WINGROVE PRIMARY SCHOOL

Policy Statement for P.E.

Subject leader: Mr J Rutter
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Physical Education Policy

Rationale

We recognise that learning in the environment is an important part of our school rationale. Learning that goes on in the environment provides a context for developing life skills such as cooperation, self-esteem and self-confidence as well as developing thinking and problem solving skills. We believe that good quality learning outside the classroom adds much to the value of the classroom learning. Children need to explore the world outside which provides practical and first hand experiences and allow the fun element of learning.

Aims

- To develop communication and co-operation skills and sharing of ideas.
- To extend the curiosity and wonder about the world.
- To develop positive attitudes to learning.
- To apply classroom learning to the real world.
- To extend the children's natural curiosity and wonder about the world.
- To enable children to gain independence and learn to behave in different circumstances.
- To have fun.

We are continually aiming to raise the standards of achievement of all pupils in Wingrove School.

Environmental considerations

Wingrove School has environmental awareness at the heart of its ethos. We have a team of children who every week recycle our waste paper and the Eco Warriors are becoming increasingly involved in environmental issues around school and the local area. We are currently working towards the Green Flag.
Good practice should be modelled by adults showing children that the world in which we live should be cared for.

The National Curriculum

The National Curriculum and Early years Foundation Stage Curriculum defines what we teach the children in school. This is the basis for each class's programme of learning for each school year. Any outside activities or visits planned will be closely linked to the National Curriculum.

School visits

Within each class's programme of work the teacher plans educational visits that support the children's learning. We follow the LEA national guidelines for pupil ratio.

Any visit outside will be accompanied with a visit risk assessment. We give details of the visit to parents before the visit takes place and a signed consent is obtained from the parents. A list of the class children and emergency contacts is held by the lead teacher and a copy held in the office.

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Planning

Long term planning is based on the yearly teaching programmes set out in the National Curriculum and ELG in Foundation Stage.

Short term planning is carried out weekly in year group teams. These plans include the learning objectives for each part of the lesson, the activities chosen as the vehicle for achieving the objectives, differentiation, special resources and any key vocabulary or questions. Each lesson ends with a focussed plenary.
Objectives in the planning are highlighted using the traffic light system

Cross Curricular Links

In order to create a cohesive and meaningful learning programme for our children, we try to identify links during the planning stage and give children the opportunity to use their subject knowledge and skills in real contexts.
Foundation Stage currently uses the school grounds one morning each week for their Forest school activities.

Teaching Methods and Approaches

Teaching outdoors at Wingrove provides opportunity for;

- Group work
- Paired work, including mixed ability and similar ability pairs
- Whole class teaching
- Individual work

Learning outside should encourage problem solving, creative thinking, investigation and decision making.

Organisation

The National Curriculum and Early years foundation stage curriculum with R.E. PSHE and Citizenship defines what we teach. We recognise that differentiation has an important place at Wingrove in order to meet the needs of every child

Differentiation Techniques

- Differentiation by outcome
- Differentiation by task.
- Differentiation by teacher input.

Equal Opportunities

As a staff we endeavour to maintain an awareness of, and to provide for, equal opportunities for all pupils in science. We aim to take into account cultural background, gender and any special need, both in our teaching attitudes and in the published materials we use with our pupils.

Physical Education Policy
Introduction

Rationale

Physical Education develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes skilfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive, cooperative and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes toward healthy and active lifestyles.
Pupils learn how to think in different ways to suit a wide variety of creative, competitive, cooperative and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes, abilities, preferences and make choices about how to get involved in lifelong physical activity.

We seek to provide a full, varied and interesting Physical Education curriculum which challenges, engages and excites staff and pupils alike. We see Physical Education as a vital part of the education experience as a whole.

Aims

The aims and objectives of the PE Department relate directly to those of the school as a whole.

In order to do this we aim to:

1. Stimulate and maintain pupil interest and enjoyment in PE and to promote health and fitness for current and future lifestyles.
2. Enable pupils to be familiar with a body of knowledge, principles and vocabulary to relate to PE.
    a. To enable pupils to see PE as:
        i. A major feature in our lives, related to employment, leisure and culture.
        ii. Part of a wider body of knowledge and skills, EG interpersonal and problem-solving skills.
    b. To enable pupils to:
        i. Understand and use safe practice and to appreciate its importance in PE.
        ii. Understand the short and long term effects of exercise on the body.
        iii. Understand the role of exercise in a fit and healthy lifestyle.
3. Enable pupils to develop a range of desirable personal qualities such as safety, awareness, politeness, perseverance, concern for others, initiative and independence. The establishment of self-esteem through the development of physical confidence is a major aim for the Physical Education department.
4. Enable pupils to work independently and as part of a group or team in varied activities so as PE contributes to the development of core skills such as communication by speech.
5. Employ teaching methods and resources that will allow all pupils to have equal access to PE and to experience success and enjoyment in their PE work.
6. Develop an awareness in pupils of the implications of sport and physical activity (past and present) for the individual and local, national and international communities.
7. Allow pupils to develop informed opinions and be able to support them in reasonable argument.

