

St. John Bosco RC Primary School



Physical Development Policy

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Physical Development Policy

INTRODUCTION

At St. John Bosco RC Primary School we are committed to providing all children with learning opportunities to engage in Physical Education. This policy reflects our School's values and philosophy in relation to the teaching and learning of PE. It sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

WHOLE SCHOOL VISION – ENJOY, INVOLVE, INSPIRE

- At St. John Bosco School we aim to inspire and engage children's interest in sporting activities through providing a wide range of opportunities within school, after school and within the wider community.
- We aim to foster children's interest in physical wellbeing and healthy lifestyles in order to establish long lasting lifestyle messages.
- We aim to positively encourage children to share, respect, support, trust and work together.

1. CURRICULUM AIMS

- 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.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.
- To develop the ability to work as a team player, taking the lead and learning to work collaboratively with others.
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.

2. CURRICULUM PLANNING AND ORGANISATION

Planning

Specific skills and knowledge developed through Physical Education are part of the Foundation Subjects in the National Curriculum. Our school uses the National Curriculum as a basis for its curriculum planning in Physical Education. We carry out the planning in Physical Education in three phases: Long term, Medium term and Short term.

- ❖ Long term plans map out the areas of Physical Development covered in each term during the Key Stage.
- ❖ Medium term plans provide a mapping overview of:
 - The details of each unit of work for each term to ensure an appropriate balance and coverage of work across each term.
 - Key skill development to ensure children progress at a level according to their ability. They identify learning objectives and outcomes for each Physical Development unit of work.
- ❖ Short term/weekly plans are completed by staff for each lesson. These include:
 - The specific learning objective and details of how the lessons are to be taught.
 - Success criteria which are shared with the children to ensure that they understand their next steps in learning.
 - Activities to engage the children and to lead their development through active participation.

Organisation

- Each class is timetabled so that they can access the hall at least twice a week (at least 2 hours) regularly.
- The playground areas and field are used to facilitate activities such as outdoor activities and games.
- Specialist coaches deliver high quality PE activities/lessons to Key Stage 1 and Key Stage 2 each week.
- Swimming lessons are provided by qualified instructors at Sunderland Aquatic Centre.
- After school sessions include a Multi Sports Club and a Football Club run weekly for children.
- Through the Local Authority and also our Deanery Alliance, children are given regular opportunities to participate in competitive sporting activities, school staff accompany the teams to these events including participation in Sportsability Festivals which are open to young people with physical, learning and/or medical difficulties attending both mainstream Primary and Special Schools in Sunderland.

3. THE FOUNDATION STAGE

We teach Physical Development to children in the Foundation Stage as an integral part of the themed units of work covered during the year.

Physical development within the EYFS framework is one of three prime areas for learning.

The two related early learning goals are:

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Expected

- Moving and handling – Children show good control and co-ordination in large and small movements.
- They move confidently in a range of ways, safely negotiating space.
- Health and self-care – children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Exceeding

- Moving and handling – Children can confidently hop and skip in time to music.
- Health and self-care – Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

4. PE IN KEY STAGE 1/KEY STAGE 2

- Planning is based upon the National Curriculum Learning Objectives – These have been adapted to meet the needs of each individual class and are supplemented with ideas and activities from other sources, e.g. Durham PE Scheme, Top Cards and other applicable schemes. The schemes are in accordance with the current National Curriculum guidelines.
- We plan activities in Physical Development so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding.
- Lessons are blocked in units of work to promote greater depth of understanding, developing skills, contextual application of these skills and the ability to perform reflectively.
- Currently swimming lessons take place weekly for Year 4 in the Autumn and Spring Terms and Year 3 in the Summer Term. Transport time to the local pool is included as part of the PE time allocation.

5. CONTRIBUTION OF PE TO TEACHING IN OTHER CURRICULUM AREAS

English

Links between PE and English include: writing sequences, following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama.

Maths

Links between PE and Mathematics include: measurement, shape and space, sequences, number, angles, position and movement, rotation and time.

ICT

Children use capturing and recording equipment (cameras and videos) for evaluation/ development of skills. Videos of professional/skilled athletes are also used to help develop good technique.

PSHE

PSHE and PE links include following rules, living healthily, co-operating with others and understanding fairness and equality.

6. HEALTHY EATING

The school recognises that physical activity is just one element of healthy lifestyles and actively promotes healthy eating to help combat child obesity. These messages are shared in clubs, lessons and through cookery sessions with all age groups.

7. SMSC

PE offers many opportunities that support the social development of our children. Groupings allow children to work together and give them the chance to develop respect for the abilities of other children through collaborative and co-operative work, while gaining a better understanding of themselves. Through sport children are taught the values of respect, trust, honesty, friendliness and perseverance.

