

Physical Development / P.E Policy

At Barker's Lane Community School we believe that all children are entitled to a broad, varied and balanced range of physical activities. We therefore, aim to provide a secure, safe and healthy environment in which all pupils can, confidently and successfully participate in enjoyable, challenging and progressive activities to reach their full physical potential.

Aims and objectives

Children's physical development relates to their body control and co-ordination of large movements, fine manipulative skills, spatial awareness and balance. By developing their skills, knowledge and understanding, they will be able to perform with increasing competence and confidence in a range of physical activities. It is also concerned with children's knowledge and understanding of a healthy lifestyle upon which physical well being depends. 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.

At Barker's Lane Community School we aim to:

- enable children to develop and explore physical skills with increasing control and co-ordination;
- encourage children to work and play with others in a range of group situations; provide opportunities for risk taking;
- develop the way children perform skills and apply rules and conventions for different activities;
- increase children's ability to use what they have learnt to improve the quality and control of their performance;
- teach children to recognise and describe how their bodies feel during exercise;
- develop the children's enjoyment of physical activity through creativity and imagination;
- develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success;
- stimulate pupil interest and enjoyment in their own physical development;
- encourage a positive, enthusiastic attitude towards physical development and promote an active, healthy lifestyle;
- enable pupils to see a healthy lifestyle as a major feature in our lives related to sport, leisure, employment and culture;
- understand and confidently use terminology specific to this area of learning;
- enable pupils to appreciate, understand and use safe practice emphasising
 - the need to follow instructions accurately;
 - the need to wear appropriate clothing, remove jewellery and tie back long, loose hair;
 - the need to follow rules;
 - the need for a warm up and recovery period when exercising;
- provide multi-sensory experiences as a stimulus for activity and stillness; develop an inner rest and calm through relaxation;
- develop a range of desirable personal qualities such as politeness, perseverance, initiative and independence;
- enable pupils to work both independently and co-operatively;
- improve observational skills and the ability to give views on the effectiveness of movement and aesthetic potential; suggest how it might be improved.

Teaching and learning style

We believe children should acquire and absorb physical skills through a holistic approach to learning. Our principle aim is to develop children's skills, knowledge and understanding through a structured developmental and progressive continuum, taking account of their learning needs and allowing for spontaneous developmental opportunities when they arise. We aim to ensure learning

is exciting, challenging and creative, and that learners understand what they need to do to improve and how they can do this.

Physical development involves the increasing skills and functioning of the body. It depends on suitable nourishment and sufficient water to drink. Increasing control and co-ordination is enabled by the maturing brain and nervous system, growing bones, muscles, exercise and physical activity. Through the provision of opportunities for children to be active learners in play and physical activities they will be engaged in learning experiences which develop their physical skills both indoors and outdoors.

Physical skills are also linked with perceptual development, visual skills, cognitive skills and understanding of specific vocabulary relating to spatial relationships.

We recognise all children are different and provide suitable learning opportunities for all children by matching the challenge of the activity to the needs / ability of the child. We achieve this through a range of strategies taking account of all learning styles, extending children's thinking skills, providing opportunities for children to plan, develop and reflect on their own learning through the organisation of the learning environment. We encourage children to learn collaboratively and take some ownership for their own learning with adults facilitating this, willing to learn alongside.

Early on their learning continuum children develop gross motor and fine manipulative skills by participating in practical activities. They improve their co-ordination and begin to have increasing control over their bodies. Their hand-eye co-ordination develops and they become more competent in their ability to handle materials and equipment.

As they progress through the Foundation Phase, involving themselves in games, gymnastics and dance activities children move, work with others to solve problems, apply rules and think creatively. They are able to move in a variety of ways and develop their balance. They become involved in playing and creating games which can have an element of competition.

Throughout the Foundation Phase children are encouraged to recognise the benefits of a healthy lifestyle and the importance of exercise, hygiene and eating a healthy diet. They also learn about safety in and outside the home.

At Key Stage 2 P.E encourages learners to explore and develop the physical skills essential to taking part in a variety of different activities. Building on these skills are opportunities to be creative and imaginative in gymnastic and dance activities. Through adventurous activities, they learn how to swim, be safe and feel confident in water and how to read a map or follow trails, so that it becomes safer to go further afield and explore the seashore and countryside. Competitive activities offer the chance to learn games skills and play in a team, as well as how to run faster, jump higher and throw further. Learners begin to understand that physical education is about learning how to feel healthy and stay fit while having fun, and knowing how these different types of activities help them to stay that way.

In Years 5 and 6 pupils have the opportunity to participate in residential activities which support 'adventurous activities'.

Planning for Physical Development / P.E

Physical Development is taught to all pupils at Barker's Lane Community School, taking account of the Foundation Phase (FP) philosophies and the National Curriculum (NC).

