

Newport Infant School

Physical Education Policy

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Policy Lead	Rebecca Overthrow
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Other related Policies -

Rationale

We believe that Physical Education and School Sport play a unique and vital role in children's development and well-being. It affords opportunities for children to experience success and enjoyment and to develop skills that will improve their ability to manage their bodies' movements in a safe environment.

We firmly believe that the importance of physical activity and a healthy lifestyle is embedded in Physical Education and School Sport but that it should be promoted as a school ethos that permeates all areas of learning and gives children a firm foundation for life-long participation in sporting activity.

Aims

- To offer a broad, balanced Physical Education curriculum that ensures success and develops positive self-esteem through achievement and participation.
- To encourage children to enjoy physical activity and appreciate the importance of a healthy, fit body including an understanding of the factors affecting health and fitness.
- To provide a scheme of work that offers a variety of challenges in a range of physical contexts and environments with opportunities to acquire and develop fundamental movement skills and begin to apply them to a range of sporting activities.
- To provide progressive activities and a range of logically developed tasks that are differentiated to ensure success and enjoyment as well as motivating pupils to develop their individual potential and discover their own aptitudes and preferences for different activities.
- To provide a balance of individual and group activities which encourage cooperation and collaboration so that they can set targets for themselves and compete against others both individually and as members of a team.
- To provide opportunities for children to develop their creative and expressive abilities through improvisation and problem-solving.
- To foster an appreciation of fair play, honesty in competition and good sporting behaviour and the ability to acknowledge other's success.

Objectives

Children need to be given the opportunity to explore and develop fundamental movement skills:

Balance
Coordination
Agility

This will include: running, jumping, throwing, kicking, turning, jumping, travelling, balancing.
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- Children need to be given opportunities to practice by repeating what they have done in ways that make it better. E.g. Making movements more controlled, effective or expressive.
- Children need to use movement imaginatively to communicate ideas and feelings.

- Children should be given opportunities to watch, copy and describe what they and others have practiced, to enable them to improve the way they move and play.
- Children should begin to recognise that their body feels different when they run fast, slowly or suddenly.
- Children need to learn to use space safely when they work alone and with others, showing increasing control over their movements.

Statements

Entitlement and Access

- Curriculum 2000 requires all pupils to be involved in the four strands of the National Curriculum for Physical Education
- Key stage 1 children should be taught Games, Gymnastics, Dance and Athletics through the development of their fundamental movement skills.

Autumn Term	Spring Term	Summer Term
Games and Multi-skills		
Gymnastics and Dance		Athletics and Skipping

- Minimum 2 x 30 minutes Hall time per week for P.E. including a PPA session.
- 10 minutes per day in the classroom or outside for Take 10 and Brain Gym and Rock B4 Register to support positive and multi-sensory learning and Daily Physical Activity.
- 15 minutes per week on the Adventure Playground involved in Outdoor and Adventurous Activities.
- O.S.H.L -Playleaders encouraging active lunchtimes
- Football and multi-skills clubs after school
- Lunchtime Supervisors trained in Busy Breaks and Health Matters
- Non-swimmers club for Year 2 children who do not attend lessons and are non-swimmers.

Our Ways of Working

- Teaching and Learning
A range of appropriate teaching styles will be applied.
- Long term planning should follow the table above to ensure that children are offered a balanced range of activities.
- Medium term planning should identify the focus of the activity:
Games = G
Gymnastics = Gy
Multiskills = M
Dance = D
Skipping = S
Athletics = A

It should include objectives and list activities from any schemes of work that are used and may link to termly topics where appropriate

- Short term planning will identify objectives and skills that will be taught they may follow plans from TOPS Dance, Games, Play and Start and Athletics from TOPS and Elevating Athletics, Skipping from British Heart Foundation and fundamental movement skills from Youth Sport Trust Active Play.
- Children should be aware of the learning objective for the lessons and the success criteria
- Each lesson should raise the pupils' heart rate and provide a vehicle to discuss the benefits of exercise
- Each lesson should include a warm-up and a cool-down
- Children should be praised for their achievements and encouraged to strive to improve, participate and enjoy the lessons.
- Children should be given the opportunity to regularly engage in competition and encouraged to maintain a positive, sporting attitude to winning and losing.

Assessment, Recording and Reporting

- Assessment will be for learning as well as of learning to make it an integral part of the scheme of work.
- At Foundation Stage assessment is on-going with profile scores being updated each term. At Key Stage 1 assessment is on-going and where appropriate scores are kept to identify children's individual achievements
- Formal reporting to parents takes place at the end of each academic year for all pupils.

Monitoring and Evaluation

- P.E. Coordinators will monitor planning and provision using medium and short term planning documents.
- P.E. coordinators will monitor provision by observing lessons and talking to children.