8. INCLUSION

The Governors and staff of St. John Bosco RC Primary School are committed to providing an inclusive range of high quality learning opportunities for all of our children. We will ensure that everyone has an equal opportunity to access the full range of provision available in Physical Development and will actively seek to remove barriers to learning and participation.

- Class teachers will try to ensure that spare PE kit is available for any occasional circumstances where a child does not have their own in school.

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- Lessons will provide good quality experiences that are suitably challenging for all pupils.
- Children will undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.
- For children with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of pupils.
- For the purposes of competitions, all children will be given the opportunity to participate in the experience.

9. ASSESSMENT & RECORDING

A range of assessment takes place to monitor the progress of our children with regards to Physical Development. We carry out both formative and summative assessment.

Formative Assessment

- We follow the principles of Assessment for Learning in all of our Physical Development teaching and learning. This involves identifying a child's progress in each unit of work, determining what each child has learned and identifying the next steps to learning linked to the learning objective and success criteria for each lesson. Formative assessment is an integral part of all Physical Development lessons.

Summative Assessment

- Short Term Assessment is usually carried out by teachers in the course of a normal class activity. This is done mainly through informal and formal observations and sometimes through discussions with the children. A photographic/ video record is sometimes used to document some of the children's work.
- Medium Term Assessment is carried out at the end of each half term unit of work. Levels of attainment are recorded using PE Passports for KS1 and KS2 children. Teachers will use their professional judgement to determine whether each child is working at above or below the expected level. Physical development levels and progress are recorded by the EYFS teachers for each child.
- Long term Assessment in Physical Education/Development is included as part of the end of year reports to parents.

10. TEACHING PHYSICAL DEVELOPMENT TO CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

The teaching and learning achievements, attitudes and well being of every child are important. We follow the necessary regulations set out in the SEND Code of Practice (2014) to ensure that we take the needs and experiences of all our children into account when planning for learning.

At our school we teach creative development to all children, whatever their ability. Physical development forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Physical development teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs through differentiated activities. Assessment against the National Curriculum allows us to consider each child's attainment and progress against age related expectations.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention is provided, as set out in the renewed SEN code of Practice (2014), through quality first teaching and where a child is in receipt of a statement of Special Educational Needs or Education Health Care (EHC) plan a specific education plan will be in place linked to specific targets. The targets may include, as appropriate, specific targets relating to physical development.

We enable pupils to have access to the full range of activities involved in this subject. Where children are to participate in activities outside the classroom, for example, an educational visit, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

11. HEALTH & SAFETY

- All staff have due regard for Health & Safety guidance when preparing and delivering PE lessons:
- Pupils are taught how to improve their own abilities to assess risks.
- First aid equipment is available, and First Aiders are trained in what action to take, including calling for assistance in the event of an accident.
- Inhalers for pupils suffering from asthma are made readily accessible

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- Children with diabetes are monitored closely throughout and after PE lessons by staff.
- Regular checks are made on all equipment.
- The subject leader makes termly visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear.
- Any items constituting a danger are taken out of use immediately.
- All large items of equipment are inspected annually by an independent safety expert.
- Pupils are taught how to use apparatus safely under the supervision of a teacher or responsible adult.
- Pupils are made aware of safe practice and understand the need for safety when undertaking any activity. (e.g. not lifting Hockey stick above the waist, not jumping or running in front of others, etc).
- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings.
- Teachers ensure that no jewellery is worn in lessons and long hair should be tied back. Earrings must be removed.
- Pupils wear suitable footwear when travelling to and from the hall.
- If a child has no trainers/pumps for outdoor PE they use their shoes if the activities are on the playground.

12. RESOURCES

- We have sufficient resources in our school to be able to teach all the Physical Development requirements of the National Curriculum.
- We keep these resources in a central store. The Senior Leadership Team audit resources to ensure they are matched to any changes in the National Curriculum.
- Large equipment/ mats and some indoor PE resources are stored in the hall cupboard. Outdoor equipment is stored in the outdoor store.

13. ADMINISTRATION ARRANGEMENTS FOR EXTRA CURRICULA SPORTING EVENTS

The School Business Manager liaises with teachers/support staff and sports coaches to arrange After School clubs/ attendance of teams at External Sporting competitions.

Where necessary she liaises with the Educational Visits Co-ordinator to ensure that the appropriate paperwork is completed.

14. SCHOOL SPORTS PREMIUM

The school has a detailed plan to improve the quality of PE provision for all pupils. This is updated termly and reviewed by Governors. The plan includes an overview of sports premium spending and a review of the impact of the allocated funds.

15. MONITORING & REVIEW

The coordination and planning of the Physical Development curriculum and the monitoring of the quality of teaching and learning through observations is the responsibility of the Senior Leadership Team and Subject Leader. The work of the Subject Leader also involves supporting colleagues in their planning and teaching, being informed about current developments in Physical Development and providing a strategic lead and direction for this subject in the school.

Signed: _____

Designation: _____

Date: _____

Review Date: _____