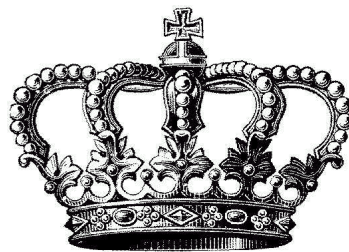


QUEEN'S DRIVE INFANT SCHOOL



Physical Education Policy May 2020

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Vision

For all children to be inspired to be physically active, to live a healthy lifestyle through our diverse physical education curriculum

'A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.'

(National Curriculum 2014)

Aims/Intent

We aim to ensure that all pupils have the opportunity to:

- Help pupils lead healthy, active lives;
- Enable pupils to understand and use safe practice and to appreciate its importance in PE;
- Ensure that pupils are physically active for sustained periods of time;
- Enable pupils to be familiar with a body of knowledge, principles and vocabulary to relate to PE;
- Engage pupils in competitive sports and activities;
- Develop pupils' competence to excel in a broad range of physical and strategy building activities;
- Allow pupils to develop informed opinions and be able to support them in reasonable discussions.

Implementation / Organisation

Defining and Demystifying the Destination - Children are given the opportunity to explore a wide range of equipment for example; javelins, large and small bean bags and balls, ribbons, balancing equipment and a variety of bats, and whenever possible, given the opportunity to take part in a variety of multicultural and alternative sports and dances. The children will take part in learning to skip by inviting an outside coach into school. Each year group will have the chance to join in with a Bollywood dance teacher who comes and shows the children alternative dance moves and teaches them a simple routine. Our PE coaches can also teach the children fencing and archery during our after-school clubs.

PE is taught exclusively and children are taught a multitude of skills to develop their dance, gym and games ability.

High Expectations/ Challenge for All (Inclusion) - We recognise there will be different abilities of children within our classes and we aim to provide suitable learning opportunity for all children.

We achieve this by:

- Giving the children a variety levels to choose from so they can work to their own ability and have ownership
- Encouraging children to develop their skills further when they have shown to have excelled in the skills, they are currently practicing
- creating the ethos that their differing abilities are all welcomed and appreciated
- Providing a wide range of resources so they can take part in the same activity regardless of their skill ability

Feedback – Children are given on the spot and verbal feedback to allow them to progress whilst working “in the moment” during a PE lesson. Children are set a varied level of tasks and when a child is showing mastery of the level of PE they are currently practising, they will be encouraged to try and incorporate another skill or develop their current skill further by either adding movements, altering the equipment or increasing speed or distance. Children are encouraged to give peer on peer feedback through working with each other and viewing each other’s tasks. We celebrate errors and use these to enhance teaching.

Physical Education (PE) is taught twice a week in KS1 and once a week in EYFS classes. We have a PE coach who teaches 2/3 of the classes throughout the school and also takes the lead on 2 after school clubs (year 1 and year 2 separately).

Throughout the school (including Foundation Stage) it is taught through a variety of teaching and learning styles throughout the week in many areas of the curriculum such as singing and exercising in maths, questions and speed recall whilst lining up, mini sports games at lunchtime and The Daily Mile.

PE takes place in the hall or outside on the playground (summer term). KS1 Sports clubs are planned by the Sports Coach. Class teachers and coaches follow a long term plan for PE lessons devised by the co-ordinator in which all year groups follow the same area of PE to ensure progression can be seen.

Parents are offered the opportunity to sign their child up to Multi Skills holiday club sessions. These Multi Skill clubs are supplied by an outside agency which use our premises to teach QDI pupils games and skills they may not be familiar with.

The PE co-ordinator will ensure that there are plenty of PE resources available.

Planning

We teach PE to all children in the school. Children in the Early Years are encouraged to be physical inside and out all day every day however, a scheduled PE session is planned into the week to focus on other elements of the curriculum they may not access otherwise: undressing and dressing/ negotiating space/ exploring ways of being physically active.

PE is planned using the Val Sabin units of work for Games, Dance and Gymnastics and Multi Skills is planned using the SSCO units of work. Class teachers use these as a guidance for progression but alter these plans according to the needs and skills of the class. If a class is taught by a coach, the coach uses their own planning in line with the topic being covered.

EYFS and Key Stage 1 have access to a planning folder of which they can find, copy and alter the plans where needs be. This may be to link to the overarching topic of the half term or for differing skills as said previously.

All teachers are offered training of PE and its areas so to build on their knowledge and skills and gain more/ new ideas of how to teach and adapt PE to suit their class. The PE curriculum is devised so that they build on what they have been taught previously. For some identified groups such as SEN, G and T planning will be adapted.

We have a variety of resources in our school to be able to teach all abilities of children for all units of Physical Education and are constantly on the lookout for anything that would continue to enhance the teaching of PE in our school. We keep the resources for PE in the hall where the majority of PE takes place in trolleys, boxes and on shelves for ease of access. We have many multiuse resources including a wide range of throwing and catching equipment, a variety of striking equipment and many resources to progress and differentiate in Games, Gymnastics as well as Dance.

Impact/ Assessment and Recording

We assess the children's work in Physical Education by annotating on planning, collating observation stickers and photos. Pupils' individual progress is shown on the school assessment programme 'Insight tracker', gaps are identified and noted for future planning.

The PE co-ordinator collates termly data and checks trends and groups.

Photos and samples of the children's work are then kept as necessary evidence of work covered.