

Girnhill Infant School

Physical Education Policy

Reasons for a Physical Education Policy

To raise children's attainment within Physical Education in school.

To provide a framework which will ensure continuity and progression throughout school for each pupil.

To provide confidence in all staff to deliver the National Curriculum.

To satisfy the legal requirements set out in the National Curriculum.

To provide a comprehensible document to which staff, parents and Governors may refer.

To provide equal access for all pupils regardless of gender, ethnic origin or special needs.

What the National Curriculum says:

The national curriculum for physical education aims to ensure that all pupils:

- 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

The National Curriculum guidelines states that development will take place through one of the following areas:

Key stage one:

Dance

Games

Gymnastics

Through the broadness of the curriculum, each child will gain efficient body movement, movement and safety principles and understanding and promotion of the aspects of a healthy lifestyle.

Planning - Scheme of Work

Girnhill Infant School has taken decision to pay for P.E specialists to come into school and work with members of staff to develop their CPD and subject knowledge in P.E.

Each year group will follow the sequence of topics areas stated in the lesson plans created by their P.E specialist. These pre-planned lesson plans will be used as the basis of planning with cross-curricular links where possible.

Assessment

Direct observation is the most obvious way of collecting evidence in PE. This may include discussion, appropriate use of video or photographs (particularly relevant for assessment for the Foundation Stage Profile, alongside notes), response to questions, and children's evaluation of their own and others' performances.

Assessment of children's attainment is a continuous process and criteria are needed which can be used in assessing children's work in PE, e.g.:

- Accuracy
- Efficiency
- Adaptability
- Teamwork
- Ability to do more than one thing at a time
- Agility
- Stamina
- Imaginative performance

The criteria which is being used for assessment at any particular time should be made known to the children (through delivery of the lesson objective at the outset of the lesson), so that children can have some ownership in evaluating their own performance in accordance with the given criteria. Targets for future work may then become apparent to pupil and teacher.

Equal Opportunities

At Girnhill Infant School we expect all children to participate in every aspect of PE, regardless of their ability, ethnicity or gender. We provide a learning environment which can be accessed by all pupils, and a scheme of work which caters for the needs of all the children in the group. We recognise that some children have particular special needs, behavioural, physical or learning based. In recognising this, we are able to identify specific strategies to ensure their inclusion with each lesson. If these strategies include the use of Adults other than teachers (AOTTS) we will ensure that they are fully aware of the task, their role and the learning outcomes prior to the lesson. It may include the use of specific equipment or restrictions of certain apparatus and equipment to ensure safety simplify or extend the task. These strategies may also include the organisation of the lesson and the children e.g. the position of partial hearing and sighted children.

Provision

At Girnhill Infant School, all children take part in various physical activities which are planned to meet the needs of individual year groups. In Lower Foundation Stage, children achieve the Physical Development aspect of learning through continuous provision and focussed outdoor activities. Children in Upper Foundation Stage undertake one 45 minute session of 'Kidnetics' per week along with their focussed outdoor activities and continuous provision. Children in key stage one receive one afternoon of PE per week which lasts approximately 2 hours. Again, these sessions are delivered by P.E specialists; ProVision. This can be outdoors, indoors or a mixture of both. Lessons plans are created by ProVision and consist of a warm up, focus session and cool down.

Dress Code

In order to take part in any form of Physical Education lesson, each child must be dressed appropriately in accordance with the environment in which they are working and the activity they are undertaking. Clothing must be comfortable, allowing freedom of movement, appropriately fitting and smart. Any form of jewellery **MUST** be removed, with the exception of newly pierced ears where a covering plaster must be provided as a protective cover. All footwear worn should be recognised as being suitable for the activity to be undertaken. Long hair must be tied back with a simple bobble - all of these requirements are to promote the safety of the pupils participating in the lesson. In the instance of a foot sore e.g. verucca, it is not necessary to cover with a plaster or bandage or restrict the child from the lesson in any way.

