

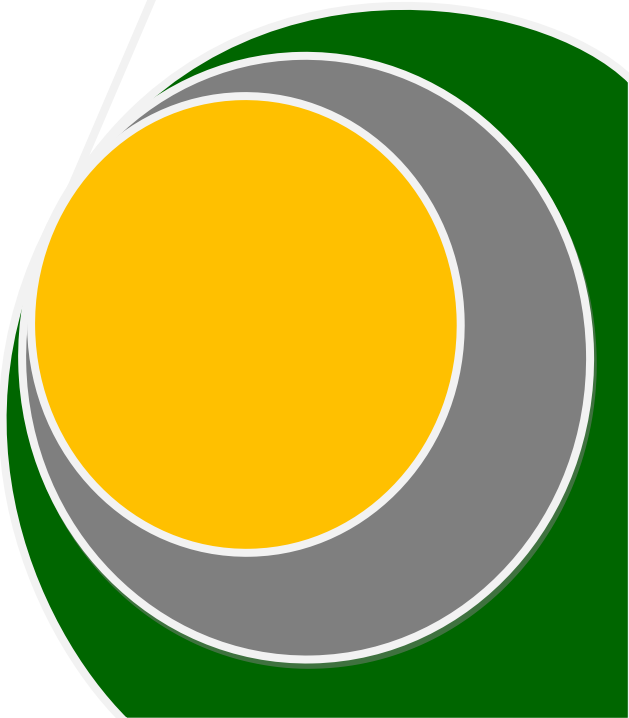


Crowstone Preparatory School

Physical Education Policy Document

This document sets out the PhysEd policies for Crowstone Preparatory School.

Glenn Pennyfather
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INTRODUCTION

The Physical development of children is usually well advanced by the time they start school. Young children quite naturally participate in vigorous movement for its intrinsic pleasure, and in doing so, they will already have learnt a great range of movements, together with a high level of control over their bodies.

The School believes that Physical Education, experienced in a safe and supportive environment is vital and unique in its contribution to a child's emotional, intellectual and personal development, particularly their self-esteem.

The Physical Education curriculum aims to provide for pupil's increasing self-confidence through an ability to manage themselves successfully in a variety of situations. Children's feelings about their physical ability will often carry over into adolescence and adult life and may affect their overall self-confidence. It is, therefore, imperative that we help children to reach their full potential and to feel as positive as possible about this aspect of their lives.

A balance of individual, team co-operative and competitive activities aim to cater for individual pupil's needs and abilities. The scheme of work is based on progressive learning objectives which combined with varied and flexible teaching styles endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for pupils. The scheme aims to promote an understanding of the many benefits of exercise through a balanced range of relevant activities. Physical Education incorporates many aspects of Science and Health Education so pupils will be taught the importance of looking after their own body. The most significant contribution Physical Education can make to Health Education is in developing an understanding of the long and short term beneficial effects of exercise on the different body systems. Conversely, pupils should understand the consequences of lack of exercise and the effect of improper use of the body.

P.E. lessons can provide opportunities for work in other curriculum areas through the use of problem solving methods across its activities. Primary School practice in teaching mathematics has frequently adopted opportunities in P.E. lessons for measuring distances, times and weights and for explaining the concept of turning through angles.

Physical Education is considered as a vehicle to facilitate access to cross-curricular themes, skills and dimensions rather than a subject concerned exclusively with the acquisition of motor skills and techniques. Some forms of physical expression both augment and may replace other forms of communication and pupils who find difficulty in oral or written communication or whose mother tongue is not English can often experience success and satisfaction in expressing themselves in



movement. Language skills can also be reinforced and utilised in describing and analysing their own and other's performances. The development of these skills is an integral part of this curriculum area.

What are our aims in teaching P.E?

We aim to:

- 1) develop physical co-ordination and competence
- 2) promote the physical and psychological benefit of participation in aerobic activity whilst at school and throughout life
- 3) develop artistic and athletic appreciation within and through movement. To develop an ability to plan arrange of movement sequences, organise equipment and apparatus and begin to design and apply simple rules
- 4) help children develop socially through competition and co-operation between other individuals and groups
- 5) promote positive attitudes towards health and physical fitness and an understanding of the biological
- 6) provide equal opportunity for all pupils to reach their full potential, regardless of their race, gender, cultural background or physical ability
- 7) to foster an appreciation of safe practice
- 8) to develop a sense of fair play and sportsmanship
- 9) to develop communication skills encouraging the use of correct terminology
- 10) to develop an ability to remember, adopt and apply knowledge, practical skills and concepts in a variety of movement based activities
- 11) To develop psycho-motor skills through a range of relevant movement based activities

How do pupils learn P.E?

