

## **St Michael's Catholic Primary School**

### **POLICY FOR PHYSICAL EDUCATION AND SCHOOL SPORT**

*In formulating and applying this policy, the Governing Body and Staff of our Catholic school seek to promote and implement in relevant ways the aims and intentions of the Mission Statement, 'Praise the Lord in Work, Play and Prayer', that has been agreed by the whole school community.*

#### **Introductory Statement**

St Michael's Catholic Primary School has designed a programme of curricular and extra curricular physical education and sport activities that will provide competitive and recreational learning opportunities, in a safe environment, sensitive to the needs and levels of ability of all pupils. We aim to encourage all pupils to develop skills and confidence to reach their full potential as participants, performers and leaders, such that they will develop a life-long interest in physical activity and sport.

#### **Curricular Aims**

1. To develop skilful use of the body, the ability to remember, repeat and refine actions, and to perform them with increasing control, co-ordination and fluency (acquiring and developing).
2. To develop an increasing ability to select, link and apply skills, tactics and compositional ideas (selecting and applying).
3. To improve observation skills and the ability to describe and make simple judgements on their own and others' work, and to use their observations and judgements to improve performance (improving and evaluating).
4. To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising in both the short and long term (knowledge and understanding of fitness and health).
5. To develop the ability to work independently, and to communicate with and respond positively towards others (working alone and with others).

6. To promote an understanding of safe practice, and to develop a sense of responsibility towards their own and others' safety and well being (applying safety principles).
7. To develop social cooperation and a sense of fair play, and to raise pupils' self esteem.

### **The Learning Environment**

Teaching in the foundation key stage is based on the Early Learning Goals for Physical Development, and in key stages 1 and 2 on the National Curriculum programmes of study for physical education. Children are taught through a variety of indoor and outdoor activities, which may include, dependent upon age, dance, games, gymnastic, swimming, athletic and outdoor and adventurous activities. Children work individually, in pairs and in groups, and a variety of teaching methods is used to take account of the different learning needs of the children, and to encourage them to take an active part in the development of sequences and games. Links are made to other subject areas where appropriate, and ICT is used for demonstration, and for recording and evaluation of performance.

### **Equal Opportunities and Inclusion**

All children will have the opportunity to access all areas of the PE curriculum, regardless of colour, creed, gender or disability. Teachers provide effective learning opportunities for all pupils by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils,

thus ensuring that every child experiences success in learning and achieves as high a standard as possible.

### **Continuity and Progression**

Whole school planning ensures that there is continuity and progression from year to year and between key stages. Half-termly units of work build upon and extend the skills, knowledge and understanding gained in previous units.

## **Equipment and Resources**

The school has a wide range of equipment, most of which is stored centrally (PE store room) or outside in PE shed, though some small apparatus is located in foundation and key stage 1 storage areas. Teachers are responsible for returning equipment at the end of a lesson, and for alerting the subject coordinator to any losses/ damage.

## **Safe Practice**

In accordance with the National Curriculum, children are taught the correct techniques and safety procedures for handling and using apparatus. Equipment is subject to an annual independent inspection, and is used in the light of LEA guidelines. Staff will work to accepted codes of practice in PE (Safe Practice in PE BAALPE 2004). They wear suitable clothing and footwear when teaching PE, and ensure that all children are suitably dressed with earrings removed/made safe and hair tied back.

The services of a qualified swimming teacher, who also holds a life saving qualification, are engaged for all swimming sessions.

## **Assessment and Recording**

It is important that children are informed of their progress. This is achieved through discussion between child and teacher during lessons. Assessment is based on the end of key stage level descriptors, and relies upon teacher judgement of pupil performance. A report of progress in physical education is written annually and presented to parents. This is followed by a general parents' consultation.

## **Staffing and Staff Development**

It is the role of all staff involved in the delivery of PE, whether from within or outside the school, to encourage participation and enjoyment in PE by delivering planned lessons that cater for the different needs of their pupils and ensure progression and breadth of study. It is their responsibility to ensure that safe practices are followed.

Staff can expect that identified development needs will be addressed and met wherever possible.

Where adults other than teachers are involved in delivery of extra curricular activities, the school will ensure that such individuals have been cleared to work with children. An induction will be arranged where necessary, to appraise them of school policies on such issues as discipline, procedures in the event of an accident, etc.

## **Leadership and Management Roles**

The physical education coordinator will:

- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity throughout the school.
- Support colleagues in their development of detailed work plans and implementation of the scheme of work.
- Monitor progress in physical education and advise the Head teacher on action needed.
- Take responsibility for the maintenance, organisation and purchase of central resources for physical education.
- Keep up to date with developments in physical education and disseminate information to colleagues as appropriate.

Date adopted: \_\_\_\_\_

Date of review: 3 July 2013