

Kensington Primary School – PE Policy 2014

Introduction

In Kensington Primary School we believe that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. The physical education curriculum aims to provide for pupils' increasing self-confidence through an ability to manage themselves successfully in a variety of situations.

We aim to provide a balance of individual, team, co-operative and competitive activities which will cater for individual pupil's needs and abilities. The scheme of work is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils.

The PE curriculum aims to promote an understanding of the many benefits of exercise, through a balanced range of relevant activities. Physical education is considered as a vehicle to facilitate access to cross-curricular themes, skills and dimensions, rather than a subject concerned exclusively with the acquisition of motor skills and techniques.

Aims

- To develop an ability to remember, adapt and apply knowledge, practical skills and concepts in a variety of movement based activities.
- To promote positive attitudes towards health, hygiene and fitness.
- To foster an appreciation of safe practice.
- To develop motor skills through a range of relevant movement based activities.
- To develop a sense of fair play and sportsmanship.
- To develop a sense of competition through team and individual sports and activities
- To develop communication skills, encouraging the use of correct terminology, to promote effective co-operation.
- To foster an enjoyment, and positive attitude to, the subject in school.

Objectives

- Children will participate in a range of movement activities in order to develop personal physical skills during their allocated PE session.
- Children will be made aware of simple physiological changes that occur to their bodies during exercise.
- Be given opportunities to develop imagination and co-operation to achieve shared goals through teamwork based activities.
- Be given opportunities to develop personal characteristics like initiative, self-reliance and self discipline.
- Be given opportunities to enjoy and succeed in the subject as well as be stimulated and challenged.

- Be given the opportunity to develop areas of activity of their choice in extra-curricular time through a wide range of after school sports based clubs and lunchtime activities.

Organisation

The role of the co-ordinator is to facilitate and monitor the delivery of Physical Education and Physical extra-curricular activities. The co-ordinator will oversee long term planning, monitor the delivery and assessment of children's skills in relation to the guidelines given by The National Curriculum. They will also ensure that children are taking part in the correct amount of physical activity as stated in National guidelines.

The policy will be reviewed on a yearly basis and updated as required.

The curriculum will be delivered using the LCP scheme of work as a base. Activities will be adapted to suit the needs of all of the children involved to ensure a fully inclusive curriculum can be delivered.

Foundation Stage will have their formal PE scheme of work delivered by Mr O'Shea with supportive and additional activities to be delivered during 'Planning Time'. They will also continue to develop their large motor skills during a weekly 'soft play' session. Any Physical Development planning will be identified on weekly planning grids.

Key Stage 1 will share the delivery of the scheme of work between Mr O'Shea and Mr Harris delivering a module each to ensure consistent delivery.

Key Stage 2 will have their PE curriculum delivered by Mr O'Shea and Mr Harris during PPA cover.

In addition Key Stage 2 (and Year 2 during Summer Term) children will attend regular swimming lessons in order that they achieve the required target of swimming 25 metres by the end of Key Stage 2.

Extra curricular

Children will be able to access extra-curricular activities from Reception to Year 6. These activities will be fun, physical and exciting activities that promote a development of self confidence, teamwork and include a competitive spirit. All children should have the opportunity to experience competitive sport.

Kensington Primary aims to provide opportunities throughout the academic year for children to enter a wide range of competitions through connections with LSSP and other external agencies.

Children in all Key Stages will have the opportunity to engage in intense physical activities during planning/enquiry time and during dinner breaks on a daily basis.

Children from Reception to Year 6 will have the opportunity to compete for and represent the school in a number of different sports and activities to help further their interest in sports and activities outside of school hours.

Monitoring and evaluation

The co-ordinator will monitor the PE curriculum through a selection of observations and review of short term planning.

Observations will occur on a termly basis.

Planning will be monitored every term to ensure short term plans match long term objectives.

Discussion of work with pupils will be undertaken through School Council (extra-curricular activities) and via pupil interviews in the Summer Term.

Planning

Modules of work are taught in blocks to allow for consistency and ease of progression as set out using QCA guidelines. The long term planning is as set out in the LCP scheme used. The medium term plans are adapted by Mr O'Shea to suit the needs of each class/individual children. Lesson Objectives and key skills are identified on the LCP unit plans.

The amount of time allocated for the *teaching* of PE is as follows:

Foundation Stage – 2 hours a week (inclusive soft play session).

Key Stage 1 – 2 hours a week (Swimming in summer term for year 2).

Key Stage 2 – 2 hours a week (Swimming timetable included throughout the year).

The guidance for children and young people 5 and over is as follows:

“1. All children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes and for up to several hours every day.

2. Vigorous intensity activities, including those that strengthen muscle and bone, should be incorporated at least three days a week.

3. All children and young people should minimise the amount of time spent being sedentary (sitting) for extended periods.”

DHSSPS, 2011

This guidance is intended for children's complete experience not just within the school day.

Inclusion

Kensington Primary School is an inclusive school who ensures that all children have full access to a broad and rich curriculum. PE is a very active and visual subject

which supports children who are EAL and some children with additional needs. Those needs of these children are evidenced in the adapted medium term planning.

Resources

Mr O'Shea delivers the majority of the Sports curriculum and therefore he identifies the need for additional equipment and/or replacement resources, he also ensures that resources are stored safely and effectively as well as maintained. Any resources that may be required in addition to the curriculum needs are requested through the co-ordinator (for after school/ lunchtime clubs) and can be purchased if funds are available.

Record keeping and assessment

Foundation Stage – teachers will take full responsibility for the assessment of children against the Development Matters and Foundation Stage Profile documentation.

Key Stage 1 and 2: children to be assessed against National Curriculum assessment criteria which will be recorded for tracking and assessment purposes and monitored by the co-ordinator. This will be done through consultation with class teachers and Mr O'Shea.

All Key Stages will complete a summative assessment at the end of each academic year, when children will be measured against level descriptors taken from QCA guidance.

Assessment records are currently being reviewed and specific assessment records for each area of development are being implemented in Key Stage 1 and are being developed for Key Stage 2 (e.g. dance, gymnastics, games, etc)

Cross curricular links

There are many cross-curricular links within PE which are identified in the unit planning.