



Physical Education and Sports Policy

PUBLISHED April 2009, REVIEWED OCTOBER 2010, OCTOBER 2012,
NOVEMBER 2013, JUNE 2016

1. INTRODUCTION

Person responsible for drafting policy: Mr. M. J. Wood and Miss K. Fullam (PE Coordinators)

Who was consulted in drafting this policy: Mr. M. Loncaster (Head Teacher), Ms. S. Grainger (P.H.C.E Coordinator), and Mrs. A. Fitzpatrick (Longcroft School Partner Primary Sports Development Officer) and Karen Towse (PE/SPORTS GOV) self-review process using the annual sports survey as part of the SportsMark.

Person responsible for implementation and monitoring of this policy: Mr. M. J. Wood and Miss K. Fullam

Relevance to other school requirements/targets

Every Child Matters: being healthy, staying safe, make a positive contribution, enjoying and achieving and achieve economic well-being.

2 hrs Quality Provision Target/Humber Sports Audit and School Games Kitemark
School Travel Plan

Relevance to other related policies/strategies

NHSS targets for Healthy Schools

2. RATIONALE

Regular Physical Education can improve quality of life, improve health, promote social inclusion, raise individual self-esteem and confidence and counter anti-social behaviour. Schools play a key role in promoting active lifestyles to young people through developing their attitudes, knowledge, confidence and competence to help encourage a lifelong commitment to Physical Education.

The health benefits of regular purposeful physical education are substantial. The Chief Medical Officer's Report 2012 states:

The evidence base for the life course approach is strong. What happens early in life affects health and wellbeing in later life. There is increasing evidence that, in England, we are not doing as well as we should to achieve good health and wellbeing outcomes for our children and young people – when we compare both historically and within and between countries for mortality, morbidity, wellbeing, social determinants and key indicators of health service provision...

...While our economic future may be challenging, there is a growing business case for improving the lives of children and young people. Improving health has the potential to benefit our nation economically.

- Schools can play a significant role in promoting healthy active lifestyles so that all pupils get a good start in life.
- Providing a whole range of purposeful physical activities can promote the corporate life of a school by stimulating and providing opportunities for teachers, pupils and ancillary staff to find mutual satisfaction in individual and team successes.
- To provide the opportunity for competition/sport.



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3. AIMS

- For all children to become physically literate and healthy for life.
- To provide a safe supportive environment for a broad, balanced programme of physical education in and out of curriculum time.
- To provide progressive and differentiated learning objectives that will allow all children to participate and enjoy success.
- To provide experiences that cater to all preferences and strengths and the needs of all pupils.
- To use the potential of Physical Education to contribute to learning across the curriculum, to become integrated with the whole-school planning of pupil's communication, numeracy, PHCE, ICT, as well as SEAL and MFL.
- To increase levels of Physical Education and well-being by developing a greater understanding of the importance of regular activity amongst the whole school community.
- To effectively spend; allocate the PE/Sport Grant; Pupil Premium and "Sugar Tax" money in line with the enhanced inspections.

4. OBJECTIVES

We hope that by the end of Year 6 the children will have met these principle objectives:

- To understand that health and life are enhanced by Physical Education.
- To understand that physical education leads to greater physical and mental wellbeing.
- To know the principles and skills of water safety and be able to swim 25m unaided.
- To demonstrate safely when working in the outdoors, and understand its necessity. To have developed control, co-ordination and balance when using the body to respond to gymnastic challenges.
- To demonstrate spatial awareness, creativity and variation in their movement sequences.
- To be able to express moods, feelings and ideas through their body movements when performing dance sequences.
- To be able to respond to, and interpret, music and other sources of stimuli.
- To understand the common principles and skills required in order to participate in a wide variety of small-sided games.
- To be aware of and demonstrate concepts of fair play, honest competition and good sportsmanship.
- To begin to refine their skills required for specific athletics events – running, jumping and throwing.

