

Stepney Primary School



A Small School With Great Expectations

Physical Education Policy

At Stepney raising the achievement and basic skills of pupils and ensuring that they reach their full potential is the responsibility of all staff

1. INTRODUCTION

At Stepney Primary School Physical Education is regarded as an important area of the curriculum. Physical Education provides pupils with a number of learning opportunities; PE allows pupils to be creative, competitive and to face up to challenges as individuals, as groups or as members of a team. We believe that no child shall be left behind and that every child matters.

P.E. helps in the promotion of physical skills, physical development and, importantly, an understanding of the body in action. This will hopefully lead to a positive attitude towards activity and a healthy lifestyle. Pupils also learn how to plan, perform and evaluate their actions and ideas with a view to improving their effectiveness and quality.

2. AIMS

The aims of Physical Education teaching at our school are to:

- promote the concepts of an active and healthy lifestyle;
- ensure children are physically active for sustained periods of time;
- increase pupils self-esteem and confidence in physical activity;
- teach the skills required to be able to meet challenges as individuals, groups and teams now and in later life;
- provide pupils with opportunities to plan, perform and evaluate their own work and that of other pupils;
- provide equality of access to physical education opportunities.
- encourage the take up of sporting opportunities by 5-11 year olds;
- to offer all children at least 4 hours of sport every week, comprised of high quality PE and sport at school and opportunities beyond the school day;
- improve the quality of teaching and coaching in PE and school sport through appropriate mentoring.

3. ROLES AND RESPONSIBILITIES

3.1 Headteacher

- set high expectations and monitor the teaching and progress in physical education;
- encourage a whole school approach, keeping parents, governors and support staff well informed of PE issues;
- support the PE Co-ordinator and individual teachers.

3.2 P.E. Co-ordinator

- lead by example sharing a thorough understanding of the subject;
- offer support to teachers in planning, teaching and assessment;
- work alongside the Headteacher to monitor and evaluate teaching and progress;
- liaise with PE Teacher Mentor to identify and address CPD needs;

- manage and provide resource needs;
- liaise with governors identifying needs and ideas for improvement;
- to work with the PE Teacher Mentor to write and implement the action plan for achieving Kite Marks;
- to organise competitive opportunities with the local School Games Organiser.

3.3 Teaching Staff/PE Coach

- have a day to day responsibility for delivering high quality lessons;
- use of a range of resources to aid planning and use agreed material to assess children's progress;
- ensure resources are used appropriately and safely and stored correctly, reporting lost/damage to PE Co-ordinator;
- PE Coach to mentor staff for identified CPD needs.

3.4 PE Teacher Mentor

- to support the PE Coordinator in their role;
- mentor PE Coach to ensure high quality PE and CPD is being delivered;
- to coordinate inter schools competitions;
- to work with the PE Coordinator to write and implement the action plan for achieving Kite Marks.
- to organise competitive opportunities with the local School Games Organiser.

4. PLANNING

Long term plan ensures coverage of the revised National Curriculum. Medium and short term planning identify opportunities to extend the more able and ways to support the less able.

5. TEACHING & LEARNING

- P.E. is time tabled for one afternoon each week per class;
- organisation of teaching and learning is the responsibility of the PE Coach or class teacher and will depend on the nature of the activity, the resources available and consideration of Health and Safety issues;
- outside agencies may be utilised where appropriate;
- learning and teaching will be varied where appropriate, encompassing visual, auditory and kinaesthetic experiences to maximise pupil learning;
- teaching and learning will be supported by use of Teaching Assistants;
- P.E. teaching and out of hours learning may be led by a class teacher, Headteacher, or PE Coach.

6. EXTRA OPPORTUNITIES

The school also promotes a number of playtime, lunchtime and after school clubs, and extra curricular activities with strong links to physical education.

- the school offers after school clubs for a variety of sporting activities (for example: rugby, dance, tennis, basketball, athletics, football, multi-skills);
- visits over the past few years have incorporated physical activities, for example: the Year Six Residential visit to Carlton Lodge Outdoor Pursuits Centre;
- swimming lessons are timetabled for Year 4 pupils annually;
- each half term for one afternoon each pupil undertakes an afternoon of enrichment activities, which generally includes physical activities;
- opportunities will be taken to utilise specialised coaches where possible;
- a variety of physical activities are provided at playtimes and lunchtimes; bags of resources to facilitate these activities are available.

