the cupboards are kept in a neat and tidy fashion. If children collect/return equipment, they must be supervised.

P.E. equipment is to be kept solely for lessons and must not be taken out at break or lunch times. Separate resources will be made available for this.

The Learning Environment

The gym is swept and cleaned on a daily basis and is suitable for bare foot work, though staff must check this prior to beginning a lesson.

Likewise, the yard areas and field will be checked for hazards before beginning outdoor work.

All storage areas have adequate lighting and floor areas are kept clear to minimise tripping hazards.

Leadership and Management Roles

The coordinator is responsible to the Head Teacher. It is the coordinator's responsibility to liaise with other Primary Link Teachers and School Sport Coordinators within their given partnership.

Monitoring, Evaluation and Assessment

The coordinator is responsible for monitoring and evaluating P.E. within school. Monitoring will be used to help to improve teaching and learning within the subject. Pupil interviews will be taken on an annual basis to assess pupils' response to the subject. Staff will complete an evaluation sheet at the end of each term to assess the impact of any given unit of work, stating implications for future planning, resources needed and identifying SEN children – whether low or high attainers. This sheet will be kept on file by the coordinator and will be replaced annually. Informal assessment will be done by individual teachers using the QCA core tasks as a model.

Continuity and Progression

Use an adaptation of the QCA core tasks and units of work ensures that work covered in one year builds on work in previous years and therefore ensures continuity and progression from Reception to Year 6 in all aspects of the subject. Information will be passed from one teacher to another through the annual report; and during the year through verbal comments to the coordinator.