* **Reference the New PE Curriculum- Updated/Revised 2015**

5. HOW OUR OBJECTIVES ARE DELIVERED

Ethos and environment

Molescroft has developed close links with the SSP with competition and other opportunities being offered with its calendar of events.

Molescroft Primary School has a wide range of facilities and resources to support the teaching of PE. The indoor PE equipment is stored in an enlarged cupboard off the hall which is easily accessible to staff and supervised children. We have a large hall with badminton court markings,



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gymnastic mats and equipment. We also have badminton nets and racquets and two table tennis tables. Outside facilities include two large playgrounds, one marked with courts for net/basket games; a large field; adventure playground and permanent Orienteering course markers. Both playgrounds are marked out with running tracks, bases to promote positive play, chase and imaginative games.

We have a large field which can be marked out with pitches, lanes and athletic markings. The outdoor equipment is stored in an easily accessible shed along with sets of goalposts multi-purpose tennis and netball posts. Off-site we have access to Beverley Leisure Centre to use the swimming pool for Key Stage 2 curriculum lessons and Longcroft Sports Hall/3G pitches for after-school tournaments and festivals. Thanks to the SSP and its competitive calendar and our clubs calendar we have, we also have strong links with several local clubs e.g. Beverley Cricket Club.

Curriculum

Year 1 and Year 2 have Activate into their daily repertoire and follow Val Sabin schemes.

Y4 and Year 5 have adopted Musical aerobics at the end of lunchtime (this is taught as part of our PPA PE curriculum) Y6 have a separate activity of bending/stretching based loosely on Tai-Chi.

The Physical Education curriculum runs on a contract basis. Time is allocated on a yearly basis. This means we can take into account seasonal changes, therefore the children receive extra time in the summer months to make up for time missed in the winter. All children still receive the weekly recommended amount of physical education despite seasonal changes.

Contracts drawn up for year groups rotate through a cycle of GAMES, ATHLETICS, OUTDOOR ADVENTURE & DANCE. Year 3 has access to the swimming curriculum – see contracts. These were all reviewed and revised as part of the curriculum over-haul 2015.

Molescroft provides a wide variety of sporting activity outside of the normal curriculum through school based clubs and outside agencies – see clubs lists.

CPD of staff is seen as an important part of our ongoing drive to improve. Courses are offered and the use of coaches in school lessons are all part of upskilling staff and keeping everyone “current”.

6. MAKING THE MOST OUT OF PHYSICAL EDUCATION

Special Events

- Outside agencies and professional sports coaches are welcomed into the school to work with children both in curriculum time and after school.
- Hockey and Handball have been added to the tournament timetable.
- In KS2 two tournaments are organised each year following specific courses in curriculum time. These are in football, rugby, tennis and cricket.
- Every child in KS2 participates.
- Athletics Festivals take place in the summer term.
- Our Sports Day (the mole-olympics and the common-mole games) take place on separate days for KS1 and KS2. These incorporate progression in both track and field events. Gymnastics, tennis and table tennis are played parallel to this for specific children (identifying strengths of individuals G&T)



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Out of hours learning

Physical Education is promoted during breaks and lunchtimes and pupils are encouraged to be more active at these times. Molescroft operates a system promoting SOCMS (Sports Organising Committee Members) to assist in the running of tournaments and Sports Days.

Playground Buddies

The playgrounds have markings on to encourage positive play and to inspire the children to make the most of their playtimes.

The adventure playground provides the chance to climb, slide and move on different levels which will encourage more active play amongst children from Y4 to Y6. There is a rota and daily safety checks. All classes can book the area for Marble Treats. Younger children can access the Adventure Playground in curriculum time. A sign is erected if the weather conditions or any other occurrence make use of the Adventure Playground unsafe.

Molescroft has a wildlife area and vegetable garden which helps promote activity through regular gardening sessions and will also encourage a greater interest/knowledge in healthy eating.

