



Lealholm Primary School Policy for P.E

Introduction:

As Lealholm Primary School moves into the 21st Century, so too does our teaching of P.E. We endeavour to promote and embed the five outcomes of Every Child Matters so that through quality teaching and learning experiences every child be healthy can stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

In addition our P.E curriculum is specifically designed to promote personalized, self-generated learning. The school will aspire to improve the health of the school community by providing a supportive environment that encourages and enhances physical activity and a healthy lifestyle.

Aims:

- To develop an understanding of the importance of regular physical activity for maintaining a healthy life
- To increase physical activity levels of the whole school

To pursue these aims the school will

- Ensure pupils' experiences of physical activity are positive and encourage participation beyond school
- Work towards a minimum of two hours high quality physical activity, within and outside the curriculum, for all pupils
- Provide a safe and stimulating area in which children can play and be happy
- Encourage more pupils to walk or cycle to school
- Encourage pupils to take advantage of physical activity opportunities in the local community
- Provide adequate resources for equipment and appropriate in-service training for staff and helpers
- Ensure a range of activities and resources is provided for use at playtimes
- Maintain the positive participation in after school clubs
- Extend the range of opportunities through community coaches

Local community links

The school promotes a wide range of physical activities within the local community.

Differentiation:

P.E is differentiated with the particular, individual needs of each class in mind. Differentiation may include:

Task	<ul style="list-style-type: none"> ◆ processes: <ul style="list-style-type: none"> ○ open vs. closed ○ knowledge vs. skills ○ higher order vs. lower order.
Resource	<ul style="list-style-type: none"> ◆ resources to support the same learning objective or task ◆ resources according to learning styles ◆ equipment to accommodate learner needs/accessibility issues ◆ areas of class/ school (location).
Assessment	<ul style="list-style-type: none"> ◆ forms of assessment – oral, written, non-verbal, presentations ◆ different/ levelled mark schemes.
Pace (sequence)	<ul style="list-style-type: none"> ◆ starting points ◆ routes through the same task.
Support	<ul style="list-style-type: none"> ◆ scaffolding to support progression ◆ amount of time spent with individuals ◆ use of other classroom staff (e.g. EAL support) ◆ combinations of students.
Extension	<ul style="list-style-type: none"> ◆ different objectives/ task ceilings.
Research	<ul style="list-style-type: none"> ◆ level of independence required to complete tasks ◆ sources of information ◆ method of selection/choice.
Dialogue	<ul style="list-style-type: none"> ◆ level of interaction with or between students (interdependent learning) ◆ use of modelling/scaffolding ◆ Questioning: <ul style="list-style-type: none"> ○ teacher directed ○ student generated ○ Socratic questioning. ◆ complexity of language used ◆ feedback – depth/source.
Grouping	<ul style="list-style-type: none"> ◆ combinations of students ◆ roles – cooperative learning tasks: <ul style="list-style-type: none"> ○ expert/instructor (peer teaching) ○ coaching.
Self-direction/ negotiation	<ul style="list-style-type: none"> ◆ self-assessment students find own current level ◆ students set own learning objective/target ◆ student generated questions.

Pupils are treated as individuals and are supported through differentiated teaching and learning opportunities, providing additional personalized quality first teaching and learning.

Termly Overview			
	Autumn	Spring	Summer
Infants	Small games Swimming Dance Football/rugby	Gymnastics Dance	Swimming Athletics Small games Cricket
Juniors	Swimming Football/rugby Games Outdoor Education	Gymnastics	Swimming Athletics Cricket Rounders

After School Clubs		
Autumn	Spring	Summer
Football Netball	Football Netball	Cricket Netball

Health and Safety:

Risk assessments must be undertaken by staff prior to any visits outside the classroom. Teachers will be able to refer for guidance to the school Health and Safety policy, national guidelines and information given by NYCC.

Equal opportunities:

- All pupils will be given equal access to the P.E curriculum regardless of their gender, race or disability.
- The planned programme must encourage the children's development of personal and social skills, be fully inclusive and give equal opportunity for pupils to access learning.

There will be times when children's individual needs are met through differentiated tasks.

Differentiation needs to be used to ensure that all children, including the least and most able and those with a special educational need or disability, can meet their full potential in all lessons.

Targets from children's individual education plans will be used to aid P.E planning as required.

Standards

Children will progress through these levels at an individual pace and should strive to attain a Level 4 at the end of Key Stage 2 and a Level 2 at the end of Key Stage 1.

Level One

Pupils copy, repeat and explore simple skills and actions with basic control and coordination. They start to link these skills and actions in ways that suit the activities. They describe and comment on

their own and other's actions. They talk about how to exercise safely, and how their bodies feel during activity.

Level Two

Pupils explore simple skills. They copy, remember, repeat and explore simple actions with control and coordination. They vary skills, action and ideas and link these in ways that suit the activities. They talk about differences between their own and others' performance and suggest improvements. They understand how to exercise safely, and describe how their bodies feel during different activities.

Level Three

Pupils select and use skills, actions and ideas appropriately, applying them with coordination and control. They show that they understand tactics and composition by starting to vary how they respond. They can see how their work is similar to and different from other's work, and use this understanding to improve their own performance. They give reasons why warming up before an activity is important, and why physical activity is good for their health/

Level Four

Pupils link skills, techniques and ideas and apply them accurately and appropriately. Their performance shows precision, control and fluency, and that they understand tactics and composition. They compare and comment on skills, techniques and ideas used in their own and others' work, and use this understanding to improve their performance. They explain and apply safety principles in preparing for exercise. They describe what effects exercise has on their bodies, and how it is valuable to their fitness and health.

Planning, Assessment, monitoring and recording:

The senior staff are responsible for observing practise and monitoring the quality and impact of teaching and learning. The Head teacher supports the school in school improvement and continued professional development. Reports are made to parents each term and annually via parent's evenings and written reports.

Assessment is related to the school's assessment timetable. Teachers assess children's work in P.E by making informal judgements as they observe the children during each lesson. Photographs may be used as an aid to assessment. At the end of a topic, the teacher makes a summary judgement about the attainment of each pupil, i.e. if they are working towards, have met or exceeded the objectives. Teachers use this as a basis for assessing children's progress at the end of the year.

Resources:

Resources are matched to the appropriate topics and areas studied.