



P.E. POLICY

| Policy Review | |
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| Review schedule | Every year |

READING POLICY

1. Curriculum Intent

St. Bartholomew's school recognises the value of children being active and of physical education (P.E.) including swimming. We fully adhere to the aims of the National Curriculum 2014 for physical education to ensure that:

By the end of their education at St. Bartholomew's all pupils will have:

Experienced a broad range of physical activities

Been physically active each day

Engaged in competitive sports

A foundation for lifelong physical activity, leaving primary school as physically active

2. Implementation

P.E. is taught at St. Bartholomew's as a lesson in its own right as well as being promoted in other areas of the curriculum such as forest school. It is taught a minimum of two P.E. sessions per week to all children.

We teach P.E. so that children:

- Have fun and experience success in sport
- Have the opportunity to participate in P.E. at their own level of development
- Secure and build on a range of physical skills
- Develop good sporting attitudes
- Understand basic rules
- Experience positive competition and experience winning and losing
- Learn in a safe environment

Teaching:

Children work with a qualified sports coach from premier sport. A T.A. assists the sports coach within lessons in order to support and extend small groups of children.

Children experience a range of opportunities to work individually, in pairs or groups over time.

Over the course of a year all children will have taken part in dance, gymnastics, games and athletics. Swimming is taught through the Autumn Term to all children in years 3 and 4. For swimming we employ 2 swimming teachers and have trained our P.E. T.A. as a swimming assistant.

Lesson structure:

At the beginning of the lesson the coach explains the intention of the lesson and informs as to how the children can be successful in achieving the lesson aims.

Lessons then commence with an introduction/warm up to prepare children physically for exercise.

There is direct teaching of skills and subsequent skills practice by the children.

Children are then provided the opportunity to work independently and cooperatively practice the skills (could be a game)

There may be a sharing of individual achievements and a cool down activity. Finally, lessons end with a closure discussion linking directly back to the intention and success criteria showed at the beginning. This is an opportunity to reflect.

3. Impact

Within each lesson, the coach observes and assesses. The children are assessed at the end of every physical education unit taught.

The assessment is in accordance with the 2014 attainment target for each Key Stage.

Key Stage 1

Children should develop fundamental movement skills, becoming increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive and co-operative physical activities, in a range of increasingly challenging situations.

Key Stage 2

Children should continue to apply and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognize their own success.

4. Community/parents

Many of our children access further extra- curricular activities. We work with a range of outside professionals to ensure our children have access to further opportunities for quality physical education provision. Children are given the opportunity to develop netball and football skills with parent volunteer coaches for one session each week. We also run a cross country club, street dance club, gymnastics clubs and fencing and archery.

Parents are encouraged to attend sports day and to come to end of term performances for after school clubs.

5. Resources and health and safety

Health and safety is emphasised, including the handling of equipment. Appropriate clothing is essential and the coach checks attire prior to undertaking P.E. activities. Earrings are either taped or removed before all sessions. Children with long hair are reminded to tie it up before all lessons. Children are bare footed in dance and gymnastic activities. An indoor P.E. cupboard contains all of the resources for P.E. activities. The P.E. cupboard is regularly checked by the P.E. T.A. to check its tidiness and organization. Large gymnastic resources are kept around the edge of the hall. A large trolley of P.E. mats is kept in the store cupboard off the hall. Large equipment is inspected annually.

Sports Premium

Decisions on funding rest with the head teacher and follow discussion with the sports coach and P.E teaching assistant. Information about the school's funding allocation and how it is spent each year is published on the school website under 'Sport Premium'.

6. Role of the subject leader

The subject leader is responsible for:

- Raising the profile of the subject
- Ensuring that resources are sufficient and appropriate
- Replacing and acquiring new resources
- Liaising with Premier sport to organize P.E. sessions and sports day
- Liaising with outside providers to provide after school sports clubs
- Organising competitive events for all year groups through Tring School and Dacorum sports
- Assisting colleagues to analyse assessment information
- Analysing end of Key Stage data
- Improving the subject through analyzing the strengths and weaknesses and writing an improvement plan each year.

