

## **Physical Education Policy**

### **Thomas Gray Primary School**

#### **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/sports. These include games, gymnastics, swimming (including water safety), athletics and outdoor/adventurous activities. Physical education promotes an understanding in the children of their bodies in action and we aim to promote the positive benefits on maintaining a healthy lifestyle through the opportunities given. This is achieved through curriculum provision and also from our extensive extra-curricular programme. Thomas Gray has high expectations in P.E. We believe that physical education provides a unique and vital contribution to every child's physical, social and mental well-being.

#### **The aims of P.E are:**

- To enable all children to experience physical activities/skills with increasing control coordination;
- To encourage teamwork and social skills in 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 the quality and control of performance;
- To teach children to recognise and describe how their bodies react during exercise and the benefits that can be gained;
- To develop enjoyment of physical activity through creativity and imagination and by providing a range of activities, catering for all needs and abilities;
- To develop strategies in children of how to improve and succeed and how to evaluate their performance;
- To ensure that each child has access to 2 hours quality P.E provision each week and also has the opportunity to take part in extra-curricular activities.

#### **Teaching and Learning**

A variety of teaching and learning styles are used and applied in curriculum lessons. Our principal aim is to develop children's knowledge, skills and understanding in all aspects of the subject. This is achieved through a balance of individual, paired and group activities. Children will have the opportunity to be co-operative, collaborative and competitive. These situations will aim to cater for the preferences, strengths and needs of every child. Children will have the opportunity to adapt and develop in a range of situations and will also be encouraged to continually evaluate their own performance.

We offer a broad and balanced curriculum that is designed to continually increase every child's confidence in managing themselves mentally and physically within a range of activities. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. This is achieved through a range of strategies;

- Setting common tasks/ open ended (e.g. timed events/sprints)

- Setting tasks of increasing difficulty where not all children may complete tasks
- Grouping children by ability and varying tasks appropriate to such groups (e.g. different games)
- Providing challenge through the provision of different resources (e.g. adapted equipment)

### **Planning**

At Thomas Gray we use the L.C.P scheme of work. In key stage 1 we teach dance, games and gymnastics. Children attended swimming lessons in Year 2. The aim of these lessons is for children to be water confident before they go on a residential event. In key stage 2 we teach dance, games, gymnastics, swimming & water safety, athletics and outdoor & adventurous activities. Units of work and lesson plans are adapted and annotated as appropriate by class teachers.

### **Inclusion**

We believe that every child should have the opportunity to experience success, enjoyment and satisfaction at their own level. We aim to offer excellence and choice to all our children, whatever their ability or needs. Through appropriate curricular provision, we respect the fact that children:

- Have differing educational and behavioural needs
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

### **Assessment and recording**

Teachers assess children's work in P.E by making observations during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of each unit of work teachers make a judgement against national attainment levels. Progress and attitude towards learning is recorded in the child's annual report to parents.

### **Extra-curricular activities**

The school provides a wide range of activities for children during out of school hours for all ages. These encourage children to further develop their skills and provide opportunities to experience new activities. These activities are delivered by members of staff or outside coaches/external providers.

### **Monitoring**

Monitoring procedures concerning teaching and learning and all other aspects of P.E is the responsibility of the subject co-ordinator. The work of the subject co-ordinator also involves supporting colleagues in the teaching of P.E. and informing them of current subject related developments. In addition, the co-ordinator monitors the competitive fixtures to for all school teams which are led by another member of staff.

**Health and Safety**

An updated copy of 'Safe Practice in P.E and Sport' is kept in the school staffroom. All members of staff teaching P.E activities must read and be aware of the requirements and expectations for Health and Safety in this document. All children are expected to change into P.E kit for all activities and remove any jewellery. Teachers are expected to set a good example by also wearing appropriate clothing. All units of work have notes on the health and safety requirements during P.E lessons. These requirements also apply to all extra curricular activities.

Signed: AP Taylor

Chair of Governors

Date: 1/12/16

Signed: [Signature]

Headteacher

Date: 01/12/16

Date to be reviewed: Autumn 2019