Physical Education Policy

Objectives

These objectives relate directly to the aims for PE and are intended to show how the aims are put into practice.

1. Staff should provide a variety of experiences and activities during the course of study and during a PE lesson if possible and appropriate, for example:
    a. Games
    b. Gymnastics
    c. Swimming
    d. Indoor and Outdoor activities
    e. Individual and group activities
    f. Problem Solving
    g. Communicating PE ideas to others by means such as speaking
    h. Listening and appraising.
    i. Practising and refining skills
    j. Using repetition in order to improve
    k. Cycling

2. Staff should refer to work in other curriculum areas when appropriate:
    a. Pupils should follow written and verbal instructions accurately.
    b. Safety is further enhanced by emphasis on the following:
        i. The need to wear correct clothes/equipment.
        ii. The need to follow rules.
        iii. How to lift, carry, move and place heavy equipment.
        iv. The need for warm-up and recovery period when exercising.
        v. How to swim and be safe when around water.
        vi. General safety rules when engaged in Outdoor Education.
3. Lessons should be conducted in a secure, supportive and disciplined manner that demonstrates mutual respect. Pupils should learn the rules, etiquette, laws and codes for various activities. The department's schemes of work identify planned opportunities for pupils to develop a range of desirable personal qualities.
4. There should be opportunities for individual and/or group activities so as pupils can express their feelings verbally and learn how to work cooperatively as well as on their own.
5. Staff should encourage pupils to improve in a particular sport or skill over a period of time.
6. Staff should adhere to the School and Departmental reward systems in order to encourage pupils to achieve their full potential and experience a feeling of achievement.
7. Pupils should be encouraged to share their experiences/culture with others in order to enhance the quality of learning and to develop socially and inclusively.

8. Staff should not attempt to spend inequitable amounts of time with any one pupil or groups of pupils/gender group etc. However staff often spend considerable amounts of their own time helping individual pupils.
9. Staff should attempt to show the enjoyment and benefits that PE and Sport have given us. This can be done by carefully phrased comments and well-chosen resources.
10. As a school working toward inclusion we will allow opportunities at various times for group discussion. At these times we can listen to each other's views and hopefully reflect upon them, particularly on health and fitness issues.

Health and Safety Policy

Introduction

The effective management of safety has four main components:

1. Risk Assessment and planning before a lesson.
2. Organisation of routines during and between lessons to include:
    a. The use of appropriate kit.
    b. Checking PE areas are free from sharp objects and broken glass.
    c. Location of safety equipment.
    d. Reporting accidents.
3. Control to include:
    a. Where to find safety information.
    b. Regular safety checks.
4. Monitoring and Review – including procedures for reporting hazards/suspected hazards and those for reviewing risk assessments and safety in general.

Risk Assessment and Planning Before a Lesson

All department staff are required to familiarise themselves with the Health and Safety policies of the school and department. Every activity should be assessed for risk, including the carrying of equipment. We attempt to balance the desire to minimise risk with the need practical activity. Risk assessments are carried out in accordance with the school's Health and Safety policy and with reference to AfPE Safe Practice in Physical Education & Sport (2012) guidelines.

Before a lesson starts staff should:

1. Have procured any necessary safety equipment and undertaken any specific safety measures.
2. Know how and when to use any particular facilities and equipment.
3. Have identified the quantity and condition of the equipment to be used by pupils.

In identifying risk staff should:

1. Identify hazards.
2. Identify cause and effect.
3. Examine working methods.
4. Investigate safety literature for advice.
5. Remove hazards where possible.

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In case of emergency staff should:

1. Be familiar with evacuation procedures in case of fire or other emergency.
2. Know the location of, and when and how to use, fire fighting equipment.
3. Know the location and identity of members of staff trained in First Aid.

Control

Teachers should be aware of:

1. Where to find information.
2. The LEA Safety File containing safety circulars from the LEA.
3. LEA Health and Safety Policy.
4. School Health and Safety policy and where to find it.

5. The procedures for reporting accidents, particularly those that constitute an emergency.
6. The school's behaviour and discipline policies.

Other

1. PE Equipment is annually checked by appropriate agencies.
2. Periodic safety checks of PE equipment are carried out by members of staff EG gymnastics equipment is checked before a unit of work commences.
3. Several members of staff are First Aid qualified:
    a. John Rutter
    b. David Rutherford
    c. Diane Dick
    d. Sharon Stead

Physical Education Policy

Inclusion

We are committed to inclusion. The PE Department reflects this commitment and will do its utmost to include all pupils regardless of gender, colour, religion, ability or disability in accordance with the whole-school inclusion policy. However as Physical Education is by definition active, and some of the activities in PE have attached risks, there are occasions where inclusion is not appropriate for the safety and enjoyment of all participants. This is most likely to be the case when the behaviour of individuals is in question.

