

ST. TERESA'S CATHOLIC PRIMARY SCHOOL, LEXDEN, COLCHESTER

Physical Education Policy

MISSION STATEMENT

We love God and each other and follow the example of St Teresa.

We enjoy learning together and doing our best in a happy, healthy and welcoming community.

We learn to be responsible and caring citizens.

"Let us do little things well today".

St Teresa

Introduction

At St Teresa's we believe that physical educational is a unique contributor to pupils' general motor competence, physical development and overall well-being. It can contribute to, support and complement the aims and physical aspirations of the school as a whole. P.E can encourage the development of a child's ability to solve problems and progress their creative and imagination skills - especially through dance.

Physical education at St Teresa's will involve all the children in a continuous programme of planning, performing and evaluating through a balance of individual, paired and group activities. Co-operation and collaboration are key skills developed through situations that pupils encounter as their individual potential progresses.

The children at St Teresa's will be encouraged to develop enthusiasm and competence to pursue an active life style by regularly taking part in a variety of forms of purposeful activity.

The purpose of our policy is:

- To translate our mission statement into practice.
- To develop a shared understanding with regard to Physical Education in our school.
- To provide continuity and progression.

We intend to use our policy as a framework:

- To establish a whole school approach to Physical Education.
- To develop good practice and to identify criteria for monitoring and evaluation of the policy.
- To inform the school community; children, staff, parents, governors, parish.

Aims of Physical Education at St Teresa's

- To develop skilful use of the body, the ability to remember, repeat and refine action and to perform them with increasing control, co-ordination and fluency (acquiring and developing).

- To develop an increasing ability to select, link and apply skill, tactics and compositional ideas (selecting and applying).
- To improve observation skills and the ability to describe and make judgements on their own and other's work, and to use their observations and judgements to improve performance. (Improving and evaluating).
- To develop an understanding of the positive effects of exercise on the body and mind, with an appreciation of the value of safe exercising. (Knowledge and understanding of fitness and health).
- To develop the ability to work independently, and communicate with and respond positively towards others.
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being (applying safety principles).

The teaching and Learning of physical education at St Teresa's

At St Teresa's a variety of teaching and learning strategies are employed to facilitate such a practical subject. Children are constantly challenged through four strands that are a prerequisite of progression in Physical Education. (Acquiring and developing, selecting and applying, improving and evaluating, knowledge and understanding of fitness and health). A typical Physical Education lesson will consist of a format including a warm up, linked to the focus where possible, teaching and practice of skills, application of skills and a cool down. Teachers identify a range of strategies that allow the development of the strands, while still remaining essentially practical. These strategies include directed teaching and practice, some partner teaching, self targeted activities and problem solving. Such activities intend to promote knowledge, skills and understanding as well as enabling the children to work both independently and collaboratively with others.

Differentiation

At St Teresa's we believe that all children can achieve success and that better performers can work alongside the less able with positive results. Strategies will be planned and implemented that enable learning for each individual to progress at the optimum rate.

In planning for this, strategies include:

- Various different grouping within the class,
- Offering tasks which will allow a range of outcomes using the STEP process, (Space, Task, Equipment, People).
- Having available a range of different resources,
- Various levels of support by the teacher, teaching assistants or other pupils,
- A range of different tasks.
- Leadership opportunities.

Assessment

Assessment will be carried out by the teachers and logged onto Target Tracker. The children's progress will be assessed termly and monitored by the PE coordinator.

Equal opportunities and teaching Physical Education to children with Special Educational Needs.

All children access the physical education curriculum, regardless of gender, race, social class or special educational needs. Teachers provide learning opportunities that are matched to the needs of the children with SEND, and work in physical education takes into account the targets set for individual children in their One Plans. In addition to this, we are part of the Colchester and Blackwater partnership who offer Panathlon competitions. We regularly attend these opportunities at St Teresa's in order to insure that all children can experience competitive inter-school sports.

Speaking and Listening

Speaking and listening is an integral skill needed in P.E. The four strands rely on these communication skills in order to develop. Active listening is a necessity in the acquiring and developing (A&D) and selecting and applying (S&A) aspects. In these strands children also demonstrate their understanding through answers to open and closed questions lead by the teacher. When Improving and evaluating (E&I) children express their opinion clearly and suggest, with rationale how to improve both theirs and other pupils' work.

Links to our PSHE Curriculum

In the second half of each Autumn term, the children of St Teresa's encounter the PSHE strand of "Physical Health and Well-being." In partnership with our PE curriculum, these carefully planned objectives will equip pupils with the knowledge they need to lead healthy lifestyles in the future. Content includes objectives linked to healthy eating, the importance of regular exercise on mental and physical health as well as ways to seek help when they may be concerned about their own health.

Continuity

Continuity is achieved through coherent planning across each key stage and through coverage set out in the curriculum maps. Medium term planning is supported by the PE Primary website (which we subscribe to).

The four aspects are considered through assessment and teachers will plan for progression accordingly. (Acquiring and developing, selecting and applying, improving and evaluating, knowledge and understanding of fitness and health).

Content

The National Curriculum at Key Stages One and Two identifies six areas of activity. At key stage One the Statutory elements are games, gymnastics and dance. In addition to this, after Parent Consultation, we took the initiative to teach children swimming in EYFS and KS1.

At Key Stage Two the emphasis is still on the first three, but with the Statutory introduction of athletics and outdoor and adventurous activities.

