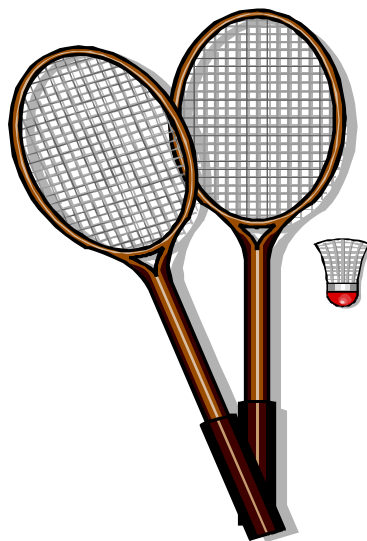


Physical Education Policy Document and Schemes of Work

Muxton Primary School



Matthew Rice 2008

**Muxton Primary School
Physical Education
Policy Statement**

Aim of physical education

Well planned and taught physical education contributes to pupils' physical, cognitive, moral, aesthetic and emotional development, enabling them to lead responsible, quality and active lifestyles.

Objectives of Physical Education at Muxton

Pupils to:-

- ◆ improve performance, knowledge and understanding of physical skills.
- ◆ develop physically i.e. improvement in stamina, strength, suppleness, speed, balance, agility and co-ordination through programmes of work that accord physical activity a high priority.
- ◆ acquire an understanding of the principles of exercise through integrated Health Related Activity teaching.
- ◆ gain understanding of their work through good teaching and the learning process of planning performing and evaluating.
- ◆ work together in pairs, small groups and teams having the opportunity to observe and appreciate the performances of others and to enhance their movement analysis skills.
- ◆ receive quality learning experiences and improve their standards of achievement through teaching that offers a good measure of success and enjoyment.
- ◆ gain knowledge of the conventions, procedures and good practices associated with physical activities especially sport and so be more informed participants i.e. as performer, official or spectator.
- ◆ create their own games and play those of others.



Teaching and Learning

Pupils work in P.E. is responded to promptly, constructively and personally by the teacher, with the aim of promoting successful learning and encouraging and planning further development. In responding to the pupils' ongoing work or its completed outcomes, the teacher's first concern is the effectiveness with which the purposes of the activity have been achieved. The teacher also attends and if necessary intervenes selectively and in appropriate positive ways, to the elements of the pupils' work which need correction and/or further development. In responding to pupils' work, the teacher is also assessing their gains in physical education skills and understanding. Pupils' particular strengths or difficulties are noted by the teacher and this information is used in planning the next stages in their learning.

Progression and continuity are planned by the teaching staff in termly meetings, and by the use of a unified Scheme of Work. If necessary, programmes of work are modified to take account of changes and advice from the Qualifications, Curriculum Authority (QCA) and DCFS.

The school sees the pupils' parents as major partners in their children's physical education, and every effort is made to involve them as fully as possible, in understanding and supporting their children's progress through the P.E curriculum.

Opportunities are provided during each school year to discuss their children's activities and progress in P.E. at parent-teacher consultation meetings. In addition, during each school year a written report is given to parents which specifically assesses the individual pupils' progress in the development of skills, knowledge and understanding in P.E.

Scheme of work

The scheme of work is a long and medium term plan describing what is to be taught in all aspects of Physical Education in both Key Stages. This ensures progression, continuity and consistency. It is drawn up using the Programmes of Study; QCA guidelines and the end-of-key Stage statements. It takes into account school, L.E.A. and National policies. Its purpose is to provide a coherent strategy for planning, teaching, assessing and reporting.

