



CROFTLANDS INFANT AND NURSERY SCHOOL

Policy for Physical Education

Rationale

This policy reflects the values and philosophy of the school in relation to physical education. It provides guidance to be read in conjunction with both long term and medium term planning, which sets out in detail what the children in different year groups will be taught. The document is for all staff, governors and parents.

The children will be provided with a wide range of experiences to develop agility, co-ordination and confidence in physical activity and the ability to express feelings through body movement. These activities will offer all pupils an alternative context for learning, which will develop good quality performance and will allow every pupil to become physically active. We will encourage children to learn about how to keep their bodies healthy and motivate them to maintain lifelong physical activity habits.

Our P.E. activities are based upon the Key Stage One Programme of Study set out in the National Curriculum document for Physical Education. The pupils are encouraged to develop the fundamental movement skills of agility, balance and co-ordination. They are taught these basic movements through gymnastic, games and dance activities. In the Foundation Stage, our activities are based on the standards set out in the Early Years Development Matters document.

Aims

- We aim to provide the children with opportunities to develop the knowledge, understanding and skills to plan, perform and evaluate their own actions and the actions of others.
- We aim to provide experiences which will enable the children to respond inventively, imaginatively and effectively to a variety of movement challenges.
- We aim to provide a Physical Activity programme that all children will enjoy.
- We aim to develop, in children, the confidence to move adventurously but safely and to respond readily to instructions.
- We aim to give our children a knowledge of and involvement with a wide range of apparatus, both indoors and outdoors.
- We aim to provide activities which will enable the children to experience how different parts of the body move and so achieve good motor control.
- We aim to develop social skills in considering and co-operating with others as well as encouraging competitive activities.

Be Caring
Be Happy
Always Do Your Best

- We aim to build a good self image for every child through experiencing achievement.
- We aim to develop in children good personal organisation skills, in getting changed, looking after own clothes and being able to fasten own shoes.
- Through P.E. we aim for the children to develop an understanding of the importance of healthy living and the benefits of a life-long active lifestyle.
- We aim to provide the children with a broad and balanced programme of P.E. activities whilst in the Infant school.

Objectives

- To provide for our children, 2 hours of high quality physical education within the curriculum per week.
- To provide relevant in-service training for all staff who request help.
- To provide good quality and age appropriate resources for the children to use in physical activity sessions.
- To provide safe areas for children to participate in active play.
- To provide a broad and balanced programme of activities to ensure a safe and effective development of physical literacy.
- To encourage staff, pupils and parents to participate in physical activity as part of everyday life.
- To provide after school sports clubs to suit the interests of Key Stage 1 children.

Policy Framework.

Frequency of lessons.

Each class is timetabled in the hall for P.E. In Key Stage 1, the children have 2 lessons a week, lasting for one hour. In Foundation Stage, Reception classes have 2 lessons each week, lasting for around 40 minutes. However, the reception children have physical activity sessions outdoors each day, to ensure that all children in school are participating in 2 hours of high quality physical activity each week. The Nursery classes have time to access the hall each week when they are ready, however, the outdoor area is used for physical activities every day. All classes have access to 'Go Noodle', which can be used at any time of the day.

During the summer months, weather permitting, the lessons take place outdoors for games and athletic activities.

Health and Safety.

The booklet "Safe Practice in Physical Education" (AFPE) provides the guidance for our policy.

In the event of an accident the children stop their work and sit down quietly. One child is then

sent to find the Headteacher or any other member of staff who is qualified to administer First Aid using assistance required. In this way, a casualty is treated without the teacher leaving the class.

The first aid boxes are located in the hall and the main reception areas.

Clothing for P.E.

Indoors, children wear black shorts and white t-shirts with bare feet for P.E. lessons. Outdoors, children wear shorts, T-shirts and suitable sports footwear. We keep sets of spare P.E. kit for those children who occasionally forget it is P.E. day.

Jewellery.

We follow updates from AFPE to ensure safe practice. The latest guidance states that all watches and jewellery are removed for P.E. lessons. It is a county policy that earrings are not permitted to be worn during P.E.

Students unable to remove earrings should be required to make them safe by taping, front and back, which may offer a measure of protection. The taping should be sufficient to prevent the stud post penetrating the bone behind the ear should an unintentional blow be received (e.g. from someone or from equipment such as a ball). This taping may be done at home for younger children or prior to the lesson for older students.

Staff are not required to remove or tape earrings for students. Where taping is utilised, the teacher supervising the group maintains the legal responsibility to ensure the taping is effective for purpose. Where staff consider the taping to be unsatisfactory to permit safe participation, they will need to consider alternative involvement in the lesson for the student.

Apparatus and equipment.

Apparatus and mats are stored in the large P.E. cupboard in the hall. The apparatus needs putting away before lunchtimes to enable the tables to be set out. It is the responsibility of all members of staff to ensure that areas used for physical activity are safe for the children to use.

The apparatus is regularly checked to make sure all equipment is safe. Any parts of the apparatus found to be defective are always removed and the problem is then reported to the teacher responsible for P.E. or the Head teacher. Maintenance, replacement and purchases of equipment are the responsibility of the P.E. co-ordinator and the Head teacher.

Assessment, Record keeping and reporting.

We use assessment to plan future teaching, provide diagnostic information and to provide summative information for teachers and parents. Assessment is based upon teachers' own observations and is ongoing throughout the year. A photographic/ video record is sometimes

used to document their work. Any concerns about a child's physical development is always reported to and discussed with parents. Baseline assessment provides information in the Foundation Stage about strengths and weakness in a child's Physical Development. At the end of each academic year, teachers are required to report to parents on progress made by pupils in P.E.

Inclusion of all children.

All pupils irrespective of gender, ability, ethnicity and social circumstance have access to the P.E. curriculum. All pupils are expected to participate in physical education lessons to the best of their abilities. Pupils will only be excused from P.E. when requested by a parent. Non participants will be given a task at the side of the hall.

Our dress code will be adapted for children with special needs and children whose religion or culture prescribes a different form of dress.

The school provides for children who have movement learning difficulties and for those children who have advanced motor skills. Wherever possible, needs will be met within the context of complete integration. However, the need to break down skills into small and achievable, progressive steps is recognised, as is the need to modify language, activities and equipment where necessary. Every opportunity will be taken to develop the pupils' self-esteem and ability.

Planning.

Curriculum planning is organised into three levels:

- Long-term planning gives a broad curriculum framework for each year group in all areas of activity within P.E. The long term planning identifies themes and ensures coverage in terms of progress, balance, coherence and continuity. Our planning is based upon the Physical education programme of study for Key Stage 1 and The EYFS Development Matters document.
- Medium-term planning. The class teachers supported by the subject co-ordinator undertake medium-term planning. These are produced each term.
- Short-term plans giving detailed information on lesson objectives, warm-up activities, main activities, cool downs and resources needed.
- Coaches from local sports clubs regularly provide additional opportunities for extending the curriculum.

Opportunities Beyond the Curriculum

Key Stage 1 children have the opportunity to participate in activities after school (OSHL). These activities take place throughout the year. The activities offered include dance, gymnastics and games. These activities are mainly non-competitive; however, there are opportunities for children to take part in the Key Steps Gymnastics competition for beginners. The children also take part in competitive team games when invited to do so.

Monitoring, Evaluation and Review.

The P.E. subject leader monitors the teaching, learning and standards of physical activity in school and OSHL in order to improve the outcomes for children. Views are gathered orally from teachers, pupils and parents and then acted upon.

It is the also the responsibility of the P.E. subject leader to monitor and then evaluate the working of this policy.