

Yeadon Westfield Infant School Physical Education Policy
2017-Review 2020

This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff, governors and volunteers to share this commitment. This policy should be read in conjunction with all other school policies.

Aims

- to develop skilful use of the body, the ability to remember, repeat and refine actions with increasing control, co-ordination and fluency to increase physical competence and confidence.
- to develop the children's enjoyment of physical activity through creativity and imagination.
- to increase children's ability to use what they have learnt to improve the quality and control of their performance.
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.
- to develop the ability to work independently with a partner or part of a small team.
- to develop the way children perform skills and apply rules and conventions for different activities.
- to teach children to recognise and describe how their bodies feel during exercise.
- to develop a sense of fair play, honest competition and good sporting behaviour.
- to promote and develop safe practice and responsibility for one's own and others' safety in well-being in physical activity.

Principles underpinning our scheme of work

The scheme of work in Physical Education is based upon the new National Curriculum. It is a skills based curriculum which will provide 12 skills for each year group, reception and years 1 and 2.

As the reception class is 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 three to five years of age.

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

Our medium-term plans, which we have adopted from the FUNS scheme of work, give details of the skills to be taught for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans.

Class teachers will annotate the short term plan for each PE lesson, which is provided by the FUNS scheme of work. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

Other quality materials will supplement the FUNS scheme of work when necessary.

Assessment

Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of each half term teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each skill. They record the information on the assessment sheet and use the information to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year. In Foundation Stage, the assessment of a child's performance will also be based upon the statements found in the Curriculum guidance for the areas of learning as part of the Foundation Stage Profile.

Monitoring and review

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 school. The PE subject leader has specifically allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of PE teaching across the school.

Health and safety

The general teaching requirement for health and safety applies in this subject. Staff should refer to and follow safety guidelines in the 'BAALPE SAFE PRACTICE GUIDE' located in the staff room. 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. Teachers should set a good example by wearing appropriate clothing when teaching PE.