



Oak Farm Junior School

Physical Education and School Sport Policy

Policy reviewed March 2018
Review date: September 2019

Person responsible: PE and School Sport Subject Leader (Andrew Betts)

Rationale

At Oak Farm Junior School, we recognise the vital contribution of Physical Education to a child's physical, cognitive, social and emotional education. All children are given the opportunity to participate in a broad, balanced programme of physical education, with activities designed to be enjoyable, vigorous, purposeful and regular and enabling pupils to experience enjoyment and success at their own level.

Throughout the programme, there is an emphasis on planning, performing and evaluating within an active environment. Our programme endeavours to foster the acquisition, development and application of skills and an understanding of fitness and health.

Physical Education provides opportunities for pupils to be creative and competitive and face up to different challenges, as individuals, in groups and in teams. It promotes positive attitudes towards active and healthy lifestyles and allows children to grow in self-confidence and self-worth.

At Oak Farm Junior School all children will receive a minimum of 2 hours of physical education per week, with a high-quality programme designed to satisfy the needs, abilities and interests of all children. Additionally, pupils will be given the opportunity to participate in extra-curricular activities, structured play and competitive sport.

Aims:

- ❖ to develop the ability to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness
- ❖ to develop physical competence and confidence and the ability to use these to perform in a range of activities
- ❖ to promote physical skilfulness, physical development and a knowledge of the body in action
- ❖ to develop an understanding of fitness, health and hygiene and to promote positive attitudes to these
- ❖ to develop a knowledge and appreciation of the importance of safe practice
- ❖ to develop communication skills and the ability to cooperate effectively
- ❖ to develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own and others' success

Subject Content

At key Stage 2, pupils should continue to apply and develop a broader range of skills than those in evidence during KS1, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example: basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns

- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

In Year 4, children will have swimming lessons off-site.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Organisation:

We aim to provide a well-balanced curriculum which covers the statutory requirements of the PE National Curriculum.

Each class is timetabled to receive two hours of high quality PE during the course of each week; generally this will be one indoor PE session (activities to include gymnastics, dance and indoor athletics) and one outdoor session (activities to include games, athletics and outdoor and adventurous activity). Year 4 children have a swimming lesson each week.

A Curriculum map is followed which provides units of work to be delivered. A range of resources are used to support progression across the curriculum including: LCP Activity Files, Primary Foundations, the Create Development 'Real PE' and 'Real Gym' schemes, TOPS cards and sport-specific programmes introduced by specialist coaches.

Each class teacher takes responsibility for planning, delivering and assessing the PE curriculum for their class. However, some sports coaches also work alongside members of staff to deliver sport-specific activities and programmes. Further CPD opportunities are also provided to teaching staff.

The Role of the Coordinator:

The Coordinator takes responsibility for the provision of the curriculum map, ensuring that units of work are delivered and making sure that adequate teaching resources are readily available. The coordinator will support colleagues in their planning and delivery of lessons, as appropriate, and arrange for relevant INSET to be provided.

The coordinator will also arrange for outside agencies to work alongside members of the teaching staff and monitor the effectiveness of external coaches. They will ensure that a range of extra-curriculum opportunities are in place for children and take responsibility for the PE budget and the effective use of the government Sports Premium funding. The coordinator will work in conjunction with the South Hillingdon School Sports Network to increase levels of physical activity among children at the school.

The coordinator will monitor teaching standards within the subject by means of lesson observations and feedback from staff and children. The coordinator will also have access to specific training to support and develop their role.

Assessment:

Assessment of pupils' attainment is a continuous process and integral to teaching and learning. It will cover pupils' abilities in acquiring, developing, selecting and applying skills, evaluating and improving performance and their understanding of fitness and health. Observation and feedback is used during lessons in order to aid progression.

Half-termly, pupil attainment is recorded by class teachers, assessing pupils' capability in PE. Class teachers and the subject coordinator can see whether children are working 'below' year group expectations, 'developing' towards expectations, in line with expectations ('secure') or 'exceeding' expectations. Progress of all children can, therefore, be tracked within the year and as they progress through the key stage.

Equal Opportunities/Special Needs provision (including Gifted and Talented):

PE experiences will reflect the school policy on promoting equal opportunities for all pupils, in terms of organisation, programme and access to resources. Teachers will make allowances for children with disabilities and medical conditions by modifying activities as appropriate.

Gifted and Talented pupils will be directed towards clubs with which the school has links. They will be given opportunities to take part in competitive activities and the school will support them, as appropriate, if they attend clubs and training sessions outside of school.

Health and Safety:

In the interests of safety and hygiene, children are required to change into appropriate PE kit for physical activity.

Shorts and a t-shirt are to be worn for indoor lessons, with tracksuits bottoms and sweatshirts allowed outside during cold weather. For outdoor lessons, properly fitting trainers (preferably) or plimsolls should be worn.

Earrings and other jewellery should be removed for PE lessons. If a child has recently had their ears pierced and therefore cannot take out their earrings, then their ears must be adequately taped. Long hair should be tied back.

It is the responsibility of the teacher to ensure there is a safe teaching and learning environment for physical activity. Children will also be trained to lift and carry apparatus and other equipment safely, under adult supervision. Apparatus used in gymnastics lessons will be checked by the teacher before use.

Safeguarding:

All adults working with children in school are to be checked for appropriate DBS clearance. Boys and girls in Year 5 and 6 are not expected to change together in the classroom; they will change in separate boys' and girls' changing areas.

Extra-curricular Provision:

The school provides pupils with the opportunity to extend their experiences and enjoyment of physical activities by means of extra-curricular activities and competitions. School staff provide many of these opportunities, though other opportunities are provided as a result of school-club links and external coaches.

Physical activity engaged in outside of the curriculum may take a variety of forms:

- Extra-curricular clubs
- Intra-school sport/inter-house competitions (Level 1 competition)
- Change4Life Clubs, which encourage less active children to adopt an active, healthy lifestyle

- Exhibiting work, e.g. a dance performance in an assembly
- Structured play, organised by Playground Buddies/ School Games Organising Crew
- Involvement in festivals
- Competition against other primary schools (Level 2 competition)