

Gwladys Street Community Primary & Nursery School



Physical Education and School Sport Policy

“Sport has the power to change the world...it has the power to inspire. It has the power to unite people in a way that little else does. It speaks to youth in a language they understand.”

(Nelson Mandela, 2000)

Introduction:

The school believes 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. It provides pupils with the generic skills, knowledge and understanding they need to become physically literate, and at the same time gives most of them their first regular experiences of sport. We aim to provide aesthetic, competitive and challenging situations in a programme that follows National Curriculum guidance. We aim to encourage children to develop the personal qualities of fairness, enthusiasm, co-operation and commitment, as well as increasing their self-confidence and developing positive attitudes towards a healthy and hygienic lifestyle. Children will be involved in individual and team activities and in co-operative and competitive situations. Teaching styles will be flexible and varied, and all children will be involved in the planning, performing and evaluating of their work.

The Physical Education Curriculum

Follows National Curriculum requirements.

Foundation Stage –EYFS provides children with the experience of using different body parts in a variety of ways, developing fine motor and manipulative skills, and allows them to use their natural play instincts and be creative.

The Programmes of Study specify six main areas of learning:

Key Stage One

- Gymnastics
- Dance
- Games

Key Stage Two

- Gymnastics
- Dance
- Games
- Athletics
- Outdoor and Adventurous Activities
- Swimming

Level Descriptions specify the types and range of performance that pupils should demonstrate at each National Curriculum Level. It is expected that most children will achieve Level 4 by the end of Year 6 in their Physical Education work.

*Year 4 children can visit Kingswood Learning and Leisure centre where they experience O.A.A

Aims

- To enable children to develop and explore physical skills with increasing control and co-ordination.
- To develop the ability in children to remember, adapt, and apply knowledge and practical skills in a range of activities.
- To provide opportunities to develop personal characteristics like initiative, self-reliance and self-discipline.
- To develop the ability to organize equipment, make and apply rules, and to encourage children to be creative and investigative.
- To develop the ability to reflect upon their own and others' performance objectively and constructively.
- We aim to promote positive attitudes towards health, hygiene and fitness.
- Children will develop knowledge of safety factors and an appreciation of the principles of safe practice.
- To improve communication skills, social skills and the skills involved in co-operative activities.
- We aim to provide an environment in which children can work without inhibitions, where they can learn to enjoy and succeed in the subject as well as being stimulated and challenged.

Clothing

From F/2 onwards, children should be wearing correct clothing for physical activities – T-shirts (white), shorts (dark colours and not long or baggy), slip-on pumps or trainers as appropriate for activity.

Swimming – shorts or trunks for boys.

One-piece swimming costume for girls and swimming caps are recommended for children with long hair.

Long hair should be tied back for P.E. and no jewellery, including watches, should be worn.

All children are expected to take part in P.E. unless a letter explaining an illness/injury is received by the teacher. Spare P.E. kits are to be available in classrooms for those children who have forgotten. It is the responsibility of the teacher to ensure these spare kits are washed and stay in class. If a child forgets their P.E. kit for 2 weeks a letter will be sent out to parents to remind them and ask for an explanation. Children should not share their own clothes with other children. Spare swimming kits will not be provided due to hygiene reasons.

Footwear – slip on pumps are expected to be worn by all children for indoor P.E. although bare feet is acceptable if safety/hygiene issues are considered. Trainers are preferable for outdoor games although pumps are also acceptable.

Parents are expected to write names in P.E. kits and ensure that pumps are the correct size. Football kits are not acceptable. Parents may purchase P.E. kits themselves from any supplier, but they will also be available in school to buy.

Cross-Curricular

An aim of P.E. is to promote and enrich work being studied in other areas of the curriculum, and wherever possible we endeavour to incorporate physical activities into our topics. Dance and gymnastics particularly lend themselves to

cross-curricular approaches and certain aspects of mathematics can also be covered these areas of P.E. Our P.E. programme aims to promote health education and have a significant influence on long term health, attitudes and behaviour, and so includes aspects of science and P.S.H.E.

Differentiation

It is necessary to promote a differentiated P.E. curriculum in order to provide opportunities for individual pupils to experience success. This may involve providing different activities or different apparatus/equipment according to the levels of ability, so that we are able to develop specific skills, knowledge and understanding in individual pupils. Within the curriculum children are given the opportunity to plan, perform and evaluate their work, the planning aspect of this allows for differing ability as children work at their own level, using their own ideas, knowledge and skills.

