

St Cyprian's Greek Orthodox Primary Academy



Physical Education Policy

Revised: July 2014

Reviewed and ratified by Full Academy Trust:

Date: 10/7/14

Signed: *A Tallis*

Name: A Tallis

Position: Chair of Education

Mission Statement:

'The aim of St Cyprian's Greek Orthodox Primary Academy is to provide its children with primary education of the highest quality in a supportive learning environment through the National Curriculum in the core subjects, enriched by the progressive teaching of the Greek language and Christian Orthodox religion.'

1. Aims and objectives

1.1 Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, and athletics. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

The 10 aims of high quality PE, as have been stated by PESSYP (Physical Education School Sport and Young People) are, as follows.

- Have commitment to PE
- Have understanding of various aspects of PE
- Have knowledge of how PE and Sport can contribute to a balanced healthy, active lifestyle
- Have confidence in themselves and their performance.
- Have skills and control
- Be willing to take part in a range of competitive, creative and challenge-type activities
- Make appropriate decisions for themselves
- Show a desire to improve
- Have stamina, suppleness and strength
- Enjoy PE, Academy and community sport
- We try to ensure that all children are able to achieve these aims

2. Teaching and learning style

2.1 We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

2.2 In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as a 10m sprint;
- Setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump;
- Providing children the opportunity to progress activities themselves in order to challenge their own skill and ability levels;
- Providing a range of challenges through the provision of different resources, e.g. different gymnastics equipment.

3. PE curriculum planning

3.1. PE is a foundation subject in the National Curriculum. Our Academy uses the national scheme of work as the basis for its curriculum planning in PE, and we incorporate a range of specialist schemes of work into our medium term planning.

As required in Key Stage 1, we teach skills for dance, games and gymnastics. In Key Stage 2 we build on these skills for dance, games and gymnastics.

3.2. The curriculum planning in PE is carried out in three phases (long-term, medium and short term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader oversees this in conjunction with teaching colleagues in each year group.

3.3. Our medium-term plans, which we have adopted from the national scheme, give details of each unit of work for each term. These plans define what we teach; including the Learning Intentions and activities planned; and ensure an appropriate balance and distribution of learning across each term. 3.4. The PE activities build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the Academy.

4. The Foundation Stage

4.1. We encourage the physical development of our children in the reception and nursery classes as an integral part of their learning. We relate the physical development of the children to the objectives set out in the Early Years Foundation Stage Curriculum.

We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills, both fine and gross motor skills. They also learn about being healthy; the effect of exercise on their bodies and an appreciation of physical activity.

5. Contribution of PE to teaching in other curriculum areas

5.1. English

PE contributes to the teaching of English in our Academy by encouraging children to describe what they have done and to discuss how they might improve their performance.

5.2. Numeracy

Numeracy is linked with PE through the recording and collection of data, the use and implementation of instructions, assigning points and through grouping where relevant.

5.3. Information and Communication Technology (ICT)

We aim to use ICT to support PE teaching when appropriate. In dance and gymnastics children make video recordings of their performance, and use them to develop their movements and actions. Older children compare each other's performance from recordings and use these to improve the quality of their work.

5.4. Personal, Social and Health Education (PSHE)

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

5.5. Spiritual, Moral, Social and Cultural Development

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to interact with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their learning in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences.

6. Teaching PE to children with special educational needs

6.1. At our Academy we teach PE to all children, whatever their ability. PE forms part of the Academy curriculum policy to provide a broad and balanced education to all children. Through our PE 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.

6.2. Intervention through Academy Action and Academy Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE and the provision of extra PE sessions where appropriate as agreed by the class teacher and the SEN coordinator.

6.3. We enable pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our Academy, for example, a sports event at another Academy, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7. Assessment and recording

7.1. Teachers assess children's work in PE by making and giving verbal assessments as they observe children working during lessons. At the end of a unit of work, teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit. This information is passed to parents through consultations and end of year reports.

Academy

8. Resources

8.1. There is a wide range of resources to support the teaching of PE across the Academy. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the Academy playground for games and athletics activities.

9. Health and safety

9.1. The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE.

10. Monitoring and review

10.1. The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the Academy. The PE subject leader has specially-allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of PE teaching across the Academy. It also falls to the PE coordinator to arrange outside coaching, taster sessions and PE trips.

11. Extra-curricular activities

11.1. Extra curricular activities are an essential part of our physical education at St Cyprian's.

Academy External agencies provide a range of PE-related activities including Taekwon-do football, multi-skills and gross motor skills sessions for children at the end of the Academy day. These encourage children to further develop their skills in a range of activity areas.

The Academy also plays regular fixtures against other local Academics and participates in area knockout competitions including the Catholic Academics Athletics Festival and Surrey

Cup. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

As part of our Academy status, we will also be holding inter-house competitions such as House football and House games.

12. Role of the PE Co-ordinator

- Producing a flexible scheme of work, with lesson ideas to support its implementation
- Supporting colleagues in all aspects of the curriculum
- Maintaining and replacing equipment
- Ensuring areas for lessons are safe
- Assisting with recording keeping and assessment of the subject
- Monitoring the teaching of the subject
- Attending meetings and courses, which will inform future development of the subject and ensure other staff are aware of courses themselves
- Ensuring that pupils have the opportunity to become involved in extra-curricular clubs to further develop skills and talents
- Ensure standards remain high in each year group through effective monitoring of the subject

Next date of review: September 2016