Objectives

Physical Education is by nature a very practical activity where pupils learn through first hand experience. In view of this, pupils should be physically active for a substantial majority of their P.E. lessons.

It is the ethos of this School that pupils are encouraged for their achievements and that all feedback is as positive as possible. Constructive comments are made to support pupils who are struggling to achieve. We should avoid any form of 'put down' or humiliation of a child who is not achieving. It is only in this environment that pupils will have the confidence to attempt and thus develop their skills.

Teachers at both Key Stages will need to plan tasks using a variety of teaching styles in order to provide a broad P.E. curriculum. It is imperative that there is a balance between:

- *grouped, paired and individual working*
- *competitive and non-competitive*



- *contact and non-contact sports*
- *the development of skills and tactical understanding*

Children will:-

- *participate in a range of psycho-motor/movement activities in order to develop personal physical skills. (Practical attainment)*
- *will be made aware of simple physiological changes that occur to their bodies during exercise. (Physiology)*
- *be given opportunities to develop imagination and co-operation to achieve shared goals (Teamwork)*
- *be given opportunities to develop personal characteristics like initiative, self-reliance and self-discipline (Self knowledge)*
- *be given opportunities to enjoy and succeed in the subject as well as be stimulated and challenged (Problem solving)*
- *be given the opportunity to develop areas of activity of their choice in extra-curricular time*
- *make full use of the facilities here to prepare a child mentally and physically for Key Stage 3 and beyond*

The P.E. scheme of work contains full details of the learning stages of P.E. and makes links with the National Curriculum. There are six different areas of activity prescribed in the National Curriculum Programmes of Study for the Primary Years. At Key Stage 1 these are Games, Gymnastics, Dance, with Swimming for half a term. At Key Stage 2 they are Games, Gymnastics, Dance, Athletics, Swimming and Outdoor pursuits. End of Key Stage descriptions and the General Requirements should be applied to the areas of activity specified in the Programmes of Study for each Key Stage. The Programmes of Study should not be treated in isolation.

Organisation

The curriculum in this subject has been organised to ensure that children in both key stages have access to all areas specified in the national curriculum and go beyond its statutory requirements. We are confident that children following our curriculum have the opportunity to surpass the expectations at the end of each key stage.

Resources

The facilities for the teaching of Physical Education at Crowstone are, we believe unique. As a primary school we have access to the local church hall, swimming pool (all year groups swim at Warrior Square), our own indoor hall, our own field, an outdoor adventurous activity area (Garon Park Leisure Centre), hard court areas and grassed playing field (Chalkwell Park). *All risk assessments attached.*



As well as superb facilities in which to teach, the School also has a well resourced P.E. store in both key stages; portable football and netball goals, portable gymnastics equipment as well as many mats and benches. Equipment is checked regularly and stock replenished as often as budget allows.

Teachers have access to equipment and literature, via the co-ordinator, and can always rely on advice when needed. There are also specialist swimming, Aerobics, Fencing and Tennis coaches employed by the School.

Training

Training is always available to the staff here to ensure that standards of delivery are high. Specialist members of staff always aim to keep abreast of new movements and initiatives. Local coaches are often invited in to work alongside teachers and this has helped enormously to raise the standard of teaching in these sporting areas. The specialist teacher attends meetings at Borough, Regional and National level, passes on the information and discusses issues in regular staff meetings.

Planning

The Physical Education curriculum and scheme of work developed at the School covers all areas of activity outlined as statutory in the P.E. National Curriculum 2000. Each year group covers all aspects of the curriculum during the child's time at the School.

Assessment/Monitoring

It is now statutory (from Sept 2000) that each child leaving a key stage is given an over-all NC level in this subject. The guidelines are specified in the NC guide for teachers. The school will follow these guidelines to give a child a 'best fit' NC level at the end of each school year. A formal record of this will be kept only in Years 2 and 6. The information may appear on a child's end of year report. The end of year report will also form the formative report of a child's progress, strengths and weaknesses in this subject. The subject will be monitored and evaluated by the co-ordinator.