Inclusion will be implemented as follows:

- Standard activities and expectations as planned.
- Adapted activities and expectations in line with individual pupils'.
- Different activities planned in line with individual pupils' needs.

Inclusion issues will be considered and acted upon in consultation with parents, children, the school's senior management team and having seeked guidance the school's Inclusion policy and from the LEA if necessary.

Physical Education Policy

Extra-Curricular Activities

Introduction

We pride ourselves on our excellent reputation and record in PE and sport. As such we run a wide variety of extra-curricular clubs on a open-access basis. Pupils are not penalised for non-attendance but sports teams are usually selected from those who attend extra-curricular clubs.

Cross Curricular Links

Links

PE staff teach in other departments within the school and bring their expertise to the teaching of Physical Education and vice versa. Although the links are not always overtly displayed, staff will draw attention to them whenever the opportunity arises.

1. Science
    a. Health and Fitness.
    b. Drugs and Abuse.
2. Maths
    a. Speed.
    b. Distance.
    c. Time.
    d. Measuring.
    e. Recording.
    f. Handling Data.
3. English
    a. Speaking and Listening.
    b. Subject-specific vocabulary.
4. Geography
    a. Map-reading.
5. Music
    a. Rhythm.
    b. Tempo.
6. ICT
    a. Use of stop watches.
    b. Use of digital camera and digital video.
    c. Use of spreadsheets for recording and interpreting data.
    d. Use of the internet.

Physical Education Policy

Assessment

The Assessment Policy informs all areas of the PE Department's assessment procedures.

The PE Department will formally assess the progress of pupils at the end of each unit of work. Informal assessment is carried out on a lesson-by-lesson basis and may or may not be recorded, according to the preference of the individual teacher. In addition pupils complete a self-assessment booklet.

It is expected that good quality data will form part of the Primary to Intermediate and Intermediate to Secondary transfer procedures.

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Policy for PE Kit

PE Kit

Pupils are expected to bring their own kit to each physical education lesson. The agreed PE kit is listed below:

Boys	**Girls**
Red Wingrove Tshirt	Red Wingrove Tshirt
Tracksuit bottoms or shorts and trainers or plimsolls	Tracksuit bottoms or leggings and trainers or plimsolls

When pupils are taking part in off-site activities they are expected to wear the appropriate clothing in accordance with the sport and facility. Teachers will provide guidance where necessary.

Pupils are expected to bring PE kit to *every* lesson. If a pupil is unfit to participate in a PE lesson they are still expected to bring and change into, PE kit. However a note from their parent/guardian will allow them to participate in an appropriate role, be it as coach, scorer, umpire/referee or peer evaluation. The only occasions on which pupils will be excused participation in lessons are situations such as a pupil in plaster with a broken limb.

This process will run over a continuous 6-week cycle. Pupils failing to bring a note will be expected to participate fully in a lesson.

Pupils' notes will be retained for the duration of that term, stored securely in the PE office, and disposed of securely (shredded) at the end of the term.

Registers of Attendance

Registers of attendance should be completed for the each lesson and should be completed as follows.

	Absent
	Correct kit, full participant
	No kit (1st occasion, 2nd occasion, 3rd occasion)
	Note, limited participation
	Note, non-doer

Physical Education Policy

General

Security

Members of staff are responsible for safety and security of the sports buildings and facilities. The School Hall should be checked at the beginning of each period of use to ensure that the floor surface is clean and free of any hazardous materials or equipment.

Once staff have checked that pupils are outside the buildings, the areas should be left locked when not in use and lights turned out.

Pupils are not to enter the PE storage areas or office unless specifically invited to do so by a member of staff, and never without supervision.

Members of staff are responsible for the safety, well-being and conduct of all the students listed on their registers for the whole time they have been allocated to them for lessons. Students excused from participation due to illness or injury must remain under the supervision of a member of staff at all times.

Valuables

While every effort is made to ensure that all pupils' valuables and belongings will remain safe and secure during Physical Education lessons, pupils will be reminded that the PE Department and School will not be held responsible for items lost or stolen. Valuables will be collected and stored securely during lessons, however pupils are encouraged to leave items of value at home. Changing rooms will be locked during lessons and no student should be given access to the changing rooms without a member of staff being present. Members of Staff are able to exercise their own professional judgement in this area.

Wet Weather Contingencies

If, due to wet weather or dangerous conditions lessons are unable to be taught outdoors, lessons will be switched indoors. In PE lessons, the decision to switch lessons indoors will remain with the teacher responsible for that lesson; in Games lessons the decision will rest with the Team Leader (usually the Head of Department).

Whenever possible the lesson content should be maintained. For example if it is too wet to do High Jump outside, the lesson can be taught equally well indoors. If this is not possible then another practical activity should be undertaken suitable to the class/group size and composition.