

Downs Way School Physical Activity Policy including Physical Education (P.E.)

POLICY STATEMENT

At Downs Way School we aim to increase the activity levels of the whole school through the provision of a supportive environment conducive to the promotion of physical activity. We believe that all children should experience an enjoyable, satisfying and balanced programme of P.E. which will enable them to develop physically, socially, emotionally and cognitively. We aim for each child to progress through structured levels experiencing skill tuition and a comprehensive range of activities to meet the needs of individual pupils. We encourage active involvement by all as performers and observers and promote good health. This enables children to develop at differentiated levels and gives them the confidence to 'have a go'.

The three elements of P.E., gym, dance and games, are taught. We feel that gym is a very important part of a balanced P.E. programme as it aids physical development and growth, increases bodily strength and builds stamina and mobility. As dance and gym are non-competitive they encourage enjoyment, satisfaction and a sense of achievement through participation. We feel that dance is a unique way of experiencing the world and being comfortable about our place in it. It enables and gives opportunities for exploration of the intentional or incidental expression of ideas, feelings and themes through movement. Games allows children to develop their motor skills, mental alertness and social skills.

Teaching and Learning

The P.E. curriculum is differentiated by allowing for different equipment and different group tasks to meet the needs of children with differing levels of ability. Open-ended activities are set with scope for a range of outcomes.

Through P.E. the children will be given the opportunity to develop various concepts and skills. They will be encouraged to explore space, direction and speed on different levels, sometimes working individually with a partner or as a small team member. They will be taught the knowledge, skills and understanding aspects in the National Curriculum. They will have opportunities to listen, question and discuss P.E. work they have observed.

We aim to:

1. provide a supportive environment conducive to the promotion of physical activity.
2. provide at least 2 hours of curricular physical education in which a broad and balanced programme is provided
3. increase children's participation in physical activity both within and outside the curriculum
4. give children the opportunity to engage in physical activities that involve the whole body, maintain flexibility and develop strength and endurance
5. encourage children to understand and appreciate the strengths and areas for improvement of themselves and others in relation to different activities
6. encourage children to solve for themselves the problems that they will encounter in the course of their physical activities
7. make children aware of their own and others' safety by teaching safe practice when moving and placing apparatus and by explaining the safety risks of wearing inappropriate clothing and jewellery

8. develop skills and attitudes conducive to involvement in an active and healthy lifestyle and to recognise the changes in their bodies caused by this
9. develop co-operation, communication and creativity through the four aspects of knowledge and understanding
10. provide effective learning opportunities for all pupils by setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessment for individual and groups of children
11. provide children with P.E. skills which will enable them to participate with confidence in their future schooling
12. offer opportunities for children to make informed decisions about the importance of exercise in their lives

Specific Aims

We aim to :

GYM

1. provide a well-planned and balanced gym programme where children are taught to perform and develop their range of P.E. skills using both the floor and apparatus
2. give children opportunities to experience and experiment with a variety of apparatus and practical challenges resulting in increased physical skill and confidence in movement
3. show children how to link a series of actions and to repeat them.

DANCE

1. explore the inherently cross-curricular nature of dance as a performance art
2. use a variety of stimuli to encourage children to create dances through improvising and structuring movement
3. provide a programme for developing skilful, creative use of the body using changes of rhythm, speed, level and direction
4. encourage children to express their ideas through dance and to share these with others
5. encourage performance of their own and other people's dances
6. help children structure their natural response into an art form of dance by introducing them to the three strands of dance - composing, performing and evaluating.

GAMES

1. teach good basic skills when travelling with, and sending and receiving objects, therefore developing hand/eye co-ordination
2. develop the practical skills of travelling, stopping, turning and jumping
3. develop skills to enable them to play simple net, striking/fielding and invasion type games.
4. develop understanding of the concepts of fair play and co-operation as a small team member in competitive and co-operative situations
5. encourage children to solve for themselves the problems that they encounter and promote the decision making process.

P.E. GUIDELINES

The P.E co-ordinator at Downs Way School is also the Primary Link Teacher (PLT).

THE ROLE OF THE P.E. CO-ORDINATOR

At Downs Way School the P.E. Co-ordinator leads the way in encouraging the continual development of the teaching and learning of all areas of gym, games and dance. The co-ordinator's functions are to:

- review and revise the P.E. policy and other subject documentation as required
- lead focused planning sessions taking responsibility for long and medium term P.E. planning after consultation with colleagues
- update staff by delivering INSET when required and by regularly attending INSET and disseminating information
- help individual teachers by assisting in detailed short term planning when required
- offer support and ensure relevant health and safety for colleagues
- select and order new equipment and book materials as appropriate
- advise staff on suitable equipment and published materials at appropriate levels for their classes
- introduce new equipment and resources and demonstrate their use
- monitor standards in P.E. teaching in the school
- liaise with Early Years staff to advise and assist in the planning of Physical Development sessions where necessary
- make any appropriate provision in medium term planning for children with Special Educational Needs
- promote TOP Play, TOP Start, TOP Gym and TOP Dance within the school and introduce other TOP initiatives by ensuring adequate training of staff
- organise some form of health related exercise as an extra-curricular activity when appropriate and time permitting
- co-ordinate record keeping throughout the school.