The Physical Education Curriculum is organised through the following areas of activity:

Breadth of study KS1

During the key stage, pupils should be taught the **Knowledge, skills and understanding** through dance activities, games activities and gymnastic activities:

Dance
Games
Gymnastics

Breadth of study KS2

During the key stage, pupils should be taught the **Knowledge, skills and understanding** through five areas of activity (At Muxton, we choose to cover each of the six areas)

Dance
Games
Gymnastics
Athletics
Swimming
Outdoor and Adventurous activities



Physical Education

All physical education activities are carried out under the guidance of the instructor / teacher, who intervenes constructively to ensure that positive learning and progress is taking place; that safety procedures are being observed and that time is used effectively etc. To achieve these ends, the teacher uses a variety of techniques, including explaining, instructing, observing, questioning, assessment, diagnosing and providing continuous feedback.

Games

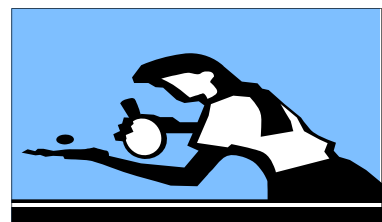
During Key Stage One, games sessions are designed to provide maximum activity for all pupils, using small equipment and concentrating on improving individual skills; including sending receiving and travelling with a ball by exploration and practice. The teaching develops the skills for the full range of simple net, striking/fielding and invasion-type games. The children play simple, competitive net, striking/fielding and invasion-type games that they and others have made and use simple tactics for attacking and defending. Appropriate equipment is used to help ensure enjoyment and success for every child.

During Key Stage Two, all pupils are given opportunities to increase their mastery of skills by working individually, in pairs and in small-sided team games. Game rules become increasingly important and children are able to devise their own sets of rules and create modified and small-sided competitive net, striking/fielding and invasion games. The element of healthy competition is more of a focus at this stage with individual and team competitiveness at the fore; although the major emphasis is still placed on children sharing and working together; organising and keeping games going.

Gymnastics

Gymnastics teaching for all pupils is through units of work which often revolve around a specific aspect of movement, e.g. transference of weight, body-shape, travelling and changing speed. It is concerned with acquiring control, co-ordination and versatility in the use of the body. The natural actions such as jumping, leaping, balancing, pulling and swinging are explored and refined to produce quality movement.

The gymnastics teaching programme aims to provide progression, challenges and practices appropriate to the full range of ability in whole-body management; to link; repeat and refine a series of actions and to guide pupils to a level of skill which is satisfying and rewarding. Teachers throughout the school draw on resources, such as the gymnastics 5 - 7 Key Stage 1 and gymnastics 7 - 11 Key Stage 2 Session - by - Session Approach by M.E Carroll and H.K. Manners as a guide for planning.



Dance

All pupils are taught to compose, control, perform and appreciate quality in educational dance by varying shape, size, direction, level, speed, tension and continuity.

They create and perform dances using simple movement patterns at **Key Stage One**, including those from different times and cultures. They are also taught to develop ways of expressing and communicating their ideas and feelings.

At Key Stage Two, they create and perform dances using a range of movement patterns, including those from different times, places and cultures.

In both Key Stages, it is expected that the children will respond to a range of stimuli and accompaniment.

Frequently, dance tasks are extended to involve the use of bodily movement to express or represent feelings, moods, ideas, actions or events (real or imaginary) i.e. the elements of drama. Many of the teaching objectives in dance/movement are therefore most effectively achieved during the development of expressive movement as one of the major elements in dance/drama, alongside speech, song, music, narrative etc.

Athletics

Athletics activities are centred on developing pupils' skills in running, jumping and throwing, through a teaching programme which concentrates on improving individual performance. Pupils are involved in challenges which enable them to improve their performance in athletics activities. They also learn about their own athletic capabilities and focus on self improvement. Pupils are taught to understand the principles of good athletics performance.

A degree of competition is gradually introduced in some elements of this work, often in group and team contexts, but the predominant focus throughout is on each pupil achieving the best performance of which they are capable. All Key Stage 2 children participate in the ESSA 5-star award scheme during the summer term.

Outdoor and Adventurous Activities

These skills are extended in different and more challenging environments, with the annual residential study-visit to an outdoor adventure centre. All Year 6 children are given the opportunity to take part in this outdoor and adventure programme.



