



Hartford Primary School

PE Policy

Updated: 22nd March 2018

To be reviewed: 22nd March 2019

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Signature of Headteacher:

Signature of Chair of Governors:

Hartford Primary School PE Policy

The Purpose of this Document

Hartford Primary School recognises the vital contribution of Physical Education to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development.

We aim to provide a broad and balanced P.E. curriculum which is intended to develop children's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Through a balance of individual, paired and group activities, we aim to cater for the different strengths, needs and preferences of each child, using differentiated activities where appropriate. We believe that through the variety of opportunities that PE offers, all children can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries.

We plan a range of activities that aim to provide children with a broad base of movement knowledge, skills and understanding, which they can refine and expand throughout their primary school years. All children are encouraged to join clubs and extend their interest and involvement in sport.

We encourage children to develop their creative and expressive abilities, through improvisation and problem-solving. Children are taught to appreciate the importance of a healthy and fit body, and begin to understand those factors which affect health and fitness.

Subject Aims and Objectives

Physical Education is a foundation subject and is important to our school. We aim to:

- enable children to develop and explore physical skills with increasing control and co-ordination
- encourage children to work and play with others in a range of group situations
- develop the way children perform skills and apply rules and conventions for different activities
- increase children's ability to use what they have learnt to improve the quality and control of their performance
- teach children to recognise and describe how their bodies feel during exercise
- develop the children's enjoyment of physical activity through creativity and imagination
- develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success

Teaching and Learning

Our children will:

- receive 2 hours of high quality PE lessons.
- be active throughout the lesson. For example, sports such as rounders and cricket should be played on a small scale to develop skills so that all children are actively engaged.
- be given good quality equipment to use. In sports such as football and basketball children should have a ball each to develop skills.

- evaluate their own work as well as the work of other children.
- have the opportunity both to collaborate and to compete with each other.

Planning the PE Curriculum

PE is a foundation subject in the National Curriculum. Our school uses a range of different schemes as the basis for its curriculum planning in PE. In Key Stage 1, we teach dance, games and gymnastics, plus one other activity: outdoor and adventurous activities. In Key Stage 2 we teach dance, games and gymnastics, plus three other activities: swimming and water safety, athletics and outdoor and adventurous activities.

The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject co-ordinator works this out in each year group.

We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

Years 2, 4 and 6 attend residential visits which allow children to take part in outdoor adventurous activities. These range from abseiling, kayaking, caving and orienteering.

We encourage the physical development of our children in Foundation Stage as an integral part of their work. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Differentiation

The School Sports Partnership recommends using the principle of STEP for adjusting lesson activities for differentiation. Some children with particular needs may require different activities, for example with a particular focus on fine motor skills if hand to eye coordination is a challenge.

S = change the space available

T = change the time allowed

E = change the equipment, e.g. softer or larger balls, different sized bats, etc

P = change the people, e.g. size of the groups

The role of the PE Subject Leader

The PE Subject Leader is responsible for the development and monitoring of the PE curriculum. They are responsible for updating the School's Policy and ensuring other relevant policies reflect the aims and objectives of the PE policy.

They assist staff by leading staff meetings; planning and leading CPD training activities; providing consultancy and advice, supporting staff in the classroom; specifying and ordering resources; coordinating staff requests for resources and monitoring and maintaining the condition and availability of resources.

They plan and coordinate the schools year 6 sports organisation crew, this is a school initiative that encourages children at break time to get involved in organised sporting activities across the key stages.

They will liaise with any named Governor to keep the Governors informed about developments within the subject.

They maintain a positive ethos for the subject, through support and encouragement of staff, children and parents.

Equal Opportunities

At Hartford Primary we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE.

Special Educational Needs

In accordance with the Special Needs Policy, we are a fully inclusive school and children with special educational needs are included in all lessons.

It is the responsibility of the Class Teacher to ensure that any additional equipment or support is available to suit the needs of all children.

Assessment and Record Keeping

In KS1, informal observational assessments of pupils will be carried out by teachers to inform their future planning.

Formal assessment will be carried out using the Quigley milestones assessment format at the end of each unit.

In KS2 three children are recorded on an i-pad at the start of each unit. This is then repeated at the end of the unit to show the progress of pupils with a range of abilities.

Competition and School Sports Partnership

All children at Hartford Primary School take part in Sports Day. This is a combination of traditional Sports Day running races and novel team events.

The school is an active member of the School Sports Partnership and values the contribution the partnership makes to PE and sport at Hartford Primary School.

We make best use of the expertise provided through the partnership. For example by allowing coaches to teach PE lessons.

In Key Stage Two we aim to attend competitions regularly. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. Children will learn to win well, as well as lose well. These opportunities foster a sense of team spirit and co-operation amongst our children.