



Chellaston Infant School

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PHYSICAL EDUCATION POLICY

October 2017

MISSION STATEMENT

At Chellaston Infant School we believe that everyone will reach their full potential in a safe, fun and happy environment which promotes independence, self worth and excellence. Everyone is a learner whose values are respected.

Come In Succeed

RATIONALE

Our school believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well being. A broad and balanced physical education curriculum is intended to provide for pupils increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and logically developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential.

A balance of individual, paired and group activities: co-operative, collaborative and competitive situations aims to cater for the preferences, strengths and needs of every pupil. Such activities, experienced within a range of areas of activity, aim to promote a broad base of movement knowledge, skills and understanding. They are also desirous of developing a pupil's ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, culture or ethnic background.

The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem solving. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness.

Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the whole school's planning for the development of pupils' communication, Numeracy, PSHE and ICT skills.

AIMS

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency (acquiring and developing).
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas (selecting and applying).
- To improve observation skills and the ability to describe and make simple judgements on their own and others' work, and to use their observations and judgements to improve performance (improving and evaluating).

- To develop an understanding of the effects of exercise on the body (knowledge and understanding of fitness and health).
- To develop the ability to work independently, and communicate with and respond positively towards others (working alone and with others).
- To develop awareness of basic safety practices including wearing appropriate clothing, removing jewellery, following instructions, handling equipment, preparation for exercise, concentration on tasks and consideration of others (applying safety principles).

PLANNING

All children are entitled to 2 hours of physical education a week. All children are entitled to a progressive and comprehensive PE programme which embraces the statutory orders of the National Curriculum and which takes account of individual interests and needs. To achieve our aims and develop the children's activities we will provide opportunity in the following areas:

1. Games
2. Gymnastics and apparatus.
3. Creative and traditional dance.

At Foundation Stage the areas of games, gymnastics and dance will complement the early learning goals.

Health and fitness studies will be incorporated into all the elements of PE and included in the planning of each element. The scheme will incorporate themes occurring in other curriculum areas wherever possible.

The PE curriculum should be planned to provide a balance of activities within the programme of study. Teachers will need to plan units of work in detail to include outline of tasks, risk assessments and assessment opportunities. Sessions should include warm-up exercises and stretches before the main tasks and cooling down activities at the end. Opportunities should be taken where appropriate to make links between aspects of PE and other subjects across the curriculum.

ICT

ICT is used as an integral part of teaching and learning in every curriculum area. ICT can be used to support children in PE in the following ways:

- by storing information e.g. using the excel grids to input their scores during the games TASK activities.
- by using cameras to review, modify and evaluate their work reflecting critically on its quality as it progresses.

CONTINUITY AND PROGRESSION

Progression is ensured through the implementation of the scheme and discussions between staff. The following should be considered when planning lessons:

- Ensuring progression by making links between previous experiences and new skills.
- Setting tasks which develop new knowledge and understanding.
- Moving from familiar to unfamiliar contexts.
- Planning to include elements of difficulty, variety and quality within each activity.

EQUAL OPPORTUNITIES/SPECIAL NEEDS

As all children have differing needs, abilities and interests, it is necessary to develop differentiated tasks so that all children are appropriately challenged to achieve successful outcomes. Children's self confidence in their abilities within PE is crucial and teachers must be sensitive to the range of demands which may be made. In our school we encourage all children regardless of sex, race, age, ability, socio-economic background or particular special needs to take part in PE activities. If necessary, we adapt the activity in an appropriate manner to suit the capabilities of an individual child.

HEALTH AND SAFETY

Safety should be paramount when planning PE activities and the Safe practice in Physical Education document published by BAALPE, should be referred to when planning the PE curriculum. Safety aspects

should be considered with the children prior to the task and children should develop their own abilities to assess risks.

Regular checks should be made on all the equipment. The co-ordinator should make frequent visual checks for wear and tear and security of major items and all the staff should be responsible to report to the co-ordinator when any items need replacing or repairing. Any items constituting a danger should be taken out of use immediately. The head teacher and co-ordinator will ensure equipment checks are carried out for all fixed and large portable equipment by the LEA.

Each teacher is responsible for checking that equipment has been correctly and safely stored at the end of each lesson.

Children should be taught how to move and use apparatus safely under the supervision of the teacher. They should be made aware of safe practice when undertaking any activity and should understand the safety risks.

No child may be excused from PE unless the Head teacher has spoken to the parent.

