



Linton CE Infant School

Policy for:

PE curriculum

Agreed by: Curriculum & Data committee

Date: July 2022

Review Date: September 2024

Linton CE Infants where happiness and achievement go hand in hand

Linton CE Infant School: where happiness and achievement go hand in hand

The staff and governors at Linton C.E. Infant school provide an environment where children and all school members can be happy, healthy, and safe and achieve their full social and intellectual potential.

We do this by:

- creating a caring, Christian environment,
- creating happy, stimulating and exciting opportunities for learning,
- developing positive relationships based on respect of self and others,
- supporting a creative approach to personal development and growth.

We work in partnership with parents and our community to fully equip children for their future

Introduction

This policy outlines the teaching, organisation and management of the P.E. taught and learnt at Linton Infants School. It reflects the school's values and ethos. The policy has been drawn up after staff consultation and has the full agreement of the governing body. The implementation of the policy is the responsibility of all the teaching staff.

Rationale

P.E. is an integral part of the national curriculum. A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

Good P.E. aims to:-

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Objectives of Curriculum

Children will be taught a range of knowledge of skills in both Early Years and Key Stage 1. Please see curriculum objectives.

Early Years Foundation Stage

In Early years these focus areas will be taught through the current topic.

Key Stage 1

In Key Stage 1 these focus areas can be taught through the current topic or discretely depending upon the skills being taught.

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Teaching

Teaching Time

In order to achieve the objectives of the P.E. Curriculum, the subject will be taught as either an isolated topic or integrated with other subjects through a half termly or termly topic and other subjects are linked in with it.

Organisation

In lessons a variety of approaches will be used to ensure continuity and progression.

Lessons will include a blend of whole class teaching, group work and individual work.

Learning activities may consist of

- Groups, usually of mixed ability or differentiated tasks
- Breaking down skills and teaching them in parts.
- Building on previous knowledge
- Teacher produced work cards
- Relevant discussion at class, group and paired level
- A chance for groups to communicate findings in a variety of ways including the use of ICT
- Commercially available packs which are used to support topic work and P.E themes.

Within a class there will be a wide range of abilities, from those who are more able to those who have special educational needs. The class teacher will provide differentiated activities for the children through task, outcome and resources and the support given to meet the needs of the individual.

Planning

Planning is carried out on 3 levels

- Long term planning of topics covered shown in a curriculum web and mapped out to ensure complete curriculum coverage
- Medium Term planning
- Short Term planning

Planning is the responsibility of individual teachers and should be used to

- Set clear objectives
- Ensure work is matched to pupil's abilities and interests
- Ensure progression, continuity and subject coverage throughout the school.

Assessment and Recording

Assessment will take place at three connected levels: short term (formative) after each lesson, medium term (summative) at the end of each term and long term. These assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessment. Short term assessments will be an informal part of every lesson to check pupil understanding and give information, which will help teachers to adjust day to day lesson plans.

Medium term assessments will take place at the end of each half term after each area has been completed. The Prestige Sports coaches will complete their assessment document after each unit of work to give a clear

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picture of how each pupil attains in each of the varying areas of physical education. This will be shared with the staff so that they can enter the data onto their termly data trackers for PE.

Long term assessments will take place towards the end of the school year to assess and review pupil's progress and attainment. These assessments will be drawn from teacher assessment and records and medium term plan assessments. This will be passed on to the pupil's next teacher in line with the schools non-core assessment procedure.

Recording is used to note an individual's progress and to provide guidance for future learning and teaching.

The subject will be monitored by the subject co-ordinator as outlined in the 'Monitoring and Evaluation' Policy. This includes work scrutinies, planning scrutinies, professional dialogue with teachers, reporting and evaluating resources. After these events, feedback will be given to both the Senior Leadership Team and the teaching staff.

Resources

A range of resources will be used to assist in delivering the P.E. curriculum. It is the role of the P.E. subject leader to ensure the equipment is in good repair and available for all parts of the curriculum to be delivered. It is also the responsibility of all teaching staff to let the P.E. subject leader know of any need that is not being met with the current equipment.

ICT resources may be used to enhance teaching and learning.

PE Uniform

Children should come into school on their PE days wearing their PE clothing already. This allows the PE coaches to make full use of the allocated time for PE teaching the various units from the scheme of work, therefore giving the children more learning time.

Uniform should consist of either black or navy blue shorts or joggers, a white tshirt and a black or navy blue jacket. The children should wear appropriate trainers and have long hair tied back on PE days.

Earrings and Jewellery in PE

All watches, jewellery and cultural or religious adornments must be removed. This includes earrings, studs and sleepers. If such items cannot be removed the individual is not prepared in an acceptably safe way and cannot continue as is, so must take part in modified activity. Care also must be exercised to ensure good hygiene is observed. Schools should not accept responsibility for removing or storing rings or studs used as adornment to body piercing. Items that are removed should not be stored communally to avoid contagion/infections. Long hair must be tied back securely and fingernails should be appropriately short to prevent injury and applies to both boys and girls. Pupils must be dressed and shod in a manner which is appropriate to the activity and which allows full freedom of movement without any danger of snagging. Personal protective equipment should be worn when it is deemed necessary for safe participation.

Special Educational Needs and Equal Opportunities

In line with the school's equal opportunities policy, all children will have an entitlement to all aspects of the P.E. curriculum.

Linton Infants cultivates an ethos that recognises and nurtures the unique contributions that can be made by each individual child and member of staff. Our children are from a variety of religious and cultural

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backgrounds and are encouraged to develop positive and tolerant views of one another and those outside the school community.

We teach P.E. to all children, whatever their ability. P.E. forms part of the school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. Our work takes into account the targets set in the children's Personal Plan.

We provide learning opportunities that are matched to the needs of children who have English as an additional language (EAL) through the use of talk partners. Where appropriate lessons are supported by visual cues and word banks and investigative work is interactive.

We provide learning opportunities that are matched to the needs of children who are on the Gifted and Talented register through setting challenging tasks.

Review procedures

The school's P.E. policy will be initially reviewed after 2 years, and afterwards when:

- A new coordinator is appointed
- There has been a significant change in staff or pupil intake
- There have been changes in National Curriculum requirements
- New information has been made available affecting an aspect of the policy: health and safety for example.