Swimming

Swimming is included in the Physical Education Curriculum for all swimmers in years 5 and 6 in the summer term of each year. Pupils follow the ASA graded swimming program which is conducted strictly in accordance with guidelines on pool safety. The emphasis in the swimming programme is on confidence, safety and survival in the water for all pupils. When the children have developed enough skills to be safe in the water, attention is then directed to improving strokes, breathing, and style. By the end of the course, the aim is that each child should be able to swim 25 metres unaided, competently and safely.

Cross-Curricular Links

Most of the Physical Education Curriculum Objectives are achieved in specifically P.E.-focussed sessions and activities. However, the subject lends itself readily to a variety of cross-curricular links e.g.

A) Drama: through dance/drama, expressive movement is used to interpret and articulate the range of human ideas, feelings events and actions.

B) Science: the working of the body and its systems, forces, levers, balance etc.

C) Health Education: fitness, nutrition, healthy living, health related activity etc.

D) P.S.H.E.: the development of values and personal qualities throughout the P.E. programme.

E) Geography/History: outdoor activities involving the exploration of historical and geographical features and sites including using maps for orienteering etc.

F) Mathematics: through experience in physical education children can be helped to understand mathematical and linguistic concepts such as large and small, wide and narrow, heavy and light, symmetry and asymmetry.

Where appropriate, these links are highlighted and incorporated in relevant learning tasks, although tenuous or artificial links are avoided.

Coaching and S.E.N

Children are given the opportunity to be coached by outside agencies in sports, such as tennis, football; table tennis, basketball, hockey and tag rugby. This is by no means an exhaustive list.

Pupils with specific difficulties (SEN) may need additional help or modified learning tasks. Similarly, pupils who show a high level of ability may need tasks altered or diversified to provide an appropriate level of challenge.

Equal Opportunities

At Muxton Primary School, the P.E. Curriculum is accessible and relevant to the needs of all children. We adapt and differentiate lessons accordingly. In Curricular teaching, no distinction is made between boys and girls in the skills taught or the experiences offered. Where direct competition is involved in athletics, sports day, cross-country running and swimming, the national and international pattern is followed and separate races are organised for boys and girls.

Extra-curricular activities

In addition to the provision made for all pupils in curricular P.E. work, a range of extra-curricular opportunities is made available to pupils at Muxton. These activities are organised by members of the teaching staff, parents and outside agencies. These usually take place after school; although lunchtime activities do take place.

These activities may include athletics, netball, football, gymnastics, cross-country, rounders, kwik cricket, basketball, tag rugby, multi-skills, playground games, Boxercise, golf and volley ball.

Many of these extra-curricular activities are carried out at inter-school competitive level. Pupils involved will sometimes participate in tournaments and other events at area and county levels. Other activities are partly linked to award-bearing schemes, such as those of the British Amateur Gymnastic Association and the ESSA Athletics Award Scheme. Children in all sports are encouraged to join local clubs and teams by means of a sports notice board which celebrates pupils involvement at the school. Extra-curricular activities are voluntary for the pupils concerned, but once a pupil has become involved they are expected to show an appropriate sense of commitment in participating regularly and enthusiastically.

Time Allocation

Two hour sessions are allocated to P.E. each week.

Assessment

Assessment is used in P.E. to:

- ◆ establish an appropriate starting point.
- ◆ inform planning.
- ◆ guide the progress of individuals in P.E.
- ◆ make judgements about the appropriateness of the resources being used.
- ◆ ensure a match between tasks and pupil capabilities.
- ◆ monitor pupil's attitudes, motivation and self esteem.
- ◆ assist continuity and progression.
- ◆ monitor and evaluate the effectiveness of the teaching of P.E.

Differentiation

By Outcome

This will be largely by outcome because most tasks are open ended.

By Task

- ◆ There will be times when different tasks are needed, especially during skills teaching where the more able need extending and challenging, whilst the less able need to feel secure in their ability.

Evidence will be collected through:

- ◆ observation.
- ◆ questioning.
- ◆ discussion of own work and others.
- ◆ Evaluation of own work and others.