Molescroft School offers a wide range of physical activity clubs at lunchtimes and after school. (See Clubs list)

The school has also introduced further after hours activities from 4.30 onwards with the extended schools initiative. These include football coaching, tennis, gymnastics, netball, badminton and zumba.. Extended schools access is encouraged and providing Molescroft School children can attend the facilities are offered free to facilitate an affordable charge being levied on the customers.



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Community Links

Molescroft continues to develop links with the community. Children are encouraged to join accredited sports clubs (ERCAS)

- Hull City AFC Football Coaching
- Mark Plumton's Coaching Service
- Mr. Bentley's Table Tennis Coaching
- East Riding Sports Development
- The FA Soccer Coaching Scheme
- Hull City Council's Youth Development Programme
- Beverley Rugby Club
- Longcroft Sports College
- The Bridlington Sports Partnership
- Local Primary Schools
- Beverley Leisure Centre
- Tickton Football Club
- The British Heart Foundation
- KB Coaching
- Paul Holtby Tennis Coaching

There are links with **Active Travel**

See Travel Plan

Cycling Proficiency has been moved to Year 5 to encourage more independent but safe cycling to school and a bike shelter is provided. Every entrance is covered and a gazebo has been erected to encourage parents to walk to school by guaranteeing shelter from the elements whilst waiting.

Scout the Route training is offered to Y3 children and scooter pods have been provided.

Other

A sports notice board advertises local sports meetings, school games awards, clubs, intra and inter-school events and any other information that promotes physical activity.

7 INCLUSION

DIFFERENTIATION

Molescroft Primary School uses a range of teaching approaches within Physical Activity in order to cater for all developmental requirements. This is achieved through matching tasks to different abilities and needs, and also offering activities, which can be differentiated through outcome. Progression is built into the schemes of work so children have different starting points according to their ability levels. Variation is offered to the children in activities, resources, pace and teacher support. Children are also encouraged to work in groups in order to help and learn from each other.



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EQUAL OPPORTUNITIES

Molescroft Primary School values the individuality of all the children in physical education regardless of their age, gender, ethnicity, disability, attainment or background. The physical education national curriculum, covering all areas of activity is expected to be developed with every child. The children are in mixed sex classes and are expected to support each other through success and difficulties. In Year 5 & Year 6 boys and girls can change in separate rooms. The school is sensitive to any requirements of modesty required by a particular faith. Kit can be adapted to cover arms and legs and head if required. Alterations to kit however must match the colour scheme and must not compromise the Health and safety of the child wearing it. The physical activity out of hours clubs which Molescroft Primary School provide offer access to all children. Girls and boys football teams are organised and participants are encouraged to support each other in matches. The school's Good Behaviour Policy applies in all circumstances.

INCLUSION

The Physical Activity curriculum is made accessible for children of all abilities. A variety of approaches are used to include children with specific disabilities or health conditions. These are as follows:

Modifying activities – changing an element of the activity to allow a child to join in e.g. equipment, boundaries, rules, etc.

Parallel activities – children work on similar activities alongside each other, therefore succeeding to their own ability.

Separate activities – in some cases it is not beneficial for a child to be included therefore a separate activity is set up for the child to work with support. This would be linked with a specific area of development.

For children that require medication, for example inhalers, these are always made available prior to and during the lesson. Children are encouraged to be responsible for their medication although the teachers monitor administration.

8. ASSESSMENT RECORDING AND REPORTING

Assessment in Physical Education is based around a system which

- Engages the pupil in his or her assessment;
- Enables pupils to measure performance against transferable skills;
- Engages everyone in assessing within the processes, which are fundamental to success in these subjects and thus enable pupils to make progress. The assessment system seeks to eliminate the assessment of events, which may give a snap shot of attainment but has dubious long-term relevance.

Exploring Ideas

Developing Skills

Making, Designing, Composing

Performing, Demonstrating, understanding

Evaluating

At each level there is advice given to guide pupils and teachers to support pupils in moving to the next level.