INSET

Where necessary opportunities are provided for colleagues to observe each other's teaching of P.E. as a means of support. The programme of courses followed by the staff is developed through the School Development Plan by individual teachers selecting courses for their professional development and through priorities raised by the P.E. co-ordinator and Head Teacher. The INSET programme is organised as part of the whole School Development Plan to achieve a balance between school and individual teacher needs. INSET is delivered by the P.E. co-ordinator or outside consultants and planning for this is discussed on an annual basis.

TIME ALLOCATION

P.E. is an important part of the school day and the amount of time devoted to this subject is at least 2 hours per week (10%), including time for changing. Every class is allocated regular periods per week, and may use the outdoor environment when appropriate. The hall is carefully timetabled to ensure all classes in EYFS and Key Stage 1 have three available sessions per week. The Reception classes have two hall times per week for appropriate activities towards the Physical Development area of the Foundation Stage Goals.

ACCOMMODATION

All gym and dance activities take place in the hall. The school has a field at the side and a playground. The children are able to use the field in dry conditions for games and also part of the playground when the field is unsuitable. Before use, the class teacher undertakes a risk assessment of the area in case of dog fouling, discarded rubbish, tree branches etc.. However, when the outside conditions are unsuitable, games work takes place in the hall. Safety factors are always given priority before a decision is made.

Equipment:

The school is constantly developing, replacing and updating resources for games, gym and dance teaching. The P.E. Co-ordinator has the responsibility of purchasing equipment. Funding is set aside for buying equipment or resources on an annual basis after a buying plan has been submitted to the Head Teacher and after consideration of any priorities raised in the School Development Plan.

Contractors check all gym and outdoor play equipment annually. Children are taught how to look after and care for equipment and about their own health and safety when using it. Teachers always refer to the School's Health and Safety Policy, Surrey's own Health and Safety Guidelines, BAALPE 'Safe Practice In Physical Education' manual and any relevant notes in the medium term planning. P.E. consultants from Four S, can also be contacted for guidance.

EVALUATION AND MONITORING PROCEDURES:

The P.E. Policy of Downs Way School is reflected in our practice. This is monitored in accordance with the monitoring programme in the current School Development Plan by the Co-ordinator. The Head teacher, governors, Co-ordinator and staff review this policy biannually at formal meetings. New members of staff will be introduced to the policy by the Co-ordinator.

We will evaluate the success of our P.E. teaching by-

- consistency in responses over a period of time
- the development over time of pupils' knowledge, skills and understanding
- pupils' ability to apply their understanding in a variety of new situations
- accurate evaluation of another's performance
- pupil's awareness of health and safety factors
- inclusion of all

National Curriculum Coverage:

The National Curriculum is covered through the long and medium term planning and is delivered through the short term planning. Therefore, these plans serve as a record of National Curriculum coverage.

Liaison Between Schools:

This is managed by the Senior Management Team with the subject co-ordinator being involved when appropriate. Written records are passed on to the next school in the form of individual End of Year reports.

AGREED PRACTICES

HEALTH AND SAFETY

All staff teaching P.E. are conversant with the School's own Health and Safety Policy, the School's Health and Safety Manual Section F Ed 3 (see **Appendix 7**), BAALPE advice (see **Appendix 8**) and relevant regulations, and plan in the short term accordingly. All P.E. activities are risk assessed by the individual teacher and staff are made aware of health and safety factors in the medium term planning. All staff have easy access to a copy of the BAALPE 'Safe

Practice in Physical Education' manual which is kept on the shelf in the hall. On an agreed signal children must stop what they are doing and dismount apparatus immediately but carefully.

KIT

Children must wear shorts or pants and tee-shirt or vest for all P.E. work and suitable trainers or plimsolls for outdoor activities. Track suits may be worn in cold weather outside. Clothing should not restrict movement, neither should it be so loose that it is in danger of catching on equipment and causing accidents. T-shirts must be tucked in. Teaching staff and support staff are encouraged to wear items of clothing which allow them to move quickly if required and are appropriate to the lesson e.g. plimsolls, track suit etc.