Records kept for each individual include:

- ◆ annual summative record of position in relation to the National Average.
- ◆ record of gifted and talented pupils.

Facilities at Muxton

In implementing the Physical Education Curriculum objectives, pupils are given the opportunity to become familiar with and work with a variety of relevant equipment and facilities.

These include:

Outdoor Fixtures and markings:

permanent basketball posts

adventure playground

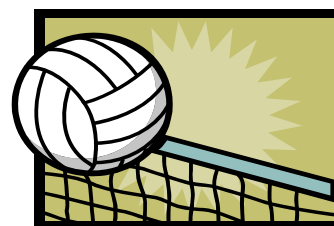
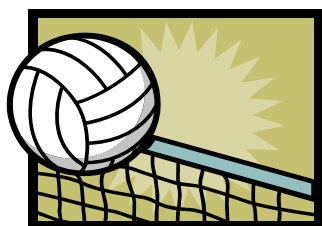
sand pit

wooden train

Small equipment: A wide range of small equipment, including balls of many sizes and types, a variety of bats and strikers, ropes, hoops, skittles, quoits, bean-bags etc.

All pupils are required to learn to choose and use equipment and facilities appropriately for different tasks and also how to store, access and care for them.

The safety and condition of large P.E equipment is regularly checked and any necessary maintenance or repairs are carried out by qualified contractors.



Sports Equipment

This is not an exhaustive list. It is expected that equipment will be increased at times and replenished when stock is depleted.

plastic play bats	racing sacks
cones and markers	footballs
playground activity box	hockey sticks
table tennis bats	boccia set
two table tennis tables	bean bags
table tennis balls	sponge skittles
table tennis nets	sponge bowling balls
hoops	skipping ropes
basket balls	spongy hockey
net balls	air balls
tag rugby balls	quoits
hockey pucks	wooden bats
mixed soft balls	nets
green play box	jingle balls
red play box	tennis balls
blue play box	cricket balls
yellow play box	tennis bats
red bands	blue training bibs
blue bands	4 sports leader boxes
green bands	gymnastics mats
yellow bands	ropes
Hammer set	climbing frames
javelins- indoor and outdoors	
shot put set	
discus	
rounders bats	
rubber mats	
super scoop set	
small foam balls	
frisbees	
small skittles	
purple bowling set	
orange bowling set	
koosh balls	
move cubes	
ramp for boccia	

Health and Safety

The following stipulations apply to all pupils while engaged in P.E. activities.

- ♦ Clothing- Pupils must wear dark coloured shorts and plain white tee-shirt. A sweatshirt and jogging bottoms are required to be worn outdoors when cold.
- ♦ Footwear- Bare feet for Hall activities
 - Plimsolls or trainers on playground
 - Training shoes/boots on the field if the grass is wet
- ♦ No jewellery may be worn; although studs are acceptable but preferably should be removed before school; if not possible, these should be covered by micropore tape, provided from home. This absolves the school of responsibility should an accident occur as a result of this jewellery.
- ♦ A valuables box is available to contain watches, earrings e.t.c.
- ♦ Long hair must be tied up and hair-bands are not allowed.
- ♦ Children should wear footwear to walk from the classroom to the hall.
- ♦ Teachers must be aware of those children who suffer from any medical condition, which may affect their ability to partake in physical activity.
- ♦ A parental note is required to exempt a pupil from P.E. because of illness or injury.
- ♦ Shin pads are advised for sports such as hockey and football.
- ♦ Report any damaged, broken or dangerous apparatus/equipment to Matthew Rice or Deborah Williams.

Policy Review

The policy is regularly checked to see if the notes and guidance meet present requirements, particularly for Health & Safety.

Physical Education in schools aims to contribute to the development of control, co-ordination and mastery of the body. It is primarily concerned with a way of learning through action, sensation and observation.

**Physical Education
From 5 to 16
HMI**

Additional Notes and Guidance