

Cavendish Primary School



Physical Education Policy

Autumn 2008

Next review: Autumn 2011

Introduction

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. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education 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. Cavendish was awarded the Active Mark in 2006 and 2007, and is continually striving to maintain this benchmark of excellence.

At Cavendish, we are committed to ensuring that every child has access to a minimum of 2 hours high quality PE each week, and are supportive of Government aims to ensure that each child has the opportunity by 2010 to access 5 hours of PE and sport each week. The school is committed to participation in a wide range of extra-curricular and inter-school sports.

Objectives of this policy

- To establish an entitlement for all pupils
- To support the teaching and learning of PE
- To promote continuity and coherence across the school

Aims of PE Teaching

- To enable children to develop and explore physical skills with increasing control and co-ordination;
- To encourage children to work and play cooperatively 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 the quality and 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 the benefits of being part of a team and to be able to deal with winning and losing in a sportsman like way.

Teaching and learning style

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 / paired / group activities. 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 the work of other children. ICT is sometimes used to help demonstrate these good examples of performance. Within lessons we give the children the opportunity both to collaborate and to compete with each other, constantly reinforcing the importance of fair play and sportsmanship.

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. Also, ensuring that the less able children receive the support required to develop their skills and confidence, and the more able are given the appropriate opportunity to excel.

Cross-curricular

Wherever possible, links are made between PE and other curriculum areas. This deepens children's understanding by providing opportunities to reinforce and enhance learning. For example:

- PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.
- PE contributes to the teaching of science. Children learn about the physiological effects of exercise.
- PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Working in pairs, groups and teams gives children the 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.

Curriculum Enrichment

At Cavendish Primary School we take every opportunity to enrich the curriculum for our pupils. This is done through:

- Theme weeks (eg. Fit for School week);

- Involvement in external projects, such as the Brentford Learning Zone project;
- Visiting sports specialists;
- Visits and outings (eg. Taking the children to Hindleap Warren to develop adventurous activities);
- Support from the Secondary support teachers (SSCOs) – improving standards of teaching and learning through staff training; use of additional facilities (Chiswick Community School); involvement in borough sports (led by SSCOs);
- Involvement in a wide range of inter-school sports in the local area;
- Sports days

Planning in PE

Planning in PE is based on the National Curriculum, adapted to reflect the needs of the children at Cavendish Primary School. We have adapted the national scheme to the local circumstances of the school. As required in Key Stage 1, we teach dance, games and gymnastics, plus one other activity: outdoor and adventurous activities. In Key Stage 2 we teach compulsory dance, games and gymnastics, plus three other activities: swimming and water safety, athletics and outdoor and adventurous activities.

Planning is a process in which all teachers are involved. It includes:

- Schemes of work for PE;
- Allocated staff meeting time to discuss the PE curriculum so that consistency of approach and standards can be achieved;
- Medium and short term plans which outline specific learning objectives, assessment opportunities and differentiation, and which build upon the prior learning of the children;
- Adaptations to medium and short term plans to reflect a particular school focus, such as a theme week;
- The use of ICT to support the planning process;
- Planning stored centrally on school network system.

The Foundation Stage

We encourage the physical development of our children in the Nursery and reception class as an integral part of their work. 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.

Inclusion

In order to ensure equality of opportunity we:

- Take account of the interests of boys and girls by using a range of activities and games;
- Avoid gender stereotyping;
- Enable the fullest possible participation of pupils with disabilities or particular medical needs, offering positive role models and making provision, where necessary, to facilitate access to activities with appropriate support, aids or adaptations;
- Differentiate the curriculum to take account of the needs of pupils with Special Educational Needs and Gifted and Talented pupils;
- Identify and maintain a register of Gifted and Talented pupils in PE.

Assessment, Recording and Reporting

Assessment in PE takes place informally, during lessons, through discussions and observation. Opportunities for assessment are identified in medium term planning. Pupils who are Gifted and Talented in PE are identified. Staff include in their assessment folder a written record of pupil achievement measured against identified learning objectives. Assessments focus on the key skills taught and are passed to the next teacher.

A pupil's achievement in PE is reported to parents at parents' evenings and through the annual written report.

Monitoring and Evaluation

The purpose of monitoring and evaluating activities is to raise the overall quality of teaching and levels of pupil attainment. The PE co-ordinator, the Head teacher and Deputy Head teacher will monitor the quality of teaching and learning. The monitoring will include:

- Scrutiny of planning;
- Quality of teaching and learning through lesson observations and feedback;
- Moderation of children's standards during activities;
- Informal monitoring through discussion with class teachers and observations.

There is a planned timetable of subject monitoring at Cavendish.

Resources

There is a wide range of resources to support the teaching of PE across the school. Most of the PE equipment is kept in the PE store, and this is only accessible to children under adult supervision. It is the teacher's responsibility to collect the resources before a lesson, and to put them back in the right place after the lesson. Year 6 PE monitors, under direction of the PE coordinator, will have access to the resources in the store to ensure that the resources are properly organised.

The hall contains a range of large apparatus (Gymnastics), and other equipment that is generally used for PE in the hall. 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. Teachers should make use of the school playground and the local authority playing field for games and athletics activities, and will use the local swimming pool for swimming lessons.

The PE coordinator maintains a list of resources, which is shared with staff. The coordinator is responsible for the ordering of equipment and the management of the PE budget.

Health and Safety

The general teaching requirement for health and safety applies in this subject. When using the hall for PE, the teacher needs to ensure that all items are positioned safely at the sides of the hall, paying particular attention to the piano and the overhead projector. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing. The teacher is expected to set a good example by wearing appropriate clothing when teaching PE. No jewellery is to be worn for any physical activity.

When teaching PE at Duke's Meadows, it is necessary to take a first aid kit (including an EpiPen and inhalers - if required), a mobile phone and an additional adult.

Extra-curricular Activities

Cavendish is committed to participating in a wide range of PE-related activities (Clubs) after school. These activities encourage children to further develop their PE skills. A timetable of clubs will be displayed in the school reception area.

Cavendish also plays regular fixtures against other local schools and participates in area knockout competitions (Cluster and Borough). 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.

It is the collective responsibility of teaching staff to ensure that these sporting events take place (refereeing; taking children to events; ensuring the children have a clean kit).

Policy Monitoring and Review

The PE coordinator is responsible for the monitoring of the implementation of this policy. The coordinator reports on the effectiveness of the policy to the headteacher and the governing body, through the curriculum committee. The policy will be reviewed every four years.

Simon Shand

Autumn 2008

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