

August 2011

"At Hilltop Infant School, everyone will work together in a nurturing environment to provide each child with challenging opportunities that encourage a desire for life-long learning."



Hilltop Infant School Physical Education Policy

Ratified by the Governing Body Autumn 2011

Signature John Young

Chair of Governors

Introduction

This policy outlines the purpose and management of the teaching and learning of physical education at Hilltop Infant School. It is a statement of our school's agreed approach to the P.E. curriculum and informs teachers, support staff, governors, parents and the wider community.

The Nature of Physical Education

"To see young people growing in physical skills, self-confidence and self-worth is a truly enriching experience. Nowhere in school is it more visible than in P.E."

Duncan Goodhew, Swimmer [The National Curriculum, 1999]

Physical education is stimulating, challenging and varied. It incorporates carefully structured, differentiated and enjoyable activities that enable children to develop the ability to persevere in order to improve, to co-operate with others and to take responsibility for their own physical learning and safety. It develops an understanding of safe practice and the health benefits of physical exercise.

We believe that P.E. will enable children to approach physical challenges and activities with an aesthetic awareness and creativity: moving and working together with imagination, and finding their own solutions to problems. Within each individual the ultimate aim is to create a keen, independent and lifelong commitment to physical activity.

Aims and Objectives

Aims

We aim to promote the following attitudes and behaviour towards Physical Education:

- an enjoyment of physical activity
- the ability to co-operate with others when working in pairs, small groups and team activities
- the ability to explore, develop and practise their own and others' ideas
- an ability to persevere in challenging activities in order to improve
- an understanding of their responsibility for following safety procedures to take care of themselves and others
- a positive response to healthy competition
- an understanding of the need for rules set down by themselves and others
- a commitment to staying healthy through good hygiene practices, physical exercise and healthy eating

Objectives

Through Games, Gymnastic and Dance activities we aim to provide a broad, balanced and differentiated physical education programme that enables the majority of children by the end of KS1 to be able to meet key objectives in:

- acquiring and Developing Skills
- selecting and Applying Skills, Tactics and Compositional Ideas
- knowledge and Understanding of Fitness and Health
- evaluating and Improving Performance

The key objectives are outlined for Reception, Year One and Year Two.

Teaching and Learning

Organisation of Physical Education in School to ensure Continuity and Progression

The aims and objectives for Physical Education reflect the requirements of the National Curriculum [1999] for Key Stage 1 and the Early Years Foundation Stage 2008, for the Reception Year. We refer to these documents to inform our long-term planning and to plan differentiated learning objectives to be covered in each year group to ensure continuity and progression. Schemes of Work for Physical Education provide more detail which assist medium and short-term planning.

Physical Education is taught regularly so that children are able to sustain their progression throughout the Early Years Foundation Stage and Key Stage 1. The children are taught through Games, Gymnastic and Dance activities at each year of the key stage. Through timetabled hall sessions and the use of the outdoor area, children receive a minimum of 2 hours of physical activity each week. This may include a 10-minute 'physical break', such as skipping, Take Ten activities or Activate.

For children in the Early Years Foundation Stage the teaching of Physical Education is delivered through a Physical Development programme consisting of a range of planned activities designed to improve the skills of co-ordination, control, manipulation and movement as well as encourage an enjoyment of being healthy and active. Opportunities for gross and fine motor development are provided for beyond the timetabled hall sessions, through directed and child-initiated opportunities that are planned for in the indoor and the outdoor classroom.

The structure of the P.E. lesson consists of a period set aside at the beginning and end of the lesson to allow for warm-up and cool down activities to take

place. Children are given tasks appropriate to their ability and personal development. Apparatus and equipment used may be selected to suit individual and group needs, confidence and ability and to provide challenging activities that enable the children to progress. Children in different year groups will be expected to get out and put away equipment and apparatus in line with their ability.

The Role of the Teacher

In a Physical Education lesson, the class teacher may set differentiated tasks and activities that enable children to build on their previous skills and experiences and the use of CDs may provide opportunities to practise skills. Differentiation may occur through:

- the use of a range of equipment that may vary in size, shape or weight, and apparatus that may vary in height, width or length.
- the tasks that are set according to the needs of the children: they may be more open-ended for some pupils or children may be given different roles and responsibilities within the task.
- extension activities that are planned for to provide further challenge: the rules to games can be modified or the number of touches of the ball in a games situation can be limited.
- differentiation may also be evident in the outcome: this could be achieved through better control or co-ordination or a more complex sequence of movements.
- some children may need further guidance, such as more demonstration and example.

The class teacher may also incorporate a variety of teaching styles according to the needs of the children and the type of lesson:

- the Exploratory approach provides a variety of equipment and apparatus in the learning environment
- a Task Orientated approach allows the children to respond in their own way to the task according to their own understanding and ability
- a Problem Solving approach sets open-ended questions and gives time to practise ideas. It can stimulate a creative approach to activities.
- guided Discovery directs the children towards a known skill
- a Direct approach allows the teaching of specific skills, the correction of a wrongly learnt skill and the avoidance of injury

During a Physical Education lesson the teacher moves around the children, providing support, guidance and encouragement. In all year groups, when children are on apparatus there will be no talking. When children are undertaking partner or group work, a low level of collaborative talking is maintained and in game situations there may be positive encouragement for the team or calls related to the game, such as 'pass'.

Assessment, Recording and Reporting

The class teacher monitors and assesses the children's attainment and progression in P.E. to assist with future planning. This may be done through the use of:

- assessment and Recording Sheets for Dance, Val Sabin Games and Gymnastics units
- Key Objective Sheets
- other formats such as target children observations or tick lists.

Dress code for staff and children during PE activities



Boys and Girls

PE shorts – black

Plain white vest or T shirt or white T shirt with Hilltop logo

Plimsolls (for outdoor P.E. in the Summer Term)

Long hair should be tied back.

No jewellery (earrings of any description, watches, rings, necklaces, bracelets) is allowed for P.E. activities. All earrings should be removed and children cannot take part in P.E. if they are wearing earrings.

Staff

Earrings and other items of jewellery (ie necklaces, bracelets, watches) should be removed

Suitable clothing and footwear should be worn.