

Northcote Primary School

PE Policy

'The world of sports knows no religious, racial or political differences. Athletes, from whatever land they come, speak the language. The lessons of competition are lessons for life.'

Robert Kennedy

Introduction

Northcote Primary School recognises the vital contribution of physical education (PE) to a child's physical, cognitive, social and emotional development, as well as the role it can play in relation to a child's spiritual, moral and cultural development. PE is an integral part of the curriculum to be enjoyed by all children. It is a real opportunity for both teachers and children to consolidate and work on the values that underpin every aspect of school life.

At Northcote Primary School, we teach from the x3 H's; Hands (physical/doing); Head (cognitive/thinking); Heart (social and emotional/feeling). We use sport as a vehicle to teach objectives linked to the Hands, Head and Heart.

Aims

Our approach to PE is based upon national curriculum aims.

The national curriculum for physical education aims to ensure that all pupils:

- ♣ develop competence to excel in a broad range of physical activities
- ♣ are physically active for sustained periods of time
- ♣ engage in competitive sports and activities
- ♣ lead healthy, active lives.

Curriculum Organisation

At Northcote Primary School, we teach from the x3 H's; Hands (physical); Head (cognitive); Heart (social and emotional). We use sport as a context to be the vehicle to teach and deliver objectives linked to the Hands, Head and Heart.

In KS1, children participate in activities being both competitive and non-competitive in; running games; jumping games; throwing and catching games; foot-coordination; gymnastics and dance.

In KS2, children participate in sport specific activities and small sided games in; handball; netball; football; cricket/rounders; gymnastics and dance. In addition to this, children take part in outdoor and adventurous activities and swimming (Year 5 = Autumn Term, Year 4 = Spring Term, Year 3 = Summer Term).

KS1 objectives include:

Hands (physical):

1. Develop fundamental movement skills (specifically master basic movements including running, jumping, throwing and catching)
2. Develop competence
3. Develop agility, balance and coordination
4. Perform dances using simple movement patterns

Head (cognitive):

1. Apply skills
2. Develop simple tactics for attacking and defending (exploiting and denying space)
3. Develop competence
4. Develop confidence

Heart (social and emotional):

1. Work individually and with others
2. Develop competence
3. Develop confidence
4. Begin to show sportsmanship qualities (fairness, respect, positive attitudes)

KS2 objectives include:

Hands (physical):

1. Develop a broader range of skills (specifically running, jumping, throwing and catching in isolation and in combination)
2. Perform dances using a range of movement patterns
3. Develop flexibility, strength, technique, control and balance.

Head (cognitive):

1. Develop a broader range of skills (specifically running, jumping, throwing and catching in isolation and in combination)
2. Link skills to make actions and sequence of movement
3. Understand how to improve
4. Learn how to evaluate and recognise their own success
5. Compare and improve performance with previous ones
6. Apply basic principles suitable for attacking (penetration, support/depth, width, mobility, and improvisation/creativity)

7. Apply basic principles suitable for defending (delay, depth, balance, concentration, composure/discipline/patience)

Heart (social and emotional):

1. Enjoy communicating, collaborating and competing with each other
2. Display leadership qualities
3. Show sportsmanship qualities (fairness, respect, positive attitudes)

The school uses the principle of STEP for adjusting lesson activities for differentiation. Some children with particular needs may require different activities, for example, with a particular focus on fine motor skills if hand to eye coordination is a challenge.

S = change the space available

T = change the time allowed

E = change the equipment, e.g. softer or larger balls, different sized bats

P = change the people, e.g. size of the groups

Class teachers will be responsible for the delivery of PE following Northcote's PE scheme of work. PE is to be delivered during set PE lessons each week (KS1) and twice a week (KS2) and via the vehicle of other subjects/cross curricular links. The children will have the opportunity to work individually, in small groups and as a whole class.

In the Foundation Stage, opportunities will be provided for children to be active and to develop their co-ordination, control and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences.

Northcote highly values PE. An example of this is a weekly Sportsperson award being awarded to a pupil from each class who has demonstrated Hands, Head and Heart in a lesson.

Co-Ordination

Whole school planning for PE through all subjects will be undertaken by all staff. A PE audit will be done each year by the co-ordinator, with input from all other members of staff, so that resources can be replenished on a regular basis. Identifying any gaps in professional development and supporting.

Assessment, Monitoring and Evaluating

Class teachers will be responsible for the assessment and recording of pupil's PE capabilities and achievements using 'I can statements' which are directly linked to the 2014 National Curriculum. These achievements must be praised and rewarded as would any exceptional achievements in other subjects.

Co-ordinator will meet with teachers informally to discuss progress and resources on a regular basis.

Class teachers will use the KS1 objectives and KS2 objectives to assess the children from in addition to the 'I can statements'. To support teacher judgement, class teachers will use evidence (videos, pictures recorded during each lesson). Reporting to parents will be through three open evenings (one in October, one in the Spring term and one at the end of the summer term). Parents will also receive a written report detailing the coverage and attainment in regards to the National Curriculum at the end of the Summer term.

This policy will be reviewed annually, as will schemes of work. Development of teacher's expertise may be provided through in-school inset provision, in class support from the co-ordinators, focussed staff meetings and attendance at externally held courses.

Implementation

PE requires an extensive range of resources both durable and consumable. Class teachers should inform the co-ordinator of any resources needed to be included in requisitions. All equipment will be kept in the PE cupboard and will be easily accessible for all year groups.

Each classroom will have a basic stock of equipment which class teachers should be responsible for. KS1 and KS2 will have separate resource bases. Art papers and card will be accommodated within the stock rooms but more specialised equipment will be in art resource bases.

Special Education Needs and Differentiation

PE education is one particular area of the Curriculum which allows pupils to develop their physical, cognitive and social and emotional needs. Therefore, we aim to use the area of PE as a means of supporting children with S.E.N. to develop their own learning skills and levels of personal self-esteem.

Every effort will be made to adapt all areas of the PE Curriculum to suit the individual needs for children with disabilities and to accommodate those children with the sensory impairments.

Equal Opportunities

It is our intention to provide each and every pupil with a broad and balanced art curriculum. A curriculum which also approaches those key issues associated with multi-culture and gender. It is our belief that all children (regardless of their own particular ethnic group) have the same entitlement to a broad and varied multi-cultural PE education, an education which provides a unique insight into the historical and contemporary traditions of both their own culture and that of other nationalities. In addition, every effort is made to seek out ways of reinforcing

sexual equality within the classroom where both sexes are treated fairly and are provided with the same educational opportunities.

A.O.T.s

Although teachers are ultimately responsible for the care and education of the children, we encourage other adults (parent helpers, students, classroom assistants etc) to share their many fine contributions with the class.

Behaviour

Refer to the Northcote primary school's 'Behaviour' Policy.

Health and Safety

Refer to the Northcote Primary School's 'Health and Safety' Policy.

Member of staff responsible :

Mr Norman

Date Policy written:

September 2017

Date to be reviewed:

September 2018

Date approved by Governors:

Signature of Chair of Governors: