

St Augustine's Catholic Primary School

Agreed by Governors: March 2021

To be reviewed: March 2022

Physical Education Policy

Mission Statement

Having Christ as our Cornerstone, everyone at St. Augustine's strives to develop the Faith, skills and attitudes and values of each other to be the best that we can be.

Our Physical Education programme will provide equal access for all pupils in their development of whole body control and co-ordination. Pupils will be taught through a variety of enjoyable physical activities which include: dance, gymnastics, athletics, games, swimming and outdoor adventurous activities. Through active participation in lessons pupils will be encouraged to understand the importance of safe practice and the need for health for life.

Aims and Objectives

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. PE 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.

The aims of Physical Education are:

- 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 quality/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 of how to succeed in a range of physical activities and how to evaluate success.

Teaching and Learning Styles

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 make reference to the learning objective of the lesson as part of the introduction to make the children aware of the focus of each lesson. 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 that of peers. Within lessons we give the children the opportunity to collaborate and compete using a wide range of resources.

In all classes there are children of differing physical ability. Whilst recognising this fact, we 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 eg timed events, sprints
- setting tasks of increasing difficulty, where not all children complete all tasks eg high jump
- grouping children by ability and setting different tasks for each group eg different games
- providing a range of challenge through the provision of different resources eg gymnastic equipment.

Curriculum Planning

Physical Education is a non-core subject in the National Curriculum. We teach dance, games and gymnastics in Key Stage 1. In Key Stage 2 we teach dance, games, gymnastics and swimming and year groups alternate with athletics and outdoor and adventurous activities.

The Physical Education map lays out the areas of activity to be covered in each term for each year group. Our medium-term plans give details of each unit of work for each half-term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leader regularly reviews these plans to take into account priorities within the SIP.

Class teachers complete a brief plan for each Physical Education lesson which lists the details of the lesson to be taught. These short-term plans are copied and kept in the staffroom for the subject leader to monitor.

We plan the Physical Education activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the medium-term plans, so that the children are increasingly challenged as they move up through the school.

Foundation Stage

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 challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

English as an Additional Language

At St Augustine's we encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs. A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.

When delivering the Physical Education curriculum, we ensure we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976 and our Equal Opportunities Policy.

The Physical Education curriculum can create different language demands which we identify and address. (see EAL Policy)

Special Educational Needs

We teach Physical Education to all children, whatever their ability, as it forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties, and work in Physical Education takes into account the targets set for individual children.

Equal Opportunities

All children are entitled to a comprehensive Physical Education curriculum which includes the National Curriculum proposals and takes into account their individual needs and interests. It is imperative that all children have access to a curriculum that covers the end of key stage statements and is appropriate to their age and ability. It is vital that all pupils are provided with equal opportunities to participate and to achieve in different activities. Lesson planning, organisation, teaching and learning styles are to be consistently reviewed to ensure that no pupil is being disadvantaged in realising their full potential.

Assessments

Teachers assess children's work in Physical Education by making formative assessments as they observe them working during lessons. The children are assessed regularly using a variety of strategies: informal and formal observation, peer group assessment and self-assessment/evaluation. Teachers record their assessment information half-termly reflecting on identified learning objectives and pass on a copy to the subject leader. These assessments are used to plan future work and are a record of progress for individuals or groups of children.

The Physical Education subject leader collects photographic or video evidence of children's work from class teachers in line with the requirements of the MER Policy as evidence of Physical Education in each year of the school.

Resources

There is a wide range of resources to support the teaching of Physical Education across the school. We keep most of our small equipment in the Physical Education store in the hall and this is accessible to children only under adult supervision. The hall contains a range of large apparatus and 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.

Monitoring/Review/Evaluation

The monitoring of the standards of children's work and of the quality of teaching in Physical Education is the responsibility of the Physical Education subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject and providing a strategic lead and direction for the subject in school. The Physical Education subject leader gives the Headteacher Physical Education reviews in line with the MER Policy in which s/he evaluates the strengths and weaknesses in the subject, taking into account assessments made by class teachers. The subject leader will indicate areas for further improvement. The Physical Education subject leader has planned time in order to review evidence of the children's work and undertake lesson observations of Physical Education teaching across the school. Class teachers will be given a copy of the observation report and feedback given.

Contribution of Physical Education to teaching in other curriculum areas

English

Physical Education contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance.

Information and Communication Technology

We use IT to support Physical Education teaching when appropriate. In dance and gymnastics, older children can make video recordings of their performance and use them to develop their movements and actions. Pupils can compare each others' performance from recordings and use these to improve the quality of their work.

Personal, Social and Health Education and Citizenship

Children learn about the benefits of exercise and healthy eating as well as how to make informed choices about these things.

Spiritual, Moral, Social and Cultural Development

The teaching of Physical Education offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them a chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other and develop a better understanding of themselves and of each other.

Health and Safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times.

Extra-curricular Activities

The school provides a range of Physical Education-related out-of-hours activities. These encourage children to further develop their skills in a range of the activity areas such as football, netball, gymnastics, rounders, tennis and athletics. The school also plays fixtures against other local schools when possible. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

MONITORING AND EVALUATION

This policy will be reviewed regularly by staff and governors or earlier if local or national directives are received.