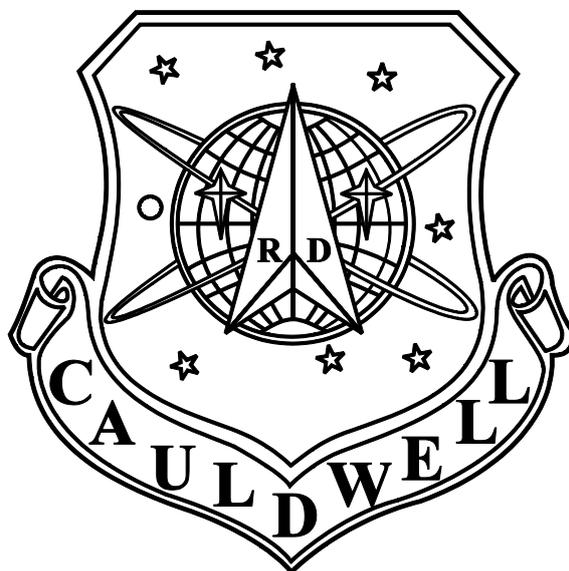


# Cauldwell School



<b>C019</b>	<b>Version 1</b>	<b>Physical Education Policy</b>	
<b>Co-ordinator:</b>	Heather Watkins, Steph Harber and Debbie Scoot		
<b>Link Governor:</b>	Julia Wetherilt		
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# Physical Education Policy

## ***Philosophy***

We believe that Physical Education at Cauldwell Lower School will enable all pupils to acquire skills, knowledge and understanding so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, athletics and outdoor activities. 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.

## ***Aims***

- To enable children to develop and explore physical skills with increasing control and co-ordination.
- To encourage children to work and play with others in a range of group situations.
- To develop the way children perform skills and apply rules and conventions for different activities.
- To increase children's ability to use what they have learned to improve the quality and control of their performance.
- To understand the need for personal hygiene.
- To teach children to recognise and describe how their bodies feel during exercise.
- To develop the children's enjoyment of physical activity through creativity and imagination.
- To develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.

## ***Staffing/Staff development***

- Years 2, 3, 4 and 5 class teachers teach indoor PE to their own class.
- Year 1 and Reception class teachers teach indoor and outdoor PE to their own classes.
- Year 6 class teachers teach one outdoor PE lesson to their own class.
- Specialist PE teacher teaches outdoor PE to Years 2, 3, 4, 5 and 6.
- Specialist teachers come into school and work with children and teachers as part of INSET and curriculum development.

- Professional development is ongoing to address any areas of the PE curriculum where the teachers are less confident. These needs are identified through individual performance management interviews and a self-evaluation of the teacher's confidence in teaching P.E.

## ***Entitlement***

The school currently follows the National Curriculum for PE and uses published schemes of work for its curriculum planning. We are required to teach swimming within our curriculum but this is the only non-negotiable area of physical education. This allows us to build our curriculum around the children's interests and potential competition opportunities. The skills outlined in the new National Curriculum will be covered through a range of sports such as multi-skills, hockey, netball, tag rugby and football, as well as ultimate Frisbee and Paralympic sports. Gymnastics and Dance will also remain a key feature of our P.E. curriculum.

The curriculum planning in PE is carried out in 3 phases (long term, medium term & short term). The long term plan maps out the PE activities covered in each term during the key stage. Medium term plans are based on learning objectives and link these to published schemes of work for each unit which are used to inform planning. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. These inform the weekly short term planning.

PE activities are planned so that they 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 school.

In the Foundation Stage, we encourage the physical development of our children as an integral part of their work. As the Foundation classes are part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged 3 to 5 years. We encourage the children to develop confidence and control of the way they move, and the way they handle tools & equipment. It is through the delivery of multi-skills that we try to develop the core skills of P.E which will support the children in becoming more physically literate. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors & outdoors, using a wide range of resources to support specific skills.

Children have 1 hour session indoors in the hall and 1 hour session outdoors of curriculum PE per week, apparent from Year 6 who have two outdoor sessions a week.

Swimming is taught in Years 4 and 5 in the summer term. Children receive approximately 12 lessons each year at a local pool and are taught by staff

members. 10 year 5 children are part of the Swim Squad. The Sports Premium money is used to extend their swimming ability for approximately 24 sessions throughout the year.

### ***Extra Curricular Learning***

The school provides a range of extra-curricular PE related activities. These encourage children to further develop their skills in a range of the activity areas. The school notifies parents of current club activities and children are encouraged to choose which activity they wish to participate in. We also invite specific children who we feel would benefit from attending. In Upper KS2, sports are a fundamental part of the varied enrichment programme on offer. We also inform parents and children about local sporting initiatives. The school attends events arranged by the Bedford & Kempston School Sport Partnership where we compete against other schools in the area. We have also established connections with Rushmore School & Bedford School. 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.

The behaviour specialist at school runs an Energy Club at lunchtimes which targets children with physical, emotional and social issues and those who require direction or support at lunchtimes whilst also acting as a behaviour reward. They play group games and develop sporting skills. This is supported by a further group of lunchtime supervisors as well as the Sports Crew.

The specialist PE teacher at school runs an intervention club one lunchtime a week. This group specifically targets children with physical and emotional issues. The club uses Paralympic style sports to engage the children.