All pupils are continually assessed in all areas and record sheets are kept for all children. Direct observation is the most obvious way of collecting evidence in Physical Education. This may include discussion, appropriate use of video, response to questions and children's assessment of their own and others' performances. Criteria are needed which can be used in assessing children's work in physical education e.g.:-

- *accuracy*
- *efficiency*



- *adaptability*
- *ability to do more than one thing at a time*
- *teamwork*
- *agility*
- *stamina to sustain participation*
- *imaginative performance*

Inclusion/SEN

As is stated in the NC 2000, children with special needs will be included in any physical education lesson. If a programme needs to be adapted then the teacher in charge will do this in consultation with the co-ordinator and SENCO (if applicable).

They may have sensory difficulties, physical difficulties, cognitive limitations and/or emotional and behavioural disorders.

It is important to concentrate on pupil's abilities and needs, not on their disabilities and handicaps. This emphasis aims to improve their movement skills and helps to change feelings of disaffection, under-achievement and low self-esteem. At times it may be appropriate to have the support of a Classroom Assistant to help with the management of a particular child during P.E. If this is the case, it is preferable to have the assistant working with a group of pupils which includes the child who needs support. Everything should be done to avoid highlighting the disabilities of any particular child.

In some cases it may not be practicable to provide sufficient physical activities within the School for a child with severe disabilities and the S.E.N. co-ordinator should contact appropriate agencies to make additional arrangements for these pupils.

Health and Safety

Since this area now actually forms part of the new National Curriculum it is important that we understand that the safety of children in lessons is of paramount importance. A separate sheet is attached which deals specifically with health and safety guidelines for the teaching of P.E.

All teachers are responsible for safety in their own lessons and should therefore be familiar with the procedures associated with the teaching of particular activities.

It is imperative that good discipline is maintained throughout a P.E. lesson. Pupils should always be aware of what is expected of them, the reason for that expectation and what might happen if they



do not follow instructions. The noise levels in the Hall should always be such that teacher's instruction/signals can be heard. The teacher should position themselves so that they are able to observe the whole class. They must be constantly watching the pupils' actions and never become 'engrossed' in one group of pupils and neglect the rest.

If an accident occurs during a P.E. lesson the teacher should ask all pupils to stop what they are doing so that full attention can be given to the injured child. The child should be sent to the office with another child, or if a serious injury send the responsible child to the office to obtain assistance. A copy of the First-Aid Guide is located in the First-Aid box.

Some asthmatic pupils may need to keep their inhaler at hand during a P.E. lesson and, if this is the case, they should be taught to take responsibility for getting this themselves.

If any damage occurs to apparatus, this should be reported to the P.E. Co-ordinator. The P.E. Co-ordinator is responsible for carrying out regular checks of the apparatus.

It should be noted that in the event of an 'emergency,' phones are always within a short distance of all P.E. lesson locations.

Planning for Differentiation

- 1.) *pupil groupings, e.g. ability or mixed ability groups or group, paired or individual activities*
- 2.) *resources e.g. different equipment for different levels of ability*
- 3.) *pupil activity e.g. different group tasks different pupil roles and responsibilities, different allocations of time and variations of pace within the lesson to meet the needs of different levels of ability*
- 4.) *other opportunities e.g. extra-curricular activities, club links and interest groups for the development of excellence*

Differentiation by task is achieved when pupils who are pursuing the same part of the Programmes of Study are given a range of different but related tasks according to their levels of ability.

Differentiation by outcome is achieved by setting tasks which are suitable and appropriate for all the pupils' starting levels and which allow the more able pupils to be challenged.

Pupils of low ability will need constant reassurance and patience to help improve their confidence.



Whilst the teacher may tactfully group pupils by ability, on no account should pupils ever be asked to pick teams. This can be a humiliating experience for the pupils who are left to the end, and reinforces their feelings of failure and inadequacy.

Extra-curricular activities

There is a healthy tradition in the School for after-school activities, supervised by teachers in their own time. These include the following clubs:

- *ball skills*
- *dance and gymnastics*
- *cross country*
- *football*
- *netball*
- *cricket*
- *athletics*
- *rounders*
- *basketball*
- *chess*
- *fencing*

These activities are pre-school and after-school, as well as lunchtimes, and provide opportunities for more advanced coaching and competition with children from other schools and in some instances, larger scale team games. This is a valuable part of the life of our school and a useful supplement to the National Curriculum. Pupils with sporting abilities are encouraged to take part in such extra-curricular activities although these are voluntary and no child would be forced into participating.

