

LEARNING TOGETHER TO BE OUR BEST

**DOVER PARK  
PRIMARY SCHOOL**



**Physical Education Policy**

Date agreed: June 2021

Review date: June 2023

Signed: \_\_\_\_\_

Chair Board of Governors

## Dover Park Primary School Policy on Physical Education

### **1. Aims and objectives**

1.1. PE develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. PE promotes an understanding in children of their bodies in action. It involves thinking selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives.

Dover Park Primary School follows Government guidelines and provides a minimum of 2-hours curriculum P.E each week. An additional approximately 2-hours additional activity is provided throughout the week through activities such as the Golden Mile, classroom movement activities (e.g. Go Noodle) and through active and organised games and competitions during playtimes and lunchtimes. The school also provides a wide range of after school sports clubs and fixtures that children are encouraged to attend. We also promote active travel by bike, scooter and walking to and from school.

1.2. Our objectives in the teaching of PE are:

- To enable children to develop and explore physical skills with increasing control and coordination;
- To encourage children to work and play with others in a range of group situations;
- To develop the way in which children perform skills, and apply rules and conventions, for different activities;
- To show children how to improve the quality and control of their performance;
- To teach children to recognise and describe how their bodies feel during exercise;
- To develop the children's enjoyment of physical activity through creativity and imagination;
- To develop an understanding in children of how to succeed in a range of physical activities, and how to evaluate their own success;
- Providing specialist support where individual children have particular gifts or talents.

### **2. Teaching and learning style**

2.1. We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual

performance as models for the other children, and we encourage the children to evaluate their own work as well as the work of other children. Within lessons, we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

2.2. In all classes, children have a wide range of physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results (e.g. timed events, such as an 80m sprint);
- Setting tasks of increasing difficulty, where not all children complete all tasks (e.g. the high jump);
- Grouping children by ability, and setting different tasks for each group (e.g. different games);
- Providing a range of challenge through the provision of different resources (e.g. different gymnastics equipment).

### **3. PE curriculum planning**

3.1. PE is a foundation subject in the National Curriculum. Our school uses the C2C P.E Schemes of Work and assessment materials as the basis for its curriculum planning in PE. We have adapted the scheme to the circumstances of the school. As required, we teach dance, games and gymnastics at Key Stage 1. In Key Stage 2, we teach dance, games and gymnastics, swimming and water safety, and athletics. Swimming and water safety takes place in Year 3. A percentage of the sports fund is used for pupils in Yr6 for any children who cannot yet swim 25m.

3.2. The curriculum planning in PE is carried out in three phases (long-term, medium term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader devises this plan in conjunction with teaching colleagues in each year group.

3.3. We use the C2C scheme of work, alongside other resources as the basis for our medium-term plans. This gives details of each unit of work for each term, lesson objectives and expected outcomes. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The subject leaders keep and review these plans.

3.4. We plan the PE activities so that they build upon learning of the children. While there are opportunities for children of all abilities to develop their knowledge and understanding in each activity area, there is a progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.

- 3.5. Parents and carers will be informed which PE activities are led by approved instructors and not directly by a member of teaching staff.

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

## **4 EYFS**

- 4.1 We encourage the physical development of our children in reception as an integral part of their work. As the Reception class are part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged 3 to 5 years of age. We encourage the children to develop confidence, control of the way they move, and care in the handling of tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of support specific skills; both gross and fine motor.

## **5 Contribution of PE to teaching in other curriculum areas**

### **5.1 English**

PE contributions to the teaching of English in our school by encouraging to describe what they have done, and to discuss how they might improve their performance.

### **5.2 Mathematics**

PE contributes to the teaching of mathematics by encouraging children to measure and record what they do accurately.

### **5.3 Personal, social and health education (PSHE) and citizenship**

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

### **5.4 Spiritual, moral, social and cultural development**

The teaching of PE offers opportunities to support the social development of our children through the way in which we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to cooperate across a range of activities and experiences. Children learn

to respect and work with each other, and develop a better understanding of themselves and of each other.

## **6 PE and Computing**

- 6.1 Computing enhances the teaching of PE, where appropriate, in all key stages. In dance and gymnastics, children make video recordings of their performance, and use them to develop their movement and actions. Older children compare each other's performances from recordings, and use these to improve the quality of their own work. A digital camera can record experiences during outdoor activities and add to assessment evidence.

