

Maryport C of E Junior School
Physical Education Policy

Aims

In order to promote active and healthy lifestyles all children should:

- be physically active
- adopt the best possible posture and appropriate use of the body
- engage in activities that develop cardio vascular health, flexibility, muscular strength and endurance
- understand the need for personal hygiene in relation to vigorous physical activity

In order to develop positive attitudes all children should:

- follow the conventions of fair play and honest competition
- cope with success and limitations in their performance
- persevere with and consolidate their performances
- be mindful of others in their environment

Areas of activity and Entitlement

By the end of year 6 all children will have covered numerous areas of activity. These include; gymnastics, games, swimming and water safety, athletics and outdoor and adventurous activities. Children will learn the majority of these activities by qualified sports coaches, teachers will observe the delivery of these lessons as part of their CPD. Children are also provided with opportunities to take part in alternative Sports such as trampolining, horse riding and Kombat fitness.

Planning

Planning for PE is initially shown in long term plans, which incorporates LCP PE themes. Lesson plans (annotated from the schemes of work) show more detailed learning objectives and differentiated activities.

Assessment, Recording and Reporting

Children are continually assessed, to ensure that they make good progress in the areas covered in Physical Education. This is carried out by formative assessment during lessons. Teachers use continuous assessment to plan for progression and to identify the next steps in children's learning.

Children's progress and attainment in Physical Education are also recorded on the Annual Report to Parents.

Resources

Equipment can be found in the P.E. store, situated in the hall. Teacher's reference books are also located on the shelves in the store.

Each member of staff will be responsible for returning any resources after use and reporting any faults to the PE co-ordinator. Large apparatus is checked by an authorised company each year and repaired or replaced when necessary

Inclusion

Differentiation will be achieved through a variety of strategies including:

- The setting of common tasks, which are sufficiently open-ended for all pupils to use, but can be completed at different levels
- The variation of the form and amount of adult support and / or intervention, according to specific needs
- The provision of different resources for individual or groups in need of additional support and to provide the appropriate support to enable them to progress
- Peer support and paired work

The S.E.N.D. code of practice is followed to identify children who require extra support
The Special Needs Code of Practice is followed to identify individuals in need of additional support and to provide the appropriate support to enable them to progress.

Dress Code

- White T shirt
- Pale Blue hoody with school logo
- Black shorts/joggers for outdoor activities
- Suitable footwear (indoor and outdoor)
- Swim Wear
- No jewellery

Aspects of Health and Safety

Teachers are made aware of the book "Safe Practice in Physical Education" and are encouraged to use this, in conjunction to the Health and Safety Policy. All reasonable care is taken to keep risk at a minimum. Pupils are taught to:-

- lift and carry apparatus safely;
- understand why a particular code of dress should be worn;
- know the risks of wearing jewellery
- work in an atmosphere where they will be able to listen and respond to instructions quickly and without fuss, enabling the teacher to stop the lesson quickly if a dangerous situation should arise.

Equal Opportunities

All children will be given equal access to Physical Education irrespective of race, gender, ethnicity, level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of Physical Education in our school.

Role of Physical Education Subject Leader:

The PE Subject Leader will facilitate the development of Physical Education in school in the following ways:

- By managing the implementation of the PE Policy
- By co-ordinating changes to the Policy and to the Long Term Plans for PE in school
- By auditing and updating resources
- By identifying training needs so that all staff are confident and competent in the teaching of PE
- By keeping staff informed of new developments and initiatives, both nationally and locally
- By taking an overview of whole school planning, to ensure that there is continuity and progression between year groups and across key stages
- By attending any relevant training, to ensure up to date knowledge of the subject