In all classes there are children with differing physical abilities. Whilst recognising this fact, we will 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. Setting common tasks that are open-ended and can have a variety of results, e.g. invasion games where you can change the number of players (three hoop ball). Setting tasks of increasing difficulty, where not all children complete all tasks, e.g. gymnastics. (Some may develop a three-part sequence whilst others may complete a five-part sequence.) Providing a range of challenges through the provision of different resources, e.g. different bat sizes and playing areas.

Teachers will apply the **STEP** method to accommodate differing abilities.

Space

Task

Equipment

People

<p style="text-align: center;"><u>Space</u></p> <ul style="list-style-type: none"> • Level/height of apparatus. • Size of playing area. • Distance travelled. • Use of zoned/safe areas. • Different size target areas. • Players to start at different times. 	<p style="text-align: center;"><u>Task</u></p> <ul style="list-style-type: none"> • Easier – simplify rules, less layers. • Harder – more rules, players. • Rotate roles/allocate specific roles. • Modify rules. • Have some play in different ways, sitting, lying, and standing still. • Must pass it three different ways before shooting. • Duration of the game.
<p style="text-align: center;"><u>Equipment</u></p> <ul style="list-style-type: none"> • Balls/bats to vary in size, colour texture, weight and shape. • Height to vary – goals, nets, apparatus. 	<p style="text-align: center;"><u>People</u></p> <ul style="list-style-type: none"> • Independently, pairs, groups. mixed ability/same ability. • Same sex/mixed. • Teacher/TA modelling. • Pupil modelling.

Special Needs and Physical Education

Provision should be made for children regardless of their disability/impairment. All children are entitled to a broad and balanced P.E. programme. Teachers need relevant information about the child's condition, and adaptations to the overall programme may be necessary to allow access.

We shall consider the needs of those pupils who have difficulties of a dyspraxic or dyslexic nature and be aware of the need to differentiate some activities in order for those pupils to reach their full potential.

Gifted and Talented

Gifted and talented children will be identified on a regularly updated register. These children should be challenged further in P.E. lessons through differentiation, to ensure continued progression of their skills. Opportunities for Gifted and Talented children to attend competitions, specialised coaching sessions and trials for city teams will be provided wherever possible.

Off-site Facilities

Key Stage 2 children all visit a sports centre (presently Walton Sports Centre). Each class uses the hall for one hour each week during 1 term. A bus takes 2 classes for each session and the classes share the large hall. A large part of the games curriculum is fulfilled at the sports centre.

Alsop Sport Centre is used by Key Stage 2 pupils for swimming. Children have a 45 minute lesson each week for approximately half a term each. A bus takes children there and the school employs the services of 2 swimming instructors per class to assist teachers.

Additional O.A.A. is carried out at Colomendy and Kingswood, and local sports centres are used by Year 5 when participating in the Sportslink Project

Children who are unable to take part in P.E. sessions due to illness/injury should still attend the sports centre with their class. Activities should be provided for these children to complete on the side benches/mats.

Equal Opportunities in Physical Education

There is opportunity for all pupils to participate in all activities regardless of race, sex or religion. Teams will include both sexes, indeed positive discrimination may be necessary when choosing teams. Both sexes are given equal opportunities within the group. Games are free from gender bias. Situations which create stereotyping should be avoided.

Multicultural Experiences in Physical Education

This experience is mainly included in dance related activities where children are involved in music and dance of different times and cultures.

Extra-Curricular Activities

Children are encouraged to participate in after- school clubs run by both staff and coaches. Clubs on offer vary from year to year but may include athletics, badminton, skipping, dancing and football. Outside agencies run some clubs for children after school which parents are required to pay for, these include netball, boxing, judo and athletics. The school sports day takes place in July each year for Key Stage 2 and there is also a Key Stage 1 activity day.

Outside Agencies

Judo instructors and coaches from a range of sports eg. netball, boxing, rugby regularly run after-school clubs for children. Representatives from Everton and Liverpool Football Clubs and other agencies such as dance groups are invited into school to work with children. We ensure that all outside coaches are police checked.

