

King George V Primary School



Physical Education Policy 2015-2016

Physical Education

Policy

2015 - 2016

Subject Leader: Miss V Urso

King George V Primary School



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Purpose

Physical Education (PE) is taught to inspire children to become physically fit and healthy, provide opportunities to compete in sport games and activities and help embed the values of fairness and respect to all. PE promotes understanding in children that their bodies in action involves thinking, selecting and applying skills as well as promotes a positive attitude towards a healthy lifestyle.

Objectives

At King George V Primary School our objectives in teaching of PE 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 situations;
- To develop the way in which children perform skills, and apply rules and conventions for different activities.
- To show children how 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 enjoyment of physical activity through creativity and imagination;
- To develop an understanding of how to succeed and how to evaluate their success;
- Providing specialist support where individual children have particular gifts or talents.
- To develop an understanding of a healthy lifestyle, achieved by eating sensibly.

Teaching and Learning Style

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Our principle aim is to develop children's knowledge, skills and understanding as we do this through a mixture of whole class teaching, individual or group activities. Teachers draw attention to good examples of individual performances and provide good models for other children. Teachers encourage children to evaluate their own work as well as the work of others. Suitable learning opportunities are provided to ensure that children's individual needs are also being met. This may include grouping children by ability and differentiating tasks.

PE curriculum planning

The curriculum planning is carried out in three phases: Long term planning, Medium term planning and short term plans. The long term plan gives a brief overview of the PE activities covered each term. Each year group teacher is to devise a plan in compliance to the National Curriculum (2014). Medium term plans details the unit being taught in more detail across each term. Short term plans lists the specific learning objectives and expected outcomes and gives more details to how the lesson is taught.

Lessons are planned so that they build upon prior knowledge to ensure all children are making progress, and increasing challenged as they move throughout the school.

Early Years Foundation Stage are encouraged to participate in PE sessions as part of their work. Children should strive to achieve the Early Learning Goals by the end of Reception. Children are encouraged to develop confidence, control of the way they move and care in the way in which they handle tools and equipment. All children are given an opportunity throughout their daily provision as well as weekly PE sessions in order to support both gross and fine motor.

Children are provide with a safe environments for all activities to take place. Children in Key Stage 1 and 2 are entitled to at least 2 hours per week of Physical Education.

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The quality of teaching and learning in PE is monitored and evaluated by the head-teacher/ Deputy Head teacher and, or subject leader as part of the school's agreed lesson observations.

Cross Curriculum

PE contributes to a range of other National Curriculum subjects:

- English: encouraged children to describe what they have done and to discuss how they may improve their performances
- Mathematics: encouraged children to measure and record what they do accurately
- Personal, Social and Health Education (PSHE): helps promote the benefits of exercise and healthy eating and how to make informed choices.
- Information And Communication Technology (ICT): children to make video recordings of their performances and use them to develop their movements and actions.
- Spiritual, Moral, Social and Cultural Development (SMSC): provides social development during group work, allows discussions to take place between peers, respect different levels of ability and encourages co-operation.

PE and Special Education Needs (Inclusion)

PE is taught to all children, whatever their individual needs or ability. Through our teaching we provide opportunities that enable children to make good progress. We strive to meet the needs of those children who have Special Educational Needs (SEN), those with special gifts and talents and those with English as an Additional Language (EAL). We enable all pupils to have access to the full range of activities inside and outside our school (After school clubs) we carry out risk assessments prior to the activity to ensure that the activity is safe and appropriate for all pupils.

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Assessments

Teachers record children's progress made against the learning objectives for their lessons. At the end of each unit of work, children make a judgement on whether each child is on target, exceeding or below in the class assessment grid. Teachers record this information and used it to plan the future work of each child. This also enable teachers to make an annual assessment and is reported to parents and carers at the end of the academic year. All information is shared between class teachers who teaches the child. Teachers also make daily on-going assessments when observing the children throughout their PE sessions, children in all Key Stages are given the opportunities to evaluate their own work and suggest ways in which they can improve. Photographic evidence or video recording can also demonstrate assessment and self-evaluation for both the children and teacher.

Healthy and Safety

Teachers are expected to check all apparatus and the areas of PE in which the lessons are taking placed and that any safety issues are dealt with immediately or adapt lessons or make children aware of potential dangers. It is expected that all children change in to the agreed PE clothing and footwear. All potential dangerous jewellery, including earrings is to be removed prior to the activities taking place. Where this is not possible, children are to wear sweat bands over religious bangles and plasters over earrings. Teachers are expected to set a good example and wear appropriate clothing during PE sessions.