Children should always change for PE . shorts and T-shirt, pumps or bare feet (not trainers). Tights must not be worn for PE. PE clothing should be kept at school in a suitable bag. Long trousers (for religious reasons) may be worn during indoor PE if a disclaimer has been signed.

All jewellery and watches should be removed. Earrings MUST be removed by a parent before school each PE day or if the child is able to do this by themselves parents must provide a small lidded pot for them to keep their earrings safely in school. If a child's earrings are not/cannot be removed then they will not be able to participate in their PE lesson and as a result take a less active role which we would prefer not to happen.

Headbands should be removed and long hair tied back.

ASSESSMENT, RECORDING AND REPORTING

Assessments will need to be continuous throughout the year. Direct observation is the most appropriate method. Particular attention should be given to evidence of performance at this stage. Experiences children have had of each activity area should be recorded termly or annually on the assessment sheet in the appropriate colour. At the end of each year, teachers should assess all of the children and tick against statements if they have been covered and cross if they have been achieved. Any particular strengths or weaknesses should be noted in the appropriate comment column.

MONITORING AND EVALUATION

The development of physical education at Chellaston Infant school will be monitored through the use of the PE development plan and evaluated with staff during staff meetings and INSET to identify future needs or issues. Other measures of monitoring involve focused PE observations, OFSTED inspection and pupil feed back.

STAFF DEVELOPMENT

All staff and AOTTs (Adults Other Than Teachers) are entitled to receive professional development which can be financially supported by the Derby City SSP (Schools Sports Partnership.)

THE ROLE OF PARENTS AND ADULTS OTHER THAN TEACHERS

The class teacher is responsible for the children during any PE activity. Teaching Assistants and parents are used during PE lessons in a supporting role. Students are supervised by the class teacher when taking a PE lesson.

Clubs which the children pay for include football, cheerleading, dodge ball and gymnastics. These clubs are run independently of school and responsibility therefore lies with the club leader. Gymnastics and FUNdamentals clubs are held before school and run by the Healthy Living team.

DELIVERING THE CURRICULUM

The National Curriculum subject of PE is delivered through a creative skills based curriculum, providing opportunities to learn transferable skills alongside subject specific knowledge. This involves topic afternoons, integrated days and cross-curricular sessions. Please see the curriculum skills document for more information.

EYFS

PE in EYFS is embedded in the learning area Physical Development and is delivered through a range of child-initiated, adult . initiated and adult directed activities in the indoor and outdoor learning environment.

Please see the EYFS document for more information.

Agreed by staff: Autumn 2017

Agreed by Governors: Autumn 2017

Policy Review Date: Autumn 2020

APPENDIX 1

RESOURCES FOR PE

All resources are stored in the stock cupboard in the hall.

Large Apparatus

- 1 round table
- 4 rectangular tables of varying heights
- 4 benches
- 4 wooden beams
- 3 large mats
- 10 small mats
- 4 trestles
- 3 balance beams

Games Equipment

All of the games equipment is stored in 3 trolleys in stock cupboard.

Hoops . large, medium and small (on hoop stand on wall)

Metal stands

Net balls

Large foam balls

Airflow balls

Small foam balls

Tennis balls

Beanbag balls

Variety of small balls

Quoits

Markers

Coloured bands

Skipping ropes

Bean bags

Plastic bats

Small wooden bats

Small cricket bats

Parachute

Music/Tapes

Country dancing; CD of:

Hulichan Roundabout

Brighton Camp

Elsden Circle Dance

Flying Scotsman

Thady-U-Gander

Arden Reel

Pat-a-cake Polka

Durham Reel

Cumberland Galopede

Easy steps simple folk dance

Books . (on staff room shelf)

Bright ideas . Dance and Movement (Scholastic) . suggests possible themes ideas for development.

Dance for Infants . Leapfrogs . Jim Hall

Drama for 5-16 (Curriculum matters 17) DES (HMSO)

Games for Infants . Leapfrogs . Jim Hall

Physical Education . teachersqresource book . Blueprints second edition.

Safety in PE (DES safety series No. 4) DES (HMSO)

Safe Practice in Physical Education . 2008 . BAALPE

The Teaching of Games and Gymnastics in the Infant School . Derbyshire County Council.

The Teaching of Gymnastics for primary children aged 5-11 (1993) Derbyshire County Council.

The Teaching of Physical Education in the Infant School (1990) Derbyshire County Council.