



Great Missenden C of E Combined School

Physical Education Policy April 2016

INTRODUCTION

“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..” DEFF 2013

The staff and governors at Great Missenden C of E School (GMS) believe that physical education (PE) plays a vital part in the physical development of the whole child. PE is a foundation subject of paramount importance within the National Curriculum for which all teaching staff have a responsibility, as well as encouraging children to take part in physical activity outside of the school day.

AIMS

We aim to:

- Develop children’s enjoyment, confidence and skill in physical activity and introduce them to the pleasures of sport, whilst allowing children to further understand their own capabilities and limitations.
- Promote personal, social, intellectual and physical skills; and to foster co-operation, tolerance and self-esteem.
- Develop an appreciation of fair play, honest competition and good sportsmanship.
- Develop an appreciation of the aesthetic qualities of movement, by improving how children express ideas in dance form.
- Learn how to co-operate with each other and work successfully in pairs, groups and teams.
- Enable the children to understand that exercise is an essential ingredient of a healthy lifestyle.
- Develop children’s fundamental motor skills to enable them to have them fit and healthy lifestyles.
- Provide opportunities for a broad and balanced programme so that pupils can make informed choices about physical activities they wish to follow at school, in their leisure time and in the future.

OBJECTIVES AND ENTITLEMENTS

Our PE programme endorses the National Curriculum requirements and the guidelines that go with Activemark, which involves pupils in the process of planning, performing and evaluating their own work. Skills, knowledge and understanding need to be developed in all areas of the subject. To achieve these, the children will be taught to:

- Be physically active
- Understand the need for a healthy lifestyle and the importance of personal hygiene.
- Adopt good posture and appropriate use of the body
- Engage in activities that promote physical development and competence
- Evaluate, practise and improve upon their own performance
- Act co-operatively as a team member
- Cope with both success and failure
- Respond to signals and instructions in an appropriate manner

- Recognise and follow rules, laws and codes for different activities
- Appreciate the differing abilities of others
- Be aware of safe practice, including correct dress and course of action
- Use, carry and lift equipment safely and correctly.

KEY STAGE ONE

The programme of study outlines three areas of study that all children should be involved in at Key Stage One. These are:

- Outdoor games
- Indoor games using Real PE planning
- Gymnastics
- Dance

In addition, swimming activities and water safety will be taught in the school pool and simple athletic skills will be taught in the summer term.

KEY STAGE TWO

The programme of study outlines six areas of activity that all children should be involved in at Key Stage Two. These are:

- Outdoor
- Indoor games using real PE programme
- Gymnastics
- Dance
- Athletics
- Swimming (years 4,5,6 use Amersham swimming pool for weekly lessons at various stages of the academic year, and all years can use the school swimming pool) (year 3 to use Great Missenden school pool one a week in the summer term).
- Outdoor and adventurous activities (through field and residential visits)

Detailed programmes of study for the Key Stages are defined within the National Curriculum documentation.

EXTRA CURRICULAR ACTIVITIES AND SPORTS

We aim to provide a detailed programme of extra-curricular activities involving a high proportion of children in the school. These take the form of sports clubs run by staff, parents or outside agencies. Examples of these are: football, netball, cricket, tag rugby, gym, dance, chess, biking basics, cross country and many more.

Our philosophy is open access, and children will be asked to show commitment by regular attendance. We aim to stimulate greater team spirit by participating in inter-school matches, tournaments and festivals. Groups or teams can be chosen from those children who attend their clubs regularly. Our children have benefitted from links with local tennis, football and cricket clubs, who have offered coaching sessions during school hours and also after school. The school is a member of the MPSSA (Misbourne & Prestwood School Sports Association) and the SSCO (School Sports Coordinator Programme), which have regular sporting competitions and gatherings with local schools.

We ask parents to inform us if their child cannot participate in PE. If this extends to beyond a week, we will request a doctor's note. We aim to involve non-participants by noting observations of good practice and skill in the lessons that they miss. Children will be given the opportunity to take part in inter-house competitions regularly throughout the year, and we as a school encourage children to take part in at least 5 hours of physical activity a week (including the timetabled 2 hours) in total in and out of school.

TEACHING STRATEGIES: PLANNING AND IMPLEMENTATION

PLANNING

1. Teachers to use the Real PE planning for their indoor fundamental skills session.
2. Our curriculum overview shows when each area of activity will be taught in each year group.
3. Medium term plans for each year group are in place for games, dance, gymnastics and athletics for each of the three terms. We use Top Play and Top Sport material which provide ideas for lesson planning and activities in games, athletics and swimming.
4. Medium term plans are kept in teachers' planning folders located in classrooms, and on the school computer network. Copies are taken by the co-ordinator for reference when required.

IMPLEMENTATION

1. In all physical activities children will be encouraged to plan, perform, and evaluate their work in progress.
2. Children are taught in their usual mixed-gender classes throughout the school. When appropriate, curriculum work is differentiated by setting differing tasks and changing the size and weight of equipment to be handled.
3. Our aim is that children will progress from teacher directed tasks, to eventually taking an increased responsibility for their own learning.
4. A range of teaching and learning strategies are used. These include:
 - Competitive and non-competitive games
 - Use of work cards
 - Teacher and pupil demonstration
 - Emphasis on both the development of skills and tactical awareness
 - Open ended tasks and more specific activities
 - Use a variety of stimuli, apparatus and equipment.
5. Children will learn through working individually, in groups, by observing one another and communicating their observations and what they have learnt to others. We try to promote children's understanding through the use of appropriate questioning strategies.