Where possible we are seeking for all the children at Girnhill Infant's to adopt the uniform listed below when undertaking a Physical Education lesson.

Indoor PE - Navy shorts, white t-shirt and bare feet.

Outdoor PE - Navy shorts or tracksuit bottoms, white t-shirt, trainers or pumps with socks. Laces must be fastened properly and not 'tucked in' to ensure safety.

Whilst we accept that it is not always possible for all children to wear the school PE kit for indoor PE that we would prefer, we must strive to ensure that all children bring to school a change of clothing appropriate for undertaking physical activity. We are not only teaching the children in our care independence in dressing and undressing, but also about attitudes towards personal hygiene in preparing for physical activity. Where children fail to bring a change of kit, they will be provided with one to borrow for that session. It is not acceptable to have children sitting at the side of the lesson simply because they do not have a change of clothing. PE is an integral part of the school curriculum. All children are expected to participate unless there are exceptional circumstances. A written note from home must be received for a child to be excused from PE.

Pupils who are excused from PE lessons will be involved as reasonably possible. They will take part as officials, observers, recorders and/or critics so that they can work and learn alongside their active peers.

Some cultures require the wearing of certain clothing to conform with their religious beliefs and traditions. This should be recognised and discussed with parents, and where necessary, the leadership of the groups concerned, then satisfactory arrangements can be made for the wearing of suitable garments by young people to enable their safe participation of PE.

Teachers are also expected to be dressed appropriately for PE lessons.

All children will get changed within the classroom under the supervision of the class teacher.

Staff Responsibility

In my role of curriculum co-ordinator for Physical Education, I, along with the senior leadership team, will ensure that the policy and scheme of work are implemented appropriately throughout the school. I will also ensure that both the policy and scheme of work are working documents, constantly being updated in the light of the curriculum changes and in school factors. In addition I will undertake the role of monitoring the effective implementation of Physical Education within school. Monitoring will take place through two manageable and connected strands, observation of lessons and through discussion with pupils. I will ensure staff audits are analysed and acted upon.

Health and Safety

All teaching staff are responsible for safety in the lessons they plan. Teachers therefore need to be familiar with the procedures associated with the teaching of particular activities.

The lifting of apparatus should involve sufficient children to make it feel 'light'. Pupils should be taught where to place their hands and to lift together on the leader's signal, by bending and straightening the legs and keeping their backs straight. Lowering the equipment should be done together, again on the teachers signal, using the stronger muscles of the legs. Four pupils will normally be required to lift and place apparatus. Initially, mats will be required to be lifted by four children, one to each corner. Two children will be appropriate when competency is established, depending upon the weight of the mat.

It is imperative that good discipline is maintained throughout a PE lesson. Pupils should be aware of what is expected of them, the reason for that

expectation, and what the sanction will be if they do not comply. The noise level in the gym should always be such that the pupils can hear the teacher's instructions/signals. Class teachers should position themselves in the gym so that they are able to observe the whole class, they must be constantly watching the pupils actions and never become engrossed in one group to the neglect of the rest, unless AOTTs are present.

If an accident occurs during a PE lesson, the teacher should ask all pupils to stop work so that their full attention can be given to the injured child. Office staff should be immediately notified of the accident, in order that the injury can be dealt with according to school accident procedures.

Some asthmatic children may need to keep their inhaler nearby during PE. When those children are in the gym, the school office is nearby and the inhaler can stay there until needed. If children require their inhaler whilst outside it should be the responsibility of the class teacher to look after these and offer them to the children when needed.

Damage to equipment/ apparatus should be reported to the PE co-ordinator. The PE co-ordinator is responsible for checking apparatus on a regular basis. It is the responsibility of the Head teacher to ensure that the apparatus is checked by the LEA on an annual basis.

The use of Outside Agencies/ Extra-Curricular Activities

Children continue to receive training from outside agencies. These are organised as and when appropriate through contact from these agencies.