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The system is intended to be oral. Within an assessment session pupils will be asked to assess their own achievement within a strand. Pupils will be required to justify orally why they believe they have attained a particular level and not another. Pupils will also be encouraged to evaluate the work of others through the same system. At the end of a particular unit, pupils may be encouraged to highlight their agreed performance according to each stand across a unit. This will form a valuable record and is particularly relevant to older pupils. Even so the most important part of the assessment process here is the engagement of the pupils in their own assessment and their appreciation of what they should do next to move up a level.

The use of this self evaluation and improvement are a key part of any lessons. Teachers are encouraged at all times to give constructive feedback and look at ways forward for children as part of the accelerated learning process. Feedback to parents in reports is usually along the lines of emerging (below) expecting (in line with) exceeding (above) and again teachers are encouraged to feedback to parents on strengths and areas for improvement; usually with some suggestions as to how this can be achieved. These ways forward are in line with our self supporting school priority.

When engaging pupils in the assessment process in these subjects, teachers may find it useful to have a range of questions available to prompt them. This may be particularly useful with younger children and with those who have not yet fully embraced the culture.

Potential Questions for each strand.

Exploring Skills

- Were you happy to try out new ideas?
- How did you work with a team?
- When did you listen to the advice of others?
- Did you always agree with what other people suggested? Why? Why not?
- How did you alter our work because of the suggestions of others?
- What ideas did you have of your own?
- How did you share your ideas with other people?
- What did you notice, which other people did not?
- Which of your suggestions did other people take note of?
- How were you successful?

Developing Skills

- How do you feel that you have improved?
- What can you do now that you couldn't do before?
- Have you thought things through carefully? Why? Why not?
- What went wrong?
- What did you learn from that?
- What did you try out for the first time?
- What surprised you?
- What interesting discoveries did you make?
- What have you shared with your fellow pupils?



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Making, Designing, Composing (dance/sequence)

Which skills did you use in this project?
Did you achieve what you set out achieve? How do you know?
How is your work original?
How did you manage to keep within the timescale?
How did you cope with difficulties?
How is your work different to that of your friends?
What are you most pleased about?

Performing, Demonstrating, understanding

How did you enjoy the project?
Do you feel you have demonstrated your abilities?
Do you feel ready to move on to more complicated tasks?
Do you feel that you need more time to practice?
Do you feel that you have a particular flair for this work? Why?
What makes your work more interesting than perhaps that of others?
What do you admire in the work of others?
How could you and /or others improve work further?
What can advice can you offer others to reach a high standard?

Evaluating

Describe what has been done in this lesson / unit.
What have you learnt in this lesson / unit?
How has your worked improved in this lesson / unit?
How does your work compare to that of others?
Why is their work better or not than yours?
How can standards be improved in your work and that of your friends?

All this can then recorded by staff against the FLiC objectives.
The grid is colour coded from the FLiC objectives.

RED- Below ORANGE- Developing YELLOW- Secure GREEN- Enhancing BLUE- Challenging

Staff will FLiC off the areas for the different strands of the curriculum; these also form the basis for the MUST/SHOULD/COULD objectives included in the Curriculum Overviews included in the Curriculum Overhaul 2015.

This data is presented to parents as a “pie-chart” of security that makes up the child’s annual report.

The staff may also make note of clubs; special talents in the general comments box of the report.





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MOLESCROFT PRIMARY SCHOOL ASSESSMENT SHEET: How secure are you in...