DIFFERENTIATION

Differentiation is necessary in order to meet the needs of every pupil. This will involve matching the tasks to children of differing abilities, needs and interests and setting attainable targets. Planning for different activities requires an understanding of the progression set out in the schemes provided and the Top Sport schemes. Able, gifted and talented children are identified and catered for accordingly.

SPECIAL NEEDS

Activities are planned in such a way to encourage full and active participation by all children, focusing on their strengths irrespective of ability. Each teacher will have information on pupils who need any medication such as the use of inhaler recommended by parents or doctors. If necessary, we obtain the advice of experts if we are concerned about the level of participation in physical education lessons for a child with special needs.

EQUALITY OF OPPORTUNITY

We promote the needs and interests of all pupils regardless of gender, culture, ability or aptitude. We strive to achieve the best possible results. We challenge social, physical and gender stereotypes by providing a variety of experiences and opportunities for both genders and use a range of resources in order to provide the children with a balanced and educated view of the world around them.

ASSESSMENT AND RECORDING

As PE is almost an entirely practical subject, we aim to assess and record progress through the following means:

- Most assessment will be carried out within the lesson by observation, discussion and by giving feedback to pupils
- Teachers are encouraged to note brief comments after lessons in order to plan effectively for the next lesson
- Plans are being made to create a portfolio of good practice by videoing and collecting photographs of lessons and sporting events including those run by clubs. These will serve to monitor the teaching of physical activities, as well as promoting good practice for all staff
- A statement about a child's performance in PE and an effort grade is reported to parents on the annual report

HEALTH AND SAFETY

The health and safety policy gives clear guidance on the response and reporting of all incidents. When engaged in physical activity children are expected to behave in a responsible and considerate manner, showing respect for other people and equipment. During lessons children are encouraged to discuss PE safety matters concerning themselves and others. All teachers should consult the document "Safe Practice in Physical Education" which is always on display in the staff room and available from the co-ordinator.

Concussion

All concussions must be taken seriously to safeguard the health and welfare of children and young people. Failing to do so can have serious consequences including, in extremely rare cases, death. Concussion can occur during almost any physical education and sport session, physical activity, play and travel to or from school. Special attention should be paid to children involved in falls from height, fall on to hard surfaces, cycling, road traffic collisions and contact sports because of the risk of more serious injury. If a child has a serious blow to the head the class teacher is required to assess the child for any of these signs of concussion:

- headache, dizziness, nausea
- Physical signs e.g. unsteadiness, loss of consciousness/responsiveness
- Impaired brain function e.g. being dazed, confusion, memory loss
- Abnormal behaviour e.g. change in personality
- Deteriorating conscious state (more drowsy)
- Increasing confusion or irritability
- Severe or increasing headache
- Repeated vomiting
- Unusual behaviour change
- Seizure or convulsion
- Double or blurred vision
- Weakness, tingling or burning in limbs
- Midline or severe neck pain
- Increasing or persistent difficulty with walking normally or poor balance

If the child is showing any of these symptoms of concussion the lesson must stop and the class teacher must contact Karen Warner at reception who will assess the injury and take any precautions required. For further information please refer to the Concussion Guidelines for the Education Sector document in the staffroom and staff drive.

PE CLOTHING

- All children must change into shorts/skirts and t-shirts depending on the weather conditions (tracksuit bottoms and sweatshirts in winter) for dance, gymnastics, athletics and games activities.
- Plimsolls can be worn for indoor games.
- Trainers are to be worn outdoors for outside activities
- Children participating in football can wear shin pads, and may wear football boots if they have them.
- Children must not wear jewellery or watches in lessons.

EQUIPMENT

The safe use of equipment will be encouraged at all times and children will be trained to move and store equipment in a safe manner. There should be monitors for equipment in each class, who will be responsible for putting equipment away safely both indoors and outdoors.

SWIMMING SAFETY

All teachers involved in swimming lessons must have successfully gained a first aid certificate, and must have passed the relevant county desired qualifications (such as the Bucks rescue test, and ASA Level 1) in order to teach swimming in the pool. Inside the pool there is an alarm system, which teachers can use to alert the office in case of an emergency. The children are also taught what to do in case of a problem or emergency, using a set number of whistle blows. A copy of the Normal Operating Procedures (NOP) and the Emergency Operating Procedures (EOP) are on display in the school pool.

RESOURCES

Equipment is located in two main places. There is a shed outside near the top of the school field which contains a large amount of games equipment for the teaching of ball sports. This shed also includes key equipment needed for the running of the school sports day. There is also a cupboard inside the hall, where indoor equipment is stored for the teaching of gymnastics, dance and indoor games.

Swimming equipment is stored in the school swimming pool, either on the side of the pool or in one of the changing rooms.

Teacher's resources (TOP Sport cards and other relevant schemes of work and materials) are stored in the staff room corridor or with the PE co-ordinator.

STAFF DEVELOPMENT

The co-ordinator will continue to monitor the needs of staff and identify training opportunities from outside of the school where appropriate eg. School Sports Partnership, Primary Link Teachers, Bucks Sport etc.

Any training sessions that the co-ordinator or any other members of staff attend will be reported back to the rest of the staff in order to share ideas and improve the standard of PE teaching in the school.

REVIEW AND MONITORING

Monitoring will be carried out by focusing on teachers medium and short term plans for PE, and by observing lessons and discussing with teachers involved. The co-ordinator will hold regular meetings with the PE governor to discuss current practice and progress, as well as future plans and developments. PE is reviewed each year in line with the school development plan.

Policy reviewed April 2016

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