7. ASSESSMENT AND RECORD KEEPING

Assessment is seen as an on-going process in order to carefully monitor the progress of each pupil. Pupil progress will be assessed at the end of each unit using the agreed assessment materials.

Parents will be informed of their child's progress in PE on the annual report to parents.

8. EQUAL OPPORTUNITIES AND INCLUSION

8.1 Equal Opportunities and Inclusion

At Stepney we believe in equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background. Within physical education each teacher will ensure that all pupils are included in physical education lessons and out of hours learning. Teachers will pay attention to the achievement and attainment of:

- boys/girls
- minority and ethnic faith groups, travellers, refugees and asylum seekers
- pupils who have EAL
- pupils with SEN
- gifted and talented pupils
- children 'looked after' by the local authority
- other children, such as sick children and those from families under stress
- pupils at risk of disaffection and exclusion; ensure that these pupils are effectively included in physical education

8.2 Gifted and Talented/More Able

Through physical education this school recognises that every child has an entitlement to an appropriate education. At Stepney we recognise the importance of high standards for more able children and therefore appropriate challenge will be set for more able pupils within physical education lessons. A "talented" pupil refers to a pupil whose performance or potential performance

in PE and sport: substantially exceeds that of their peers in relation to their age group in the school. If a child is identified appropriate steps will be taken to ensure that their needs are met.

8.3 Pupils with Special Educational Needs

Children with Special Educational Needs will be included in physical education lessons. The teacher will plan differentiated activities to ensure that all pupils make the maximum amount of progress. Mrs Ruth Brocklebank/ Mrs Kate Wilde are the Special Educational Needs Co-ordinators.

8.4 Children with English as an Additional Language(EAL)

Children with English as an Additional language will be included in physical education lessons. Teachers will be aware of specific needs and target work appropriately.

9. RESOURCES

The school owns all the physical resources needed to teach P.E. A fully equipped gymnasium, netball court and playing field are all provided. The school has a prefab in which to store large equipment and secure cupboards for small equipment, which are situated in the gymnasium.

10. SAFETY

Due to the nature of the subject, Health and Safety is of the utmost importance:

- when a lesson is to be taken on the playing field staff must follow the agreed procedure of crossing Stepney Lane at the marked position and maintaining contact with the school by always carrying a mobile phone;
- the school PE kit should be worn by all children for all PE lessons;
- spare kits are available in each key stage;
- clothing should allow for unrestricted movement without being loose;
- indoor activities should be performed in soft-soled gym shoes or bare feet;
- all jewellery and other personal effects **MUST** be removed and long hair tied back. Parents and carers are advised of this policy;
- pupils with medical conditions that might be affected by physical activity are known to staff and adults other than teachers, and how they should be treated;
- staff and adults other than teachers, teaching physical activities know who the school's first aiders are.

11. MONITORING AND EVALUATION

This policy will be monitored by the PE coordinator on a regular basis. An evaluation report will be presented to governors each academic year.

12. PUBLIC SECTOR EQUALITY DUTY

Please note: When we have updated policies from April 2012 onwards, we have referred to the requirements of the PSED, which state that as part of their statutory duties, schools need to comply with this by 6th April 2012.

The Equality Act 2010 replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. Schools when carrying out their day to day work should have regard to the following:

- eliminating discrimination
- advancing equality of opportunity and
- foster good relations across all characteristics

Schools cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment. This means it is now unlawful to discriminate against a transgender pupil or a pupil who is pregnant or recently had a baby.

This policy was reviewed and updated with reference to this duty. The author/s of this document and the Policy Committee of the Governing Body, which checks all policies before publication, considered this policy in the light of these requirements to ensure that Stepney Primary School adheres to these statutory regulations.

PBrowning Head Teacher (April 2012)

13. PERSON RESPONSIBLE

Updated Summer 2015
Mr J Ingram and Miss D Baitson
To be updated Summer 2017