In the Foundation Phase this comprises of:

- Personal skills
- Adventurous and physical play
- Health, fitness and safety

At Key Stage 2 this comprises of:

- Health, Fitness and well-being activities

Creative activities
Adventurous activities
Competitive activities

At Barker's Lane Community School in the Foundation Phase at the present time we continue to plan for dance as part of Physical Development pending review of our current Scheme of Work.

Planning is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the learning challenges to be covered during the Foundation Phase and for Key Stage 2. The Curriculum Leader liaises with colleagues to establish these.

Our medium-term plans give further details of learning challenges for each term. These plans focus on developing children's skills, determine the learning challenges and ensure an appropriate balance across the term. The Curriculum Leader keeps a copy of these plans and reviews them with colleagues.

Short term plans are completed on a weekly basis by individual / teams of teachers. Much physical development is planned across all areas of learning in addition to any specific taught sessions.

Each teacher keeps these individual plans, and the teachers and the Curriculum Leader discuss them on an informal basis. The headteacher monitors these plans each half-term.

Physical development is planned to build upon children's prior learning. Whilst there are opportunities for children of all ability levels to develop their skills, knowledge and understanding, there is planned progression built into the scheme of work, so that children are increasingly challenged as their muscles sufficiently develop.

Planning takes account of key skill development, including the development of children's thinking skills through a variety of problem solving and investigational experiences.

The Literacy & Numeracy Framework (LNF)

The Literacy and Numeracy Framework (LNF) sets expectations for learners to develop and apply their literacy and numeracy skills across the curriculum.

Literacy skills in oracy, reading and writing; and numeracy skills in numerical reasoning, number, measures and data are planned for across all areas of the curriculum.

Developing / applying these skills through creative work in Foundation Phase, for example:

Literacy

- Talking and writing to devise games and rules to adhere to;
- Giving and responding to instructions starting with verbal and pictorial moving onto reading written instructions.
- Describing, discussing and evaluating performance.

Numeracy

- Using large climbing equipment to develop the language of position.
- Counting, keeping scores and increasing targets.
- Measuring – estimating and measuring distances travelled / jumped / etc

In Key Stage 2, for example this might be:

Literacy

- communicate through the selection and use of key words related to their activity to help them analyse and improve their own and others' work.
- ask questions and communicate ideas using different forms depending on the audience and purpose of their activity.
- listen to others' contributions, identify possible problems, suggest alternative approaches, and help to develop group activity.

Numeracy

- use the language of position (including co-ordinates and compass points) and movement, as well as data handling and measures in Competitive and Adventurous activities.
- use scale in plans and maps.
- measure and record performances, for example time, distance and height, and use the data to set targets and improve their performance.

Physical Development across all areas of learning in the Foundation Phase

Effective provision for physical development is carefully planned across all areas of learning to ensure that children have opportunities to develop, apply and extend their gross motor and fine manipulative skills along with an understanding of health and safety issues, including ICT.

Personal and Social Development and Well Being

- Using movement to express themselves, happy skips or slow stomping movements to express anger progressing to using their whole bodies in an expressive way;
- Playing and working together in imaginary and structured games activities to promote co-operative working;
- Making informed choices about a healthy lifestyle – healthy eating and benefits of exercise.
- Developing confidence in achievement of independent physical tasks.

Bilingual Skills

- Communicate by listening to and responding to instructions in Welsh in physical activities.
- Using team numbers / colours / commands.

ESDGC / Cultural Diversity

- Developing fine manipulative skills by creating mosaics / patterns from different cultures.

Knowledge and Understanding of the World

- Using a variety of equipment (development of fine manipulative skills) children learn to grow and care for plants / vegetables – indoors and outdoors;
- Developing an awareness of dangers in their immediate environment – indoors and outdoors, such as following routes on large and small scales, using a variety of resources.

Creative Development

- Developing fine manipulative skills along with expressing ideas of using a variety of media – charcoal, chalk, paints, etc;
- Using cutting skills when creating a collage.
- Developing co-ordination skills by moving and dancing to music from different cultures.

At Barker's Lane Community School we extend this to include:

Spiritual and Moral Development

- Respecting themselves and the abilities of others and encourages co-operation.

P.E and Skills across the Curriculum in Key Stage 2

At Key Stage 2, learners are given opportunities to build on their thinking and ICT skills that they have started to acquire and develop during the Foundation Phase, in line with the *Skills framework for 3 to 19-year-olds in Wales*. Learners continue to acquire, develop, practise, apply and refine these skills through group and individual activities in a variety of contexts across the curriculum. Progress can be seen in terms of the refinement of these skills and by their application to tasks that move from: concrete to abstract; simple to complex; personal to the 'big picture'; familiar to unfamiliar; and supported to independent and interdependent.

Thinking Skills

Learners develop their thinking across the curriculum through the processes of planning, developing and reflecting.

In P.E, learners engage in planning how to design and make progress in their performance, developing their ideas and strategies, and reflecting on how they might further improve their own and others' performance.