Timings

The time allocated to P.E. has increased at Crowstone Preparatory School and the children enjoy more P.E. time than many other schools in a week. All children from Kindergarten to Year 6 will receive a minimum of two hours of P.E. per week which demonstrates the School's commitment to a quality P.E. Curriculum and Government Guidelines. The Juniors also have a Health & Fitness programme that is followed through all terms.

Role of the Co-ordinator

The role of the P.E. Co-ordinator involves:

- *producing a flexible scheme of work, with lesson ideas to support its implementation*
- *supporting colleagues in all aspects of the curriculum*



- *maintaining and replacing equipment*
- *ensuring areas for lessons are safe*
- *assisting with recording keeping and assessment of the subject*
- *monitoring the teaching of the subject at school*
- *attending meetings and courses, which will inform future development of the subject and ensure other staff are aware of courses themselves*
- *ensuring that pupils have the opportunity to become involved in extra-curricular clubs to further develop skills and talents*
- *ensure standards remain high in each year group through effective monitoring of the subject*

Teaching Methods

All lessons throughout the school are taught as class groups, following the scheme of work. Lessons are always taught by the specialist teacher. As mentioned previously, some lessons may on occasion be taught alongside a sports coach. Swimming lessons are always taught by a specialist swimming teacher along with the specialist teacher.

Dress

Pupils should be encouraged to change for P.E. quickly and quietly. In order to save time this changing should take place in their classroom. However, in Year 6 it is suggested that either the girls or the boys change in the toilets to allow some degree of privacy. Teachers should also change for P.E. into suitable footwear and a track-suit* (**optional*) as a model, to show that appropriate clothing is needed for these activities. It is important that teachers' footwear enables them to move quickly without risk of slipping.

For pupils, the P.E. dress code is as follows:

KINDERGARTEN and RECEPTION : (Boys and Girls)

Green sports polo shirt Green shorts

Yellow sweatshirt Green joggers

Yellow polo shirt (Summer Term)

Trainers (with Velcro fastening)



INFANTS : (Years 1 and 2)

Boys

Green sports polo shirt
Green shorts
Yellow sweatshirt
Green joggers
Yellow polo shirt (Summer Term)
Trainers
Swimming Trunks (not shorts)
Swimming hat

Girls

Green sports polo shirt
Green shorts
Yellow sweatshirt
Green joggers
Yellow polo shirt (Summer Term)
Trainers
Swimming costume
Swimming hat

JUNIORS (Years 3 – 6)

Boys

Green sports polo shirt
White socks
Yellow sweatshirt
Green shorts
Green/white football socks
Yellow polo shirt (Summer Term)
Football boots
Shinpads
Running spikes (optional)
Trainers
Swimming trunks (not shorts)

Girls

Green sports polo shirt
White socks
Yellow sweatshirt
School tracksuit
Green shorts
Green netball skirt
Yellow polo shirt (Summer Term)
Trainers
Swimming costume
Swimming hat
Running spikes (optional)

Swimming hat

We enforce this dress code to help stop the pressure on pupils to wear (and on pupils to provide) the latest expensive fashion sportswear and footwear. In this instance, a P.E. uniform is a great



'status leveller'. Therefore, no exceptions will be made on the dress code, except for cultural/religious reasons (*see below*).

For safety reasons, it is imperative that the indoor dress code is followed for gymnastics. Under no circumstances should children wear tracksuit trousers, tights, or socked feet on apparatus as this can be dangerous. Where pupils have to cover their legs for religious reasons, then they should not take part in activities that could endanger them. They should be given alternative challenging tasks which would not put them at risk.

Long hair must be tied back at all times.

Pupils should not wear jewellery at any time in school because it is potentially dangerous in large groups of children, particularly in P.E. lessons.

Jewellery should be removed before the lesson, whenever possible. Earrings, rings, necklaces, watches and glass bangles are especially dangerous and should not be worn. Where these are to be worn for religious reasons, then a disclaimer form must be completed by the parents.

When football boots are worn, shin-guards should also be used unless pupils are only engaged in non-competitive skills practice.

When pupils forget or lose their P.E. kit they should be provided with a 'spare' kit if possible, as it is not always the child's fault.

Equal opportunities

All pupils will be given access to the full P.E. Curriculum, regardless of gender, race, cultural or financial background.

Although some games and activities have traditionally been preferred by one sex, we do not wish to assume such stereotypes; thereby depriving pupils of the opportunity to enjoy a variety of activities. Throughout the whole school **all** pupils will learn **both** hand ball **and** football skills and take part in related small group games.



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