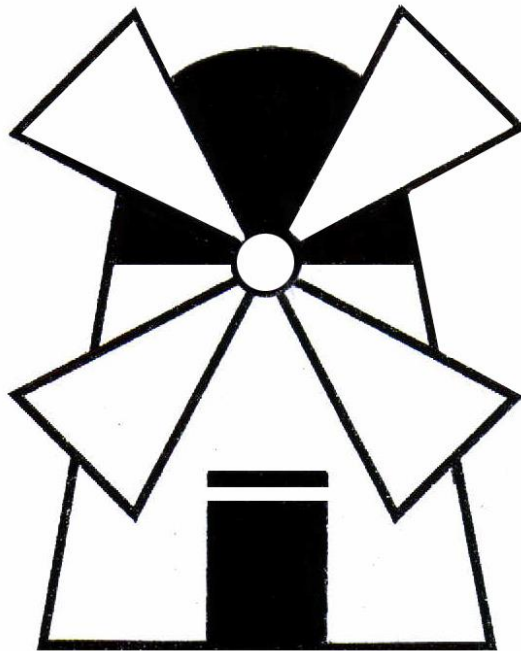


FULWELL INFANT SCHOOL ACADEMY

Physical Education Policy



Rationale

At Fulwell Infant School Academy we believe that physical activity is essential to the development of the whole child, academically, socially, emotionally and physically. It provides the foundation for a healthy lifestyle and promotes character-building, co-operation and self-esteem. Physical activity promotes an understanding in children of their bodies in action, thus enabling them to make informed choices about physical activity throughout their lives.

Subject Leader:

Laura Murphy

Aims

- To promote physical activity, physical development and a healthy lifestyle in a positive and enjoyable way.
- 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 children regardless of race, gender, background or ability and to provide suitable opportunities for those children with special needs.
- To develop an understanding of the effects of exercise on the body.
- To develop an understanding in children of how to succeed in a range of physical activities and how to evaluate and improve own performance.

General

This policy has been written after staff have had the opportunity to use the Foundation Stage Guidelines and the Key Stage 1 Guidance in conjunction with the LCP P.E. Scheme. This policy is firmly based on those documents and they are available for staff to refer to in their planning for the teaching and learning in physical education.

Content

In Nursery the children have the opportunity to develop their gross motor skills by using the outdoor play provision and climbing equipment. In addition, Nursery has allocated time in the school hall for physical education.

Reception, Year 1 and Year 2 use the L.C.P. Physical Education Scheme.

The children have the opportunity to use the Top Play cards for games and gymnastic activities, basic moves programme of work and take part in topic related dance activities with the support of Val Sabin Publications scheme of work. In addition, both playgrounds have a large range of fixed equipment designed to encourage physical activity as well as a range of small games equipment.

The children are encouraged to use this equipment at playtimes and lunchtimes.

Implementation

Physical education is managed by the Headteacher and Senior Management Team and co-ordinated by the P.E. co-ordinator.

Role of the co-ordinator

- Monitoring and evaluating the planning and delivery of physical education within the school
- Ensuring that all physical education documentation is reviewed and monitored
- Co-ordinating physical education inset
- Ordering and maintaining resources
- Organisation of physical education events within the school
- Ensuring provision is made for O.S.H.L
- Liaising with school Sport Co-ordinator from Monkwearmouth School as part of School Sport Co-ordinator programme.

Equal Opportunities

The physical activity offered to all children, both within and outside of curriculum time, provides all pupils with equal opportunities to take part in and achieve in different activities. The scheme of work ensures access to a varied programme and the opportunity to meet the national expectations. We aim to maximise the achievements of all children by providing variations in:

- Tasks - providing a range of tasks with differing degrees of difficulty.
- Resources - using a variety of equipment to make tasks more or less challenging.
- Responses - allowing children to work at different paces.
- Support - providing additional support from teaching and non-teaching staff.

- Group structure - selecting mixed ability or similar ability as appropriate for certain activities.

Special Educational Needs/Disability Access

Children with specific disabilities, difficulties and/or health conditions are assisted in lessons by the use of certain strategies, which include:

- Modifying activities by changing rules, equipment and playing area.
- Some pupils may require the support of a member of the non-teaching staff in a physical education lesson.
- Staff are aware of children who may require inhalers or other medication and as in every other area of the curriculum these children are monitored during the lesson and in outdoor play activities.
- Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan for children with special educational needs. The I.E.P. may include, as appropriate, specific targets relating to P.E.

