

SURLINGHAM PRIMARY SCHOOL

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Physical Education Policy

POLICY STATEMENT AND CURRICULAR AIMS:

Surlingham School believes that physical education, experienced in a safe and supportive environment, is a vital contributor to a pupil's development and well-being.

A broad and balanced physical education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves within a range of physical activity.

- By suitably differentiated and logically developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential.
- We aim for a balance of individual, paired and group activities experienced within a range of areas to promote a broad base of knowledge, skills and understanding.
- Co-operative, collaborative and competitive situations aim to cater for the preferences, strengths and needs of every pupil as well as developing a pupil's ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.
- We try to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem-solving.
- Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness.

Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute to much wider areas of learning.

Aims:

The School's aims for Physical Education are:

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

2. To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
3. To improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance.
4. To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.
5. To develop the ability to work independently, and communicate with and respond positively towards others.
6. To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being

Entitlement:

The school aims to provide all pupils with the full entitlement of at least two hours high quality Physical Education a week. This is delivered through two lessons of 1/2 hour duration and one lesson of one hour duration at Key Stage One and Two. Where possible, units of work are blocked so that for a set period of time all the lessons are on the same area of activity eg. Seven weeks on gymnastics.

Foundation Stage:

Here the lessons are structured so that there are 3 sessions per week aimed at physical development. These are approximately 45 mins in duration and are aimed at the Desirable Outcomes and Early Learning Goals.

Each class is timetabled so that they can access the parish hall for at least one session per week. Other year groups are timetabled to outside activities.

Curriculum Planning:

The time-table and scheme of work is planned by each teacher, after discussion with the PE subject leader.

The school follows the progressive schemes of work provided by the **Val Sabin scheme of work in Gymnastics, and Dance at Key Stages 1 and 2** and broadly follows the QCA units for Games. Staff are expected to feed back to the subject leader to allow for curriculum review in relation to content, progression, continuity, teaching and learning.

Individual lessons should be evaluated to inform planning and ensure differentiation.

At key stage 2, swimming is taught by the Swimming Instructor with support from Teaching Assistant staff. Information on progress, assessment of attainment is available from this person in consultation with the school staff.

Outdoor and Adventurous Activities and Athletic Activities are taught using the Norfolk LEA Units of work.

Teachers ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas and fitness and health.

Teaching and Learning:

The organisation of PE in the school promotes teaching and learning. Where possible lessons are blocked in units of work to promote greater depth of understanding, developing of skills, contextual application of these skills and the ability to perform reflectively.

Pupils will learn how to think in different ways to suit the different challenges. They will be given the opportunity of demonstrating their learning, using a range of communication styles, allowing for effective assessment. This assessment will be used to inform planning and promote greater learning.

Assessment, Recording and Reporting:

As part of ongoing work within the School Sport Co-ordinator Education and Training Programme (SSCO), pupils work will be assessed using formative assessment methods as well as through core tasks from the Norfolk LEA attainment matrix. These core tasks will allow teachers to compare pupils against the attainment target and expected outcomes. Pupils' progress will be monitored by the class teacher who will use this to set realistic targets for them, based on their strengths and weaknesses. At the end of each unit an indication of this attainment will be recorded. This will allow all the units to be looked at by the end of the year so that the overall attainment level can be reported to parents.

Pupils will have opportunities to record their achievements and to enhance learning through ICT such as digital photography.

Lessons are not the only place that pupils demonstrate their knowledge, skills and understanding, wherever practicable staff will consider pupil's outside interests eg. lunch-time or after school clubs, local teams etc.

Equipment and Resources:

All resources are recorded on the resources for PE list (available from the school secretary). These are reviewed from time to time to ensure they are appropriate to the range of ages, abilities and needs of the children in order to enhance learning as well as annually to ensure their safe condition.

Resources are kept in the large shed at the eastern end of the playground. Resources should be counted out and counted in, returned in good condition and working order. The pupils should be encouraged to:

- Look after resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place (staff should oversee)
- Be told of any safety procedures relating to the carrying or handling of resources.

Any damage, breakage or loss of resources should be reported to the PE Coordinator as soon as possible. Any damage observed done to a piece of apparatus which could cause subsequent injury must be isolated from use, and reported.

The PE website on www.norfolkesinet.org.uk contains much suitable material and resources.

Teaching folders, and other resources for teachers such as ideas for warm-up activities are located in the staff room and it is expected that a copy will be made of the relevant material to take into the lesson rather than the whole folder be kept by individual class teachers.

Safe Practice:

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. This school follows the "Safe Practice in Physical Education" guidance provided by Baalpe and Norfolk LEA. A copy of the Baalpe manual is located in the PE shed.

All pupils, even the youngest, must be taught how to handle and carry apparatus, resources appropriately. They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others. Staff who lack confidence in teaching areas of activities will be supported by access to INSET training either in school or on LEA courses, where funds allow but are also invited to share their thoughts with the PE subject leader.

Differentiation:

Physical education in the school will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils

The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. Some pupils may need specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists, or in exceptional circumstances, with a statement of special educational needs.

Any classroom support provided must extend into physical education lessons as appropriate. Teachers and Adults Other Than Teachers (AOTTs) working with the children will be made aware of any pupils who have special educational needs or medical conditions. The SENCO will liaise with all staff to ensure all pupils' needs are met in relation to teaching and learning in PE.

Equal Opportunities and Inclusion:

Every pupil has equal access to national curriculum physical education. Learning experiences are differentiated in such a way as to meet the needs of all pupils. All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

Staff Continued Professional Development (CPD):

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader or the PE Adviser through INSET. All staff who attend any CPD course must provide feedback/ disseminate the information.

Out of School Hours Learning (OSHL):

Children are encouraged to be active in accordance with government initiatives. The school offers playtime, ***lunch-time and some after school activities such as tag rugby (by a local volunteer) and football (provided by Norwich Football Club's 'Football in the Community' Programme)*** These are open to any pupil in the relevant year group. Playtime activities on the field follow a timetable devised after discussion with the older children. Whilst subject to change, at present it is: Tuesday – bats and balls, Wednesday – Kwik cricket or rounders, Thursday – korfball shooting practice, Friday – football. Midday Supervisors supervise the distribution of play equipment for multi-skill activities at lunchtimes.

Inclement Weather:

In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made. These may include class based activities around the activity, or rescheduling the activity for another day. If the indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning intentions to be achieved.

Loss of Teaching Time / Space:

Whenever it is impossible to teach the planned PE lesson, this should be recorded and teachers should endeavour to revisit the learning as soon as is practical.

Review of Policy:

Policy agreed by **Staff:** **Date:**
 Governors: **Date:**
 Review Date:

