

☆Garden Suburb Infant School☆

Physical Education (PE) and Physical Activity (PA) Policy

1 Aims and objectives

1.1 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 athletics and outdoor play activities. Physical education involves thinking, selecting and applying skills and encourages co-operation. It promotes a healthy and active lifestyle. Thus, we enable children to make informed choices about physical activity throughout their lives. All children take part in at least 2 hours of PE a week. They also take part in daily warm ups before carpet sessions. Reception have access to the playground for a large part of their school day to take part in physical activity such as using the climbing frame and bikes and using games equipment. In Key Stage One the classes have a rota for this physical activity equipment, to ensure they get a good range of choice at break times.

1.2 The aims 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 group situations and appraise the work of others (including visiting dance companies) and use constructive criticism given by others to develop their own movements;
- 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 such as variety and contrast in the use of body action, shape, speed, force, level and direction;
- 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 in children of how to succeed in a range of physical activities and how to evaluate their own success;
- to use imagination and skill to plan and present something original in response to stimuli such as sound, songs, music and stories;
- to use their bodies to convey 'moods and feelings' through expressive language and movements;
- to experience a range of traditional, social and theatrical forms of dance;
- to make lessons fun and accessible to encourage children to embrace physical activity for life

2 Teaching and learning style

2.1 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/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. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

2.2 In all classes there are children of differing physical ability. We therefore provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- common tasks that are open-ended and can have a variety of results,
- tasks of increasing difficulty, where not all children complete all tasks, e.g. swinging across the ladder between the large A frames.
- grouping children by ability and setting different tasks for each group, e.g. some children throwing a ball and catching with two hands and some catching with one;
- providing a range of challenges through the provision of different resources, e.g. different apparatus and games equipment.

3 PE curriculum planning

- 3.1** The scheme of work that we use across the school is Get Set 4 PE. This platform provides us with everything we need to deliver our PE curriculum and beyond. The scheme has been carefully thought out to provide fun and engaging activities to develop the children's knowledge and skills as they journey through our school. It has been written by qualified teachers and it includes activities to try at home that are added to our school website. The scheme includes a unit on social and emotional learning that compliments and promotes our school learning behaviours. We teach our children through P.E lessons to be collaborative, independent, resilient inventive and reflective. The children are also encouraged to take calculated risks.
- 3.2** The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues in each year group. Our medium-term plans give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. Class teachers then follow an individual lesson plan for each PE lesson. This lists the specific learning objectives for the lesson and gives details of how the lesson is to be taught and the learning outcomes.
- 3.3** The PE activities are planned so that they build upon the prior learning of the children, using our continual assessment to inform our planning. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move through the school.

4 The Foundation Stage

- 4.1** We encourage the physical development of our children in the Reception Year as an integral part of their work. As the Reception Year is part of the Foundation Stage, 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.

5 Contribution of PE to teaching in other curriculum areas

- 5.1** English
PE contributes to the teaching of English in our school by encouraging children to describe what they have

done, and to discuss how they might improve their performance. When pupils represent the school they might be chosen to write a match report for the school website/newsletter.

5.2 Maths

PE contributes to the teaching of Maths in our school by developing pupil's number skills through counting games. It reinforces shape and space concepts and vocabulary such as asking groups of children to make shapes by lying on the floor or by discussing the mathematical properties of PE equipment. It also supports their learning of measures by teaching them to estimate distances and compare measures of length and speed

5.3 Personal, social and health education (PSHE) and citizenship

The scheme includes a unit on social and emotional learning that compliments and promotes our school learning behaviours. We teach our children through P.E lessons to be collaborative, independent, resilient inventive and reflective. The children are also encouraged to take calculated risks. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

5.4 Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way in which we expect them to work with each other in lessons. Groupings allow children to work together, and give them 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 cooperate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

5.5 Science:

Pupils will learn about the importance of warm up prior to exercise and the effects of exercise on their body.

5.6 Computing

This enhances the teaching of PE, where appropriate. In dance and gymnastics, children make recordings of their performance, and use them to develop their movements and actions. Children compare each other's performances from recordings, and use these to improve the quality of their own work.

6 **PE and inclusion**

6.1 We teach two hours of high quality PE to all children, whatever their ability or individual needs. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

6.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – equipment, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment allows us to consider each child's attainment and progress against expected levels. This helps to ensure that our teaching is matched to the child's needs.

- 6.3 Intervention programmes take place during the week so pupils with specific needs can be identified. The 'Gross Motor' sessions help children to develop core strength and 'Energy Club' encourages children to take part in and hopefully develop an enjoyment of physical activity.
- 6.4 We enable all pupils to have access to the full range of activities involved in learning PE. The school has entered into the Barnet School Sports Partnership and this allows pupils to compete and participate in a range of virtual competitions, tournaments and festivals.

7 Assessment and recording

- 7.1 Teachers assess children's work in PE through observation, 'core tasks' and discussion with the children. They record the progress made by the children against the learning objectives for each unit of work using the Get Set 4 PE assessment package. This information is used to plan future work. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year. The PE Coordinator uses the assessment to monitor the progress of PE throughout the school
- 7.2 The PE subject leader keeps photographic and video evidence of children's work and displays pictures and vocabulary in the hall.

8 Resources

- 8.1 There is a wide range of resources to support the teaching of PE across the school. The hall contains a range of large apparatus, and 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.

9 Health and safety

- 9.1 The general teaching requirement for health and safety applies in this subject. 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 governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no jewellery is to be worn for any physical activity and that long hair has to be tied back. Children need to wear plimsolls or bare feet in the hall. Plimsolls need to be worn for outside PE.

10 Monitoring and review

- 10.1 The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leader plans specific objectives for the development of the subject each term and long-term objectives on a yearly basis. He/she also contributes to the whole school development plan for Health. The subject leader also works in collaboration with the Barnet School Sport's Partnership and maintains regular contact with their allocated School Sport's Partnership Co-ordinator(s). The PE subject leader has specially-allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of PE teaching across the school.