



P.E. Policy

Vision statement

Our vision: To ensure that every child receives the highest quality education that is engaging, enriching and inclusive, in an environment that works hard to develop, support and care for all its members, with people that foster mutual respect and encouragement in accordance with Christian Values.

Policy statement

To promote children's social, emotional, moral, physical and intellectual wellbeing through providing opportunities encouraging participation in physical activity.

Curricular aims

To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, coordination and fluency.

To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.

To develop the skills to maintain equally good grace when winning and losing and the ability to work independently and communicate with and respond positively towards others.

To improve observational skills and the ability to describe and make judgements on their own and others work and to use their observations and judgements to improve performance.

To develop an understanding of the effects of exercise on the body and an appreciation of the value of safe exercising.

To promote an understanding of safe practice and develop a sense of responsibility towards their own and others' safety and well-being.

Teaching and learning style

We use a variety of teaching and learning styles in PE lessons. Our aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities.

Teachers draw attention to good examples of individual performance as models for the other children. Evaluating their own and others' work is encouraged.

Within lessons we provide opportunities for the children to collaborate and compete with each other whilst using a range of resources.

PE Curriculum planning - entitlement

PE is a foundation subject in the National Curriculum. We provide a minimum of 2 hours a week and offer opportunities through out of hours clubs. We teach games each week and one other area such as gymnastics. We plan PE activities to build upon prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in

each activity area, there is planned progression so that children are increasingly challenged as they move through the school. (See appendix Curriculum coverage).

The foundation stage

We encourage the physical development of our children in the reception class as an integral part of their work. We relate their physical development to the objectives in the Early Learning Goals which underpin the curriculum planning. In addition, we assess their fundamental movement skills individually under categories of initial, elementary and mature and monitor these each term. These will show continual progression as they move through the school. We provide opportunities for both indoor and outdoor activities using a wide range of resources to support specific skills.

Staffing/staff development

Teachers take their own class for PE, except where specialists are deployed, in which case the teacher works alongside them. The school uses specialists to teach swimming at Forest EACT academy, Cinderford where the teacher and teaching assistant have small teaching groups. All staff members are able to attend courses that benefit both individual and whole school needs.

The contribution of PE to teaching in other curriculum areas

Literacy - Children are encouraged to describe what they have done and to discuss improvements.

ICT - We use ICT to support PE teaching when appropriate. Children may take video recordings and digital photos and use them to develop their movements and actions.

Personal, social and health education and citizenship - Children should learn about the benefits of exercise and healthy eating.

Spiritual, moral, social and cultural development - We provide opportunities to develop confidence and self-esteem, alongside being aware of own and others' thoughts and feelings. They are encouraged to establish positive relationships, express their own creativity and value the environment and the resources.

Out of school hours learning

The school provides a range of PE related activities for the children to extend and enrich their learning. These take place before, during lunch time and after school. At present opportunities are given for years 2-6 to participate in after school clubs. Football club, which is delivered by an outside agency, is offered during lunch times and Wake and Shake is open to all pupils before school.

The school participates in a range of sporting competitions and events such as The Forest of Dean County Dance Festival, Soccer Six, GPJ multi-sports tournament and Gymnastics competitions. In addition to KS1 Multi sports and SEN events, we also attend High Five Netball, an additional Dance Festival,

Cross Country and Drybrook Rugby tournaments. These opportunities foster a sense of team spirit and cooperation amongst our children.

Equal opportunities and inclusion

All pupils have equal access to PE and experience PE in ways that are appropriate to their needs and abilities. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Intervention through School Action (SA) and SA Plus leads to the creation of an Individual Education Plan (IEP) where specific targets may relate to PE. We also promote inclusion through attending SEN sporting events.

Safe practice

All staff are aware of the safety considerations, however if there is any doubt they should refer to the Health and Safety policy. Children are encouraged to consider their own safety and the safety of others at all times. Children should be made aware of the following health and safety rules and the understanding behind them:

- ◆ Sensible noise level maintained at all times
- ◆ The importance of a warm up and cool down
- ◆ Responding readily to instructions and signals and observe established routines
- ◆ Accident procedure - children to be sat silently away from the accident.
Two children are sent to report to the Secretary who is first aid trained.

Clothing

We expect teachers to set a good example by changing clothes and footwear to ensure they are appropriate for teaching PE. They may decide to go barefoot like the children in dance/gym lessons.

Children are expected to wear the school PE kit in order to ensure safe participation:

- ◆ Shorts, T-shirt, plimsolls/trainers (football boots as appropriate)
(Sweatshirts and tracksuits in winter are permitted)

Spare PE kits are not provided, with the exception of special circumstances.

Children without PE kit are given a second chance and then a letter will be sent home. Children may be barefooted in dance and gym, although plimsolls (daps) are acceptable if there is a medical condition.

Watches, jewellery and glasses should be removed for PE lessons for the safety of the wearer and others. In situations where children are unable to see without glasses, advice is sought from their parents. Items such as earrings that the child may be unable to remove should be covered by surgical tape. Also, children with hair reaching their shoulders should have it tied up at all times.

Swimming safety

All staff must know the Forest EACT Academy emergency plans and have read the risk assessment before taking children swimming. Two adults (one of whom

is CRB/DBS checked) supervising in each changing room. A qualified instructor is always in attendance. Children's inhalers and medication are taken to the pool side.

Non participation in PE

If a child is unable to participate in PE lessons, a note must be sent to school from the parents. In a one off situation when a child feels unwell, at the Teacher's discretion they are allowed to miss the lesson to sit in the Reception area where the secretary will supervise them for the duration of the lesson.

Resources

Apparatus must be checked by staff before any activity takes place. Relevant equipment must be used to match the learning environment, for example soft balls for indoor activity. Equipment is checked by Sport-Fix on an annual basis. Children are expected to help set up and put away equipment as part of their work. By doing so, they learn to handle equipment safely. The school field/playground is used for games and athletics activities. There is a wide range of resources to support the teaching of PE across the school. Most small equipment is kept in the PE store which is only accessible to children under adult supervision.

Assessment and recording

Teachers assess children's work in PE by making assessments as they observe them during lessons (see assessment policy). They informally record progress made by children against the learning intention for the lesson and use this to inform their planning.

Teachers provide an annual assessment of progress for parents, signifying their child's effort levels and attainment level in line with national average (above, within and needs support).

Monitoring and review

The monitoring of the standards of children's work and the quality of teaching in PE is the responsibility of the Head Teacher. The work of the subject leader involves supporting colleagues in the teaching of PE, keeping others informed about current developments and providing a strategic lead and direction for the subject in the school.

Cross referenced to other school policies

Drugs education Policy, Health and Safety Policy, Equal Opportunities Policy, Special Educational Needs and Disability Policy, Learning and Teaching Policy, PSHE and Citizenship Policy and Safeguarding policy

Reviewed by Governors: February 2014

Date for renewal: February 2017