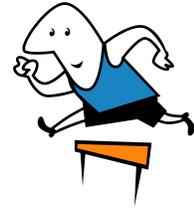




West Byfleet Infant School

Physical Education Policy



POLICY STATEMENT AND CURRICULAR AIMS:

At West Byfleet Infant school Physical Education is experienced in a safe and supportive environment, it 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. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness.

Aims: The School's aims for Physical Education are:

- 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, and an appreciation of the value of safe exercising [**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 promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being [**applying safety principles**].

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Entitlement:

The school provides one lesson of 1 hour duration working alongside Woking Football Club sports club and another session of 40mins following the FUNs (Fundamentals in Sports) curriculum. These additional sessions are also used to revisit learning from the Woking Football Club sessions to allow misconceptions to be met and teacher confidence to build. Alongside this all children receive an additional 6 week block of sports coaching, provided by Woking Football Club during Golden Time which focuses on games and skills to use in games. Units of work are blocked so that pupils receive the full entitlement of two hours high quality Physical Education a week. This is delivered through two set periods of time when all the lessons are on the same area of activity eg. Six weeks on gymnastics. The children are able to enjoy a range of sports by specialist teachers which encourage a love for physical development.

Foundation Stage:

In the foundation stage there are two 1 hour sessions per week aimed at physical development and Early Learning Goals. At the beginning of the academic year Class Teachers teach their children for all PE sessions to encourage them to get used to PE sessions and develop their Early Learning Goals such as spatial awareness.

Curriculum Planning:

The school's curriculum planning is created in partnership between teachers and Woking Football Club. The National Curriculum objectives are used to plan the sessions. In addition we have looked for cross curricular links by using our topics to relate to our topics in PE. Due to the new curriculum we are currently looking for a scheme of work that suits our children but use the FUNs cards to ensure the different areas are taught when appropriate. The children take part in a range of sporting areas throughout the year such as Throwing and Catching, Dance, Gymnastics, Tennis, Athletics and Games.

Teaching and Learning:

Lessons are blocked in units of work to promote greater depth of understanding, development of skills, contextual application of these skills and the ability to perform reflectively. Children will be presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams. They will learn how to think in different ways to suit the different challenges. They will be given the opportunity of demonstrating their learning, using a range of communication styles, allowing for effective assessment. This assessment will be used to inform planning and promote greater learning.

During the summer term all children participate in swimming lessons. The aim of the sessions run alongside the QCA scheme of work for swimming, as well as the schools' personal target of having happy, confident swimmers. Woking Football Club also delivers a six week block of physical activity to each child as part of our Golden time club. Therefore for half a term each child is receiving another hour of physical activity a week.

Learning Muscles are used as a structured tool to facilitate the development of perseverance, problem solving, teamwork, concentration and reflection.

ICT is used when appropriate to enhance the teaching and learning in physical education.

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Assessment and Recording:

Pupils work will be assessed throughout each unit of work using formative assessment methods. At the end of each unit an indication of the level that they are working at will be recorded. For all foundation assessment we have set up a Skills Passport as a school where the curriculum objectives are organised into Bronze, Silver and Gold. The children spend time each half term looking at which objectives they have met and therefore a colour on that skill. This will be passed on to the future teachers and it allows a comparison to be made with national expectations.

Extra Curricular Activities

As a school we offer a number of extra curricular activities delivered by a range of outdoor agencies. We are currently offering Zumba, Dance, karate and football and multi skills.

Equipment and Resources:

All resources are recorded on the resources for PE list (available from the PE coordinator). These are regularly reviewed in order to ensure they are appropriate to the range of ages, abilities and needs of the children in order to enhance learning.

Resources are kept in the hall and outdoor sheds. Pupils should be encouraged to:

- 1 Look after resources
- 2 Use different resources to promote learning
- 3 Return all resources tidily and to the correct place (staff should oversee)
- 4 Be told of any safety procedures relating to the carrying or handling of resources.

Safe Practice:

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. This school follows the county and national guidance on how to use equipment safely.

All pupils must be taught how to handle and carry apparatus and resources appropriately. They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others. Children should be dressed appropriately, with earrings either removed or taped up. Long hair should be tied up.

Differentiation:

Physical education in the school will comply with the three basic principles for inclusion in that it will:

- 1 Set suitable learning challenges
- 2 Respond to pupils' diverse learning needs
- 3 Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils

Equal Opportunities and Inclusion:

Every pupil has equal access to national curriculum physical education. Learning experiences are differentiated in such a way as to meet the needs of all pupils.

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All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

Extended Schools:

The school has an embedded program of after school activities, which include football, karate, Zumba, dance and multi skills. These are currently run by sports coaches who specialise in that particular field. These sport specialists are responsible for the children in their care, although a member of staff will always be on site if required.

Weather:

In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made. These may include class based activities around the activity, or rescheduling the activity for another day. If the indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning intentions to be achieved.