Digital Skills

Learners develop their digital skills across the curriculum by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software.

In P.E, learners develop their ICT skills through their analysis of performance and data in order to improve their own and others' work, and through the creation of ideas and strategies to improve the impact of their work.

In addition to this at Barker's Lane Community School we take account of statutory requirements and cross curricular themes, such as the Curriculum Cymreig and personal and social education, which includes equal opportunities, food and fitness and sustainable development.

At Key Stage 2, learners at Barker's Lane Community School are given opportunities to build on the experiences gained during the Foundation Phase, and to promote their knowledge and understanding of Wales, and their personal and social development and well-being.

Curriculum Cymreig

P.E contributes to the Curriculum Cymreig by applying learners' knowledge and understanding of the cultural characteristics of Wales through Creative activities such as dance, and the use of different musical and literary stimuli to develop dance ideas. Adventurous activities, initiative challenges and journeys promote a knowledge and understanding of the rich and varied environmental characteristics of Wales.

Personal & Social Education

P.E contributes to learners' personal and social education by prioritising activities that contribute to health, fitness and well-being throughout life. The adoption of different roles in activities such as performer, leader and official, contributes significantly to the challenges of active citizenship and moral development. Working closely with others in cooperative and competitive situations develops effective relationships and self-assurance, while coping with the increasing influence of peer pressure.

Additional Learning Needs

Physical development is developed with all children, whatever their ability. It forms part of a broad and balanced education for all children.

Learning opportunities are matched to the needs of all children to include challenge and support for our most and least able children. When necessary these take account of any relevant targets set for individual children in their Individual Education Plans (IEPs).

Physical development / co-ordination programmes are planned and implemented regularly.

Equality

Equality is always observed with positive attitudes being developed. We will not unlawfully discriminate on grounds of age, disability, gender, gender reassignment, race or ethnicity, religion or belief, sexual orientation, marriage or civil partnership, pregnancy and maternity or on the grounds of Welsh language.

All pupils, their parents and guardians, volunteers, staff and school governors are valued and will be treated with dignity and respect. The school will not tolerate any form of discrimination, harassment or victimisation.

We will work across our school community to ensure our commitment to equality and fairness is shared and take steps to ensure that our school is accessible, welcoming and inclusive.

Health and Safety

Children are encouraged to discuss safety implications concerning themselves and their fellow pupils when working. We aim to ensure pupils work in an environment which is safe and hazard free at all times.

Risk assessments are carried prior to any new activity e.g. swimming.

We expect children to change for some aspects of physical activity into different clothing (shorts and T-shirt), we encourage children to wear a blue T-shirt and white shorts for indoor activities and appropriate clothing for outdoor activities e.g. tracksuit and trainers. The governing body expects teachers and teaching assistants to set a good example by wearing appropriate clothing when necessary. No jewellery is to be worn for any physical activity. Children are also encouraged to tie their hair back if below shoulder length.

Parental Involvement, Partnerships & Community

Parents and members of the community are encouraged throughout the school to support their children's learning. We actively promote parent's support with team games and our annual sports day.

Parents / members of the community are actively encouraged to support us with coaching / supervision of extra-curricular activities e.g. football, netball.

We are actively involved in the local and wider community on a regular basis through a broad range of sporting events, leagues and competitions.

Extra-curricular activities are offered in football, netball, rugby, dance, gymnastics, skills and athletics throughout the year.

Liaison / Transition

Whole school planning allows for smooth transition between phases. Liaison between Curriculum Leader and local high schools allows for smooth transition, progression and continuity from FP to KS2 to KS3.

Assessment and recording

Teachers make assessments of children's Physical Development / P.E through observation. These short-term assessments are closely matched to learning challenges and are recorded as part of on-going formative assessment records.

We use this information to measure progress / inform next step for learning by making judgements as we observe children participating in activities. We make a judgement against FP outcomes / NC level descriptors. These assessments are recorded and utilised to plan for next steps in learning.

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.

Resources

There is a wide range of resources, including digital equipment to support children's physical development across the school. We keep most of our equipment in two central stores, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field for games. Outdoor games equipment is available for each year group.

Monitoring and Review

Monitoring the standards of learning and the quality of teaching in physical development / P.E is the responsibility of the Curriculum Leader. The work of the Curriculum Leader also involves supporting colleagues, being informed about current developments, and providing a strategic lead and direction for this learning area within the school. The Curriculum Leader liaises with staff, the headteacher and indicates areas for improvement. This is recorded on our School Improvement Plan and shared with staff and governors termly.

This policy was compiled by Mr A Penk in June 2012 in consultation with all staff and the governing body. It was reviewed in April 2015 by Mr Penk, where amendments taking account of current guidance were made.

It was reviewed in October 2019 and will be amended to reflect the requirements of Health & Wellbeing in Curriculum 2022 as appropriate.