In addition, the children will have the opportunity to compete against other schools in interschool activities such as the online competitions and festivals lead by the Blackwater School Sports partnership. We are also part of the CPSL who offer a range of sports including: Football leagues, Netball leagues, Athletics competitions, Cricket competition Football and netball tournament competitions. Further information can be found at the following website: <https://sites.google.com/view/cpsl2018/home>

Extra Curricular Activities

In addition to the formal curriculum the school is proud of the achievements gained through the extra-curricular activities offered. Throughout the year there are many opportunities for children to apply their skills learnt in clubs. For football and netball, we are part of the Colchester league. Pupil's in athletics club represent the school at various competitions such as the Sports Hall and Athletics events.

Football – Year 1 to Year 6 Autumn and Spring

Rounders and Cricket – Years 3,4,5,6 Summer term

Netball – Year 5-6 Autumn & Spring

Cheerleading – Year 3-6 all year

Rugby – Year 1 to Year 6 (Year 5/6 Spring 1, Year 3/4 Spring 2, Year 1/2 Summer 1)

Pupil led clubs:

Basketball club led by year 6 Sports Leaders – Year 3 (Autumn), Year 4 (spring), Year 5 (Summer)

Dance club led by year 6 Sports Leaders – KS2

The role of the teacher

The classroom teacher is expected to:

- Prepare fully for all aspects of the lesson
- Adhere to the school policy guidelines
- Help develop the agreed scheme of work
- Have due regard for safe practice
- Attempt to achieve the highest standards of achievement and quality of learning of which they are responsible
- Assess each child's progress against the criteria sheet
- Dress appropriately for the lesson.

The role of the Co-ordinator

The P.E co-ordinator is Mrs Herron. The role of the co-ordinator is to act as a catalyst and focus for the subject within the school. She is directly responsible to Mrs Kelly for all matters pertaining to the subject.

These include disseminating all relevant documentation and information, attending meetings and reporting to staff. She is also responsible for establishing and implementing both policy and initiatives throughout the school.

Clothing, footwear and jewellery

It is essential that this policy is applied consistently throughout the school. Pupils should bring the following kit, in a suitable bag, for all lessons:

- A coloured T-shirt (linked to their house colour) and navy blue shorts (or a close alternative e.g plain blue or white T-shirt, black shorts)
- Plimsolls
- Outside kit consisting of a dark blue tracksuit and trainers.

All kit should be labelled. Children should be encouraged to bring their school kit on a Monday and leave it on their peg all week.

Teachers should keep a record of the children who regularly have no kit so that the problem can be addressed.

No items of jewellery shall be worn for any physical activity.

Teachers should check all children at the beginning of the lesson as a matter of routine.

However the onus should be placed on the pupil's and the parents in this respect.

Hair below shoulder length must be tied back. Gymnastics and dance lesson in the main hall must be carried out in bare feet.

Safety

General safety and care of pupils must be adhered to at all times and staff should be aware of any medical problem which may affect an individual child's ability to take part in P.E. Staff at St Teresa's must read and follow the guidelines for safety in Physical Education laid down by Active Essex and Essex County Council. Copies of relevant documents are kept in the P.E co-ordinators file and in Mrs Kelly's office.

Staff should ensure that equipment is safely set up before use. If safety of any equipment is in doubt, it must not be used, and the P.E co-ordinator should be informed as soon as possible.

Accident procedures

Accident procedures should be well understood and implemented by all teachers. In the case of minor injuries the teachers should deal with the situation using their professional judgement.

For more complicated cases the situation should be made safe, including dealing with the rest of the class at the same time. A responsible child should be sent to fetch Mrs Hale. All accidents should be recorded in the book in the medical room. In addition, more serious incidents usually involving a hospital visit, should be recorded on the appropriate form and sent to the area office. Parents will be kept fully informed throughout by Mrs Hale. All teaching assistants, mid-day supervisors and other responsible adults working in the school environment should be aware of these procedures.

Medical records

An up to date list detailing pupils who require special medical attention is held in the Medical room. Teachers should be fully aware of the information pertinent to their class. In

particular teachers should ensure that all children who have inhalers have them in the Medical room. These records will be updated annually.

Non-participants

If for any reason a pupil is unable to take part in the lesson, he/she should provide a note explaining the reason for this request.

The child should then, ideally, accompany the group to the lesson and take a different role within the lesson, such as judge, referee, coach or another Leadership role from the framework. In addition to this, the individual may be asked to take photos or videos with the iPads to aid assessment/opportunities for Evaluating and Improving back in class.

Facilities and resources

The following facilities are available for use:

- The school hall
- The games field
- The playground (with marked netball court)

Equipment

The following types of equipment are kept in the school hall:

- Benches
- Trestle tables
- Planks
- Mats
- Gymnastics frame
- Ropes

The following types of equipment are kept in the P.E cupboard outside;

- Various types of large and small balls (including football, netball and rugby)
- Bean bags
- Quoits
- Skipping ropes
- Plastic markers
- Top play bags including laminated teaching resources.
- Paddle bats, plastic racquets and hockey sticks
- Athletics club equipment including tape measures, batons, hurdles, canes and stop watches.

Teachers should ensure that equipment is returned to the appropriate store and left in the correct place. Children should not return equipment unsupervised. Any damaged equipment or apparatus should be removed from circulation and reported to the P.E co-ordinator.

Approved by the Governors: 17th January 2023

Reviewed: Spring term 2023

To be reviewed: Spring 2025