### ***Adults Other Than Teachers (AOTTs)***

We use AOTTs to support within curriculum PE and they are under the direction of the class teacher. We also invite external experts in a variety of sports to deliver high quality PE to the children and this also forms part of teacher's professional development. This also fosters good links with outside clubs.

We use AOTTs to deliver some Out of School Hours activities. These adults are DBS checked, appropriately inducted, monitored and their practice evaluated.

### ***Safe Practice***

The general teaching requirement for health & 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. No jewellery is to be worn for any physical activity. The teachers are expected to set a good example by wearing appropriate clothing

when teaching PE – this includes removing shoes and socks for gymnastics and dance.

Designated staff have had first aid training & staff are aware of who these people are.

Gymnastics equipment is checked annually by 'Sportsafe UK'.

We follow the guidance provided by afPE (The Association for Physical Education) in their publication 'Safe Practice in Physical Education and School Sports (2016 edition)' and 'Physical Education Safety and Good Practice (Central Bedfordshire Council's policy)

## ***Cross-Curricular Issues***

PE contributes to the teaching of English (specifically speaking and listening) in our school by encouraging children to describe what they have done and to discuss how they might improve their performance.

PE supports the teaching of parts of the Science curriculum and this relationship is particularly relevant during Health Week.

We use ICT to support PE teaching when appropriate – the use of iPads to support self and peer evaluation in PE is encouraged.

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

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work 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. Children learn to respect and work with each other and develop a better understanding of themselves and of each other.

## ***Developing Young Leaders***

At Cauldwell, we select a group of children from Year 6 to exist as the Sports Crew. This entails supporting lunchtime provision (resourcing and delivering of small sports games), supporting during sporting events whilst also offering support within lessons. The Sports Crew is managed by the PE-Coordinators, the specialist PE teacher and behaviour specialist.

Cauldwell works with volunteers who want work experience in teaching in PE. The volunteers have shadowed and supported the PE teachers and lunchtime supervisors during physical activity.

## ***Equal Opportunities and Inclusion***

We teach PE to all children whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of the children with learning difficulties, and work in PE takes into account the targets set for individual children in their Individual Education Plans (IEPs).

Gender, religious and cultural beliefs are respected.

We have children from St Johns Special School participating in some of our PE lessons.

## ***Equipment & Resources***

There have been many improvements made to the provision for P.E. at Cauldwell. We have a long-jump pit, sports hall, all-weather astro-turf pitch and designated areas on the playgrounds and field for sports. We have also had a new area of playground installed which will enable more hard surface sports to be taught. The Sports Premium funding has enabled us to bring in more resources to be used in the teaching and learning of P.E. A majority of the equipment is stored in an equipment shed adjacent to the all-weather pitch whilst the heavier and larger gymnastics equipment is located in the hall. There is a wide range of resources to support the teaching of PE across the school. Our equipment is accessible to children only under adult supervision. We expect the children to help set up and put away this equipment as part of their learning. By doing so, the children learn to handle equipment safely. The children use the school field for games & athletics activities.

The PE co-ordinators are responsible for purchasing & maintaining quality of equipment. Sportsafe UK maintains the equipment through an annual contract.

An annual budget is allocated following the action plan provided by the co-ordinator with the current and subsequent school years benefiting from funding as part of the Sports Premium.

## ***The Learning Environment***

Displays celebrate pupils' achievements and support the children's learning. A whiteboard is available in the sports hall for use within lessons as well as the TV which is used to display supportive resources.

A whiteboard is available on the astro-turf.

An easel is used for PE lessons on the playground or field.

The hall, astro-turf, field and playground are available for PE and appropriate risk assessments are carried out before use.

## Leadership & Management Roles

The co-ordinators are responsible to the Head Teacher and the governing body.

An annual budget is allocated following the action plan provided by the co-ordinator.

Any transport costs incurred are sanctioned by the Head Teacher.

## ***Monitoring & Evaluating***

The monitoring of the standards of the children's work and the quality of teaching in PE is the responsibility of the PE co-ordinators. The co-ordinators also supports 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 school. The co-ordinators provide an annual summary report in which they evaluate the strengths & weaknesses in the subject and indicates areas for further improvement. The co-ordinators has an opportunity once a term to observe teaching and monitor & evaluate planning. Class teachers evaluate planning each week. Gathered information is used to inform the development of the subject.

## ***Assessment & Recording***

Teachers assess children's work in PE by making assessments as they observe them working during lessons. Evaluative comments are made on the short term planning and this is used to move the children's learning on in future sessions. As part of the whole school approach to assessment, like the other areas of the curriculum, PE will be assessed using the Chris Quigley assessment record sheet. It is the teacher's responsibility to show the children's progress in PE by recording it regularly on assessment documents provided (these are located on the VLE under each class name for the co-ordinator to reference). These assessments are used to plan future work and to form part of the children's annual report to parents. The teacher also passes this information on to the next teacher when they move class.

The co-ordinators keep photographs of children's work & experiences.

## ***Continuity & Progression***

Long term planning maps the continuity & progression across the year groups and key stages. The schemes of work used ensure progression in learning.

This policy will be reviewed regularly in line with school policy, by all the teaching staff.

Reviewed and updated January 2017

**Heather Watkins, Steph Harber and Debbie Scoot**  
**P.E. Coordinators**