Health and Safety

All staff are made aware of the Baalpe Safe Practice in Physical Education Guidelines, LEA Health and Safety Guidelines as well as the school Health and Safety Policy. An annual safety check of equipment is carried out by external consultants and defects are rectified immediately.

Allocation of Time for Physical Education

Nursery - Ongoing use of outdoor and conservatory provision.

Reception - Use of outdoor provision

1 x 45 minutes and 1x 90 minutes (hall) on a rota

Year One 1x 60 minutes and 1x 30 minutes (hall) activity session in class or in playground (15 minutes) 3x a week

Year Two 1x90 minutes (hall) activity session in class or in playground (15 minutes) 3x a week

Cross-Curricular Links

In physical education, links can be made with other areas of the curriculum for example:

Literacy: using the vocabulary from the scheme of work, using stories, poems as a stimulus. Speaking and listening skills - listening to and giving instructions.

Numeracy: Team size, counting e.g. Jumps, ball bouncing, direction, positional language, speed, scoring.

I.C.T: Measuring, timing use of C.D players, tape players, video or digital camera to record performance, use of computers for recording and reporting.

Science: Muscles, skeleton, circulation, healthy living

P.S.H.E: Fair play, co-operation, self-esteem

History: Some dance activities linked to the past e.g. Let's Move "Granny's House"

Geography: Dances from around the world e.g. Let's Move "Harvest" looking at the celebration of harvest in other cultures.

Art/D.T: Paintings, drawings, models of activities undertaken in P.E using art as a stimulus for dance and gymnastic activities.

Music: Listening to and using various types of music for dance activities, use of musical instruments in lessons.

Monitoring and Evaluating

Pupil monitoring and evaluating is the responsibility of the class teacher. This usually involves observation of pupil performance in lessons. This is done in every lesson and is used by the teacher to inform future planning and to ensure that every child is being included. The teacher looks at both effort and achievement.

Other key elements used in the monitoring process for physical education within the school are:

- Teacher feedback on issues ranging from schemes of work to in-service provision
- Pupil feedback
- External consultants/Ofsted inspection

Physical Education Clothing & Changing

- Shorts and T Shirt must be worn
- Gym shoes must be worn, if not provided children will be required to do PE in bare feet.
- Tracksuit for outdoors
- Children should place all belongings inside PE bag so nothing is mislaid.
- Children should get changed in the classroom or hall.

- Blinds should be closed
- Doors should be closed
- An adult should be present at all times
- Any adult without the relevant DBS clearance must not be present when children are changing.
- Children should not be left unsupervised.

Environment

Children must work in a suitable and safe environment, this means:

- The removal of unnecessary furniture from the workspace.
- A clean dry floor so that bare footwork can safely take place
- A safe outdoor surface for playing games.
- Before any equipment is used it must be checked by the teacher
- Any unsafe equipment should be reported so that removal/repairs can take place.

Behaviour

Basic rules regarding behaviour in physical education are established and adhered to:

- Stopping immediately in response to a given command or signal
- Never using a piece of equipment unless being told to do so.
- Stopping and sitting down, away from apparatus, if the teacher has to deal with an incident or accident.

Dealing with an accident

- If it is a minor accident the teacher or nursery nurse deals with it.
- If the accident is more serious the member of staff who holds a First Aid qualification should be sent for.
- All accidents should be recorded in the accident book.

Equipment and Resources

All equipment and resources are stored in the P.E cupboard, except for the large fixed apparatus situated around the outside of the school hall. Equipment should always be stored in the correct place. Equipment and resources for playground activities are stored separately. All physical education schemes of work and teaching resources are stored in the classroom areas.

Monitoring of teaching in lessons is carried out by the Headteacher, Senior Management Team or the P.E Co-ordinator. Lessons are observed using mutually identified criteria. Written feedback is given and any

issues arising are addressed. Some aspects of the process are used to formulate the needs for staff in-service training and additional resources.

Assessment and Recording

The main method of gathering evidence and assessing achievement in physical education is made through a continuous process of teacher observation. In the Foundation Stage recording is by means of the Foundation Stage Profile and the termly targets and reports to parents. In Key Stage 1 recording is by means of the class teacher's own checklist. This information is then used to formulate the target sheet and report.

Extra-curricular activities

The school provides a range of P.E related activities at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. Currently we have football coaches, a Tag rugby coach and a gymnastics coach who are independent contacts from the local community. An additional football programme runs throughout the year for reception children in conjunction with SAFC (Little Dribblers).