Assessment

Assessment of pupils' attainment is a continuous process and should be recorded at intervals throughout each key stage, as all activities can provide opportunities for assessment. It is not necessary to design assessment to exist separately from everyday P.E. lessons, it is an informal process. It is the responsibility of each year group teachers to decide what will be assessed each term for their particular year group.

Reporting

Reporting to parents takes place at parents' meetings throughout the year and through a written report from nursery to Year 6.

ICT

The LCP scheme has clips of PE exemplars and games strategies which can be used as a teaching aid on the smart board. Digital cameras and video recordings can be used to record activities. Music CDs are used during dance activities, warm ups and cool downs.

Safety

As strands of 'Every Child Matters', 'being healthy' and 'being safe' are very important. The school has copies of "Safe Practice in Physical Education"

BAALPE, which should be referred to if necessary. Teachers have copies of particular points contained within this document, and should familiarize themselves with both these and other relevant parts of the document itself.

Safety requirements and considerations will be in compliance with L.E.A.requirements.

1. Classes should be taught about the need for safety.
2. Children should wear the correct footwear and clothing, jewellery is forbidden (stud earrings only).
3. Any accidents should be written in the accident book.
4. Teachers should know who the named first-aiders are.
5. Students must be supervised by a teacher during all P.E. lessons.
6. Teachers should take into account any physical problems of pupils, and any medication children take which may affect their perception, motor control or co-ordination.
7. Numbers of children present should be checked, especially when visiting the swimming pool or sports centre.
8. Notes from parents stating that a pupil has an illness should be accepted. If there is any reasonable doubt about the authenticity, the teacher should make enquiries.
9. Teachers should be aware of certain medical conditions of pupils eg. asthma.
10. Apparatus and equipment should be stored safely and any defects should be reported to the P.E. co-ordinator.
11. Any injuries should be reported, treated or helped by the teacher or first aider.
12. Swimming – there must be an adult at the poolside who is able to rescue and carry out cardiopulmonary resuscitation.
13. With 20 or more pupils in the water there must be at least 2 adults on the poolside to support.
14. Children should be taught to carry and position equipment safely.
15. Teachers should be dressed appropriately.

16. Risk assessments of the swimming pool, sports centre and outside venues should be carried out before children visit.

Accident Procedure

In the event of an accident, teacher should –

- sit the rest of the class down,
- send a child for the first-aider/ head,
- teacher should not move the injured child,
- teacher should reassure the injured child and make him/her comfortable,
- wait for help, give details of the accident – an accident form will need to be filled in,
- parents need to be contacted, emergency services will be involved if necessary.

Any accidents or injuries off-site must be reported to the reception of the sports centre to be logged, even if first aid was not required.

Also see 'Health and Safety' policy.

Timing

Key Stage 1 – Approximately 90minutes per week. Children will have experience of gym, dance and games. We are currently looking to extend this to 2 hours timetabled P.E. a week.

Key Stage 2 – Approximately 90 minutes per week. Children will have experience of dance, gym, games, swimming, athletics and OAA. We are currently looking to extend this to 2 hours timetabled P.E. a week.

Foundation stage - Reception-1 hour in the hall per week plus outdoor provision.

Nursery-1 hour in the hall alternate weeks plus outdoor provision.

Monitoring the Teaching and Learning of PE

The PE Co-ordinator should review and contribute to teacher planning, and should review and monitor with members of staff the Scheme of Work for P.E. or how P.E. is incorporated into the Topic planning.

The Co-ordinator will assist staff by planning/leading INSET activities, providing advice, specifying and ordering all resources and co-coordinating staff requests for resources.

The Co-ordinator's responsibility for monitoring and evaluating PE includes:

- Reviewing teachers' annotated planning.
- Observing children's PE work to conduct work scrutiny
- Discussing PE work with members of staff
- Discussing PE work with children
- Visiting other classes to assist with PE work where requested or agreed
- Monitoring the teaching of PE as and when required, as outlined in the School Development Plan.

Such monitoring and evaluation is carried out to enhance the teaching and learning of PE and to ensure continuity, progression and differentiation through the Key Stages and the Foundation stage.

This document is available in a range of formats which can be provided upon request.

This policy document was revised in February 2011 and will be reviewed again in 2 years time.

L.Fairhead (PE Coordinator)