BAREFOOT WORK

Barefoot work is strongly recommended both by the P.E. Inspectorate and the County Medical Officer, for all work in the hall. Children with veruccas are asked to wear socks and plimsolls, not trainers, until the veruccas have cleared up. Children may only wear trainers in the hall when requested by a medical officer. Children wearing trainers or plimsolls are only allowed on low level apparatus.

JEWELLERY

It is a safety requirement that all items of jewellery including watches are removed before a P.E. lesson. Children with pierced ears must remove earrings before a lesson. The taping of earrings is not permitted and the teacher is not allowed to remove or put in a child's earrings. (see advice in Surrey Education Services Health and Safety manual). A child who wears a medical identification bracelet must cover it with a sweat band so as to prevent it catching on any apparatus. Medical disc necklaces should be removed on agreement with the medical officer and parent / carer in charge of the child. Teaching and support staff must also remove jewellery.

HAIR

Children should have long hair tied back to allow for unrestricted vision and hard headbands, clips and grips should be removed before a lesson.

HANDLING EQUIPMENT

Teachers must use as many children as they feel necessary to carry a piece of apparatus safely always ensuring that all children face the way of travel. Correct lifting techniques are taught and constantly revised across the Key Stage. The children learn to handle the apparatus correctly as a gradual process starting with the mats and progressing through low, single apparatus to medium, then large fixed apparatus when appropriate.

USE OF MATS

Mats are items of apparatus and are not considered as safe landing areas under apparatus. Teachers position mats where it is expected that children will need to cushion deliberate landings or for appropriate work. All mats conform to British Safety Standards and are flame retardant.

ACCIDENT PROCEDURE

If an accident occurs during a P.E. lesson all children are asked to come off any apparatus and to sit on the floor. For minor accidents e.g. a bumped knee, small cut etc., children are sent to the school secretary, who is trained in First Aid, for attention. All head injuries are reported to the parent and written in the accident book. For more serious accidents e.g. serious head injuries, broken bones, etc., the staff follow the accident procedure in the School's Health and Safety policy.

GROUPING OF PUPILS

Children are grouped in a variety of ways, sometimes by ability and sometimes by age depending on the task.

INCLUSION

a. Setting suitable learning challenges:

We always refer to the inclusion section of the P.E. National Curriculum when planning for individuals and groups of pupils. We differentiate our planning to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.

Activities are planned to follow through a block of work that allows children to develop skills and to progress according to their ability. Differentiation is shown in the medium term planning with suggestions for activities to support and extend learning. Different equipment is used for different group tasks to meet the needs of different levels of ability and differentiation by outcome (open ended activities with a scope for a range of outcomes).

b. Responding to pupils' diverse learning needs:

All activities are planned to ensure participation by the whole class irrespective of gender, race, ability or disability. It is our aim to include children with disabilities into our lessons although guidance and agreement is always sought from parents/carers, Four S Advisors, medical experts and advice in the BAALPE manual. We enable the fullest participation of children with disabilities or particular medical needs, offering positive role models and making provision, where necessary, to facilitate access to activities with appropriate support, aids or adaptations. Resources are carefully selected to ensure inclusion of all. We create an effective learning environment by enabling children to participate safely in clothing appropriate to their religious beliefs. We provide equality of opportunity by ensuring that boys and girls are able to participate in the same curriculum. We take account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes. We avoid gender stereotyping when organising children into groups, assigning them to activities or arranging access to equipment.

c. Overcoming potential barriers to learning and assessment for individuals and groups of pupils :

We provide adapted, modified or alternative activities or approaches to learning and ensure that these have integrity and equivalence to the National Curriculum and enable children to make appropriate progress.

TRAINING

Teaching and support staff receive appropriate training and development opportunities within P.E. All training is evaluated

OUT-OF-HOURS LEARNING

The P.E. Co-ordinator/PLT is responsible for developing physical activity after school activities, where appropriate. Children are consulted on the type of activities provided through the School Council.

EDUCATIONAL VISITS

The school arranges visits from dance troupes where ever possible and liaises with the local leisure centre. The SSCo works closely with local schools to develop further opportunities for out of school visits and joint activities. It is the aim of the SSCo to encourage local schools to use the facilities at Oxted School (secondary).

LINKS WITH LOCAL COMMUNITY AND EXTERNAL AGENCIES

The PLT is developing links with local clubs etc. through the School Sports Partnership.

The school hall and field are made available for staff, parents/carers and local community use.

SCHOOL TRAVEL PLAN and GOLDEN BOOT AWARD

The school takes part in the Golden Boot scheme on an annual basis which promotes children and parents coming to and from school by walking , cycling, car sharing and using a scooter.

WEBSITES

A variety of P.E. related websites are available for information and advice for teaching staff, including the P.E. section of Surrey's own FourS website.

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