## **7 PE and Inclusion**

- 7.1 We teach PE to all children, whatever their ability or individual needs. P.E forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.
- 7.2 When progress falls significantly outside the expected range, the child may have a special educational need. Our assessment process looks at a range of factors – equipment, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps to ensure that our teaching is matched to the child's needs.
- 7.3 We enable all pupils to have full access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school (a sports event at another school, for example), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **8 Assessment for learning**

- 8.1 Children's work in PE is assessed through observing them working during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways in which to improve. Progress made by children is assessed against the learning objectives for the lessons. At the end of a unit of work, a judgement is made on whether each child is on target, above or below and this is recorded on an assessment grid. This information is used to plan the future work of each child. These records also enable annual assessments of progress for each child to be made, as part of the school's annual report to parents and carers.

## **9 Resources**

- 9.1 There is a wide range of resources to support the teaching of PE across the school. We keep most of our games and athletics equipment in the PE cupboard this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help to set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field and playgrounds for games and athletics activities, and the local swimming pool for swimming lessons.

## **10 Health and safety**

- 10.1 We apply the general teaching requirement for health and safety that applies to this subject taken from 'Safe Practice in Physical Education and Sport' we encourage the children to consider their own safety and the safety of others at all times. We expect all our children to wear the agreed PE Kit, as detailed in the uniform policy. The Governing board also expects all staff to set a good example by wearing appropriate clothing and taking off their jewellery when teaching PE.
- 10.2 The Governing Board and staff at Dover Park Primary School strongly recommends that all personal effects are removed prior to the commencement of every lesson to establish a safe working environment. This applies to all earrings including piercings, retainer and expander earring. However, in order to enable better participation, Dover Park adopts a policy where earrings can be taped prior to the start of the lesson.
- 10.3 Staff are not required to remove or tape up earrings for pupils. Pupils should come to school preferable with earrings removed, or failing that adequately taped. Whilst taping over earrings, may offer a measure of protection in some physical activity situations, where pupils are required to work in their own space, however parents must make sure the amount of tape is sufficient to prevent the piercing penetrating, for example, the bone behind the ear, should an unintentional blow be received from someone or some item of equipment, such as a ball.
- 10.4 The teacher/sports coach/staff member supervising the group has the legal responsibility to ensure taping is fit for purpose. Staff should give a verbal reminder and visually monitor the class/group before the lesson begins.
- 10.5 Exclusion from a lesson should be avoided at all times if a child is unable to remove personal effects such as jewellery or earrings and taping is unsatisfactory, instead the teacher/coach will need to make adaptations in terms of how the pupil participates in the practical aspects of the lesson. The pupil can contribute to group planning, tactical discussions, scoring etc. or can have different tasks assigned to them such as individual skills practise, peer coaching, observation and feedback tasks, videoing or officiating.

- 10.6 Teachers are expected to check all apparatus and the area P.E is taking place for any potential hazards or health and safety issues and adapt their lessons/ or make the children aware before starting.
- 10.7 The school has a risk assessment for P.E based on the Safe Practice in Physical Educational and sport. Members of staff will be given a copy. There is also a copy on the staff 'shared area'.

## **11 Extra-curricular activities**

- 11.1 The school provides a range of P.E related after school clubs and sporting activities. These encourage children to further develop their skills in a range of sports. The school sends details of the current club activities to parents and carers at the beginning of each term. The school also plays regular fixtures against other local schools. This introduces a competitive element to team games, and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and cooperation amongst our children.

## **12 Monitoring and review**

- 12.1 The coordination and planning of the P.E. curriculum are responsible of the subject leader, who will also:
- Support colleagues in their teaching, by keeping them informed about current development in P.E.
  - Provide a strategic lead and direction for this subject;
  - Gives the head teacher an annual summary report, which evaluates the strengths and weaknesses in P.E. and indicates areas for further improvement;
  - Implement the use of the 'sports fund' to support P.E development.
- 12.2 The quality of teaching and learning in P.E. is monitored and evaluated by the head teacher as part of the school's agreed cycle of lesson observations.

This policy will be reviewed at least every two years