



THE CATHEDRAL SCHOOL
OF ST. SAVIOUR AND ST. MARY OVERIE

PE Policy

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RATIONALE

United Nations Charter for Children's Rights:

Article 13 *You have the right to find out things...*

Article 28 *You have the right to a good quality education. You should be encouraged to go to school to achieve the highest level you can.*

Article 29 *Your education should help you use and develop your talents and abilities.*

In line with our commitment to be a Rights Respecting School, Cathedral Primary School believes that PE is essential to the development of the whole child – academic, social, emotional, spiritual and physical. It provides the foundation for a healthy lifestyle and promotes character building, co-operation and self-esteem.

AIMS

- To promote physical activity, physical development and a healthy lifestyle.
- To develop social co-operation and positive attitudes, and to compete with a sense of fair play.
- To promote and develop safe practice in physical activities.
- To provide equal opportunities, for all learners, regardless of race, gender, background or ability.
- To provide opportunities, for all learners, to achieve their full potential.

OBJECTIVES

In Cathedral Primary School we will offer opportunities for learners to:

- Become skilful and intelligent performers.
- Acquire and develop skills; performing with increasing physical competence and confidence, in a range of physical activities and contexts.
- Learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking.
- Develop their ideas in creative ways.
- Set targets for themselves and compete against others, individually and as team members.
- Understand what it takes to persevere, succeed and acknowledge others' successes.
- Respond to a variety of challenges in a range of physical contexts and environments.
- Take the initiative, lead activities and focus upon improving aspects of their own performance.
- Discover own aptitudes and preferences for different activities.
- Make informed decisions about the importance of exercise in their lives.
- Develop positive attitudes to participation in physical activities.

TEACHING AND LEARNING

Every lesson should be focused around a clear learning objective (set as a question) and a broken down success criteria, to explain 'how' the learners will achieve their learning objective. Learners should be made aware of this at the start of each lesson, and review their learning at the end of each lesson. Activities should be differentiated, appropriate to the needs and ranging abilities of the class. Each lesson must have a planned extension activity, to extend the lesson's learning objective, where appropriate. Dialogue and demonstration should be used as teaching tools throughout all lessons. Particular skills should be modelled and discussed. Plenaries should be used to highlight good practice and next steps in their learning.

PLANNING

The Schemes of Work (Val Sabin) cover each area of activity in PE, and have been developed in order to ensure continuity, development and progression.

The Val Sabin Schemes of Work should be used by class Teachers, to complete medium term planning on a half termly basis.

The PE overview is found on the staff shared area: SUBJECTFOLDER/PE/PEOVERVIEW
Assessment opportunities will be specified in medium term plans for all PE units.

INCLUSION AND EQUAL OPPORTUNITIES

At Cathedral Primary School, we recognise that in each class there are learners of different abilities, race and gender. Our provision, for Physical Education in the school, seeks to offer a comprehensive programme, following the National Curriculum guidelines, taking in to account any individual needs and interests.

MONITORING

It is the responsibility of the PE Subject Leader, with the support of the Head Teacher and Senior Management Team, to monitor and support the quality of PE teaching and learning. This monitoring is achieved through lesson observations, looking at planning, viewing and discussing any photographs taken, as well as discussions with staff and children: where appropriate, written feedback will be given. Throughout the year, teachers will be given the opportunity to discuss and moderate the children's achievements and review the teaching and learning in PE through staff meeting and INSET.

ASSESSMENT

Lessons will be evaluated, on a weekly basis, by class teachers in their medium term planning files. Observational Assessments will be undertaken through Core Assessment Tasks, and monitoring. These will be carried out at the start and end of each unit, on a half termly basis in KS2, and on a termly basis in KS1. This information will be saved to the server and a printed hard copy stored into class teacher's class assessment packs, at the end of every half term.

Photographic Assessments will be collect, at specified times during the academic year, to back up observational assessment evidence. The PE subject Leader will collect this evidence, to be used for the school PE Portfolio. This information will be saved to the server.

Photographic Assessments will be taken once every term in the following order:

Autumn 2: Gymnastics

Spring 1: Dance

Summer 2 – Games

Core Assessment Tasks will indicate a level for each of the 6 target children, at the end of each half term in KS2, and each term in KS1. Photographic Assessments will demonstrate specific levelled skills, at specified points in the year – across the PE units.

Core Assessment Task and termly photographic Assessments will be saved on the server, as well as hard copies printed and stored in class teacher's assessment packs.

HEALTH AND SAFETY

All children should be warmed up and cooled down; according to guidelines set out in the National Curriculum (this will be evident in teacher planning).

All jewellery and watches should be removed for all PE lessons.

Long hair must be tied back.

Suitable clothing to be worn (see following guidelines).

The hall and outside areas should be checked, prior to the lesson, to ensure safe and even surfaces.

Equipment should be carried safely; bent knees to lift; lifting done in groups, with a leader.

Equipment should be checked and risk assessed, on a regular basis, by the PE Co-ordinator. Any faults noticed should be reported to the co-ordinator.

Teacher's (KS2) First Aid bags should be taken out to the outside areas for PE lessons, to deal with any minor incidents.

Teachers (KS2) should take school provided mobile phones, to the outside area, to call the office in an emergency.

Children, who have veruccas, must wear socks and plimsolls/trainers, in the hall.

Children (KS1) must wear socks and plimsolls for both indoor and outdoor PE.

Children (KS2) must wear socks/plimsolls/trainers (year 3 & 4)/Trainers (Year 5 & 6) to and from the Hall, but have bare feet for Indoor PE.

CLOTHING

Children should change for all PE activities:

Nursery: plimsolls with school uniform

Reception & Key Stage 1: plain (no logo) white t-shirt or polo shirt, navy blue shorts, black plimsolls. In winter, children are allowed to wear a plain navy blue /black/grey tracksuit, for outdoor PE.

Key Stage 2: plain (no logo) white t-shirt or polo shirt, navy blue shorts, plain (no logo) plain black or white trainers / black plimsolls (optional in Year 3 & 4). In winter, children are allowed to wear a plain navy blue/black/grey tracksuit, (optional) for outside PE.

Children who do not have PE kit should be allowed to observe the lesson, and take part in a coaching capacity.

KS1 staff should teach PE in trainers.

KS2 staff 2 should teach PE in sportswear and trainers.

Children may be excused from PE for medical reasons, if they have a note from a doctor/parent.

Staff should keep a log of children who forget to bring in their PE kit.

If a child forgets their PE kit, a letter will be sent home.

If a child forgets their PE kit three times, a logical consequence will be sent home.

TIME ALLOCATION

Foundation Stage: Two sessions in the hall per week, following medium term planning. In addition a range of games, dance and gymnastics activities are performed inside. Outside activities promote gross and fine motor skills.

Key Stage 1: Two 30 minute hall sessions and 1 hour outside games sessions per week.

Key Stage 2: Year 3, 5 and 6 – An afternoon (2hours) per week is timetabled for classes to use the hall and outside area.

Year 4 – 1 swimming session per week and 1 hour timetables for either the hall or outside area.

Staff should use discretion to make up PE time, which has been lost due to inclement weather.

Fitness for Learning: 10 minute daily class based activity (a variety of rhyming games, skipping, and aerobics activities) KS1 - pm/KS2 – am.

RESOURCES

All PE equipment and Val Sabin Schemes of Work folders are kept in the staff room, on the staff folders shelves (above Sue Cassidy's computer). Val Sabin Music CDs (Dance) are kept in year group classrooms. All Fitness for Learning are kept within each year groups class.