| ACTIVITY: CONTEXT: | EXPLORING THE PARAMETERS OF THE DISCIPLINE | DEVELOPING SKILLS TO PARTICIPATE EFFECTIVELY | USING THE SKILLS EFFECTIVELY i.e. Skill Level | PERFORMANCE AND PARTICIPATION IN THE FIELD OF PHYSICAL ACTIVITY | EVALUATING YOUR JOURNEY AND RELATING IT TO OTHERS |
|---------------------------|--|--|--|--|---|
| BELOW TARGET LEVEL | You are sometimes positive but often wary. ADVICE: Be part of the team and you will succeed. | You sometimes feel awkward, but give responses. ADVICE: Don't be frightened of making mistakes. | You are hesitant and unsure. ADVICE: Take time and be confident. | You are making your first steps. ADVICE: Do not be afraid to take bigger steps. | You describe the lesson. ADVICE: Explain <u>your</u> ideas more. |
| DEVELOPING LEVEL | You are involved and thoughtful, a follower. ADVICE: Make a difference, give more ideas. | You offer a range of ideas, showing promise ADVICE: Nearly there, keep trying hard. | You have a range of promising ideas. ADVICE: Nearly there – stick at it! | You are developing. ADVICE: You are now making progress, practice makes perfect. | You explain your own ideas and progress. ADVICE: Explain <u>all</u> of the problems and how you solved them. |
| SECURE LEVEL | You share ideas and support others. ADVICE: Discuss ideas in more depth. | You are logical, and your work is detailed and developing ADVICE: Be bold – experiment more. | You are secure and sure in your work. ADVICE: Now is the time to be more inventive. | You feel secure in what you are doing. ADVICE: You've got it, now you can become more proficient. | You accurately explain how you improved your work. ADVICE: Compare your work to other pupils'. |
| ENHANCING LEVEL | You share ideas and support and learn from others. ADVICE: Keep your focus strong. | You are willing and successfully explore and develop new techniques. ADVICE: Keep on with your work and refine your creativity even more. | You are inventive and your ideas are original. ADVICE: Keep working hard to become truly fluent. | You are expressive. ADVICE: You are working at a high standard; can you leap to a higher level? | You make informative, full and detailed comments. ADVICE: Try to use specialist terms in your evaluation. |
| CHALLENGING LEVEL | You are a leader, you are fair and you negotiate. ADVICE: Continue to develop your consultation skills. | You are creative and experimental this leads you to make inspirational discoveries. ADVICE: Enjoy the fruits of your labour! | You are confident and fluent in your work. ADVICE: Consider developing a specialism in this area of work. | You are fluent and fully confident. ADVICE: Where else can you find opportunities to develop this work? | You use specialist terms to evaluate work and relate to other work you have seen. ADVICE: How have others, in a professional sense, solved similar problems? |



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9. SAFETY

In Physical Activity general teaching requirements for health and safety apply. Children are expected to change into suitable clothing and remove jewellery. Teachers are expected to lead by example and also wear appropriate clothing. Earrings should be taped over.

In both outdoor and indoor lessons clear safe boundaries are set for the children by using line markings or cones. Equipment is checked for safety by the Physical Education Co-ordinator and also by teachers prior to using it. The gymnastics apparatus is checked annually by outside contractors. The children are also encouraged to consider their own safety and the safety of others.

Risk assessment posters are located in key areas and these should be adhered to by all staff. Each sporting activity had a risk assessment to be read, familiarised with and then signed off by all staff who teach that area. These are kept in the central file box in the staff room.

The school has a stock of Physical Education kit, which can be purchased from the school office. Children in both key stages should have a black, plain indoor P.E. uniform kit available everyday; KS2 children also require a warm outdoor kit.

Children must remove all jewellery prior to a Physical Education lesson. Members of staff are also encouraged to follow safe guidelines in regard to their jewellery, clothing and footwear.

Children participating in out of hours clubs must change out of their whole school uniform and wear a Physical Education kit. All regular P.E. rules apply through the clubs.

All games lessons follow a structure of a warm up routine, skill development, games context and a cool down.

All gymnastics lessons follow the structure of a warm up routine, floor-work, skill development/apparatus and a cool down.

All dance lessons follow a structure of a warm up routine, isolated skill progression, composition development and a cool down.

Children take part in regular festivals and competitions organised by the Bridlington Sports partnership in order to compete against children from other schools.

To maintain the Olympic Legacy the introduction of Hockey has required the addition of Shin pads to the PE Store.

The exterior door (Y4 entrance) is now fitted with an electric lock and fob to ensure security during clubs on the field.

An enhanced risk assessment for after-school tournaments has been prepared.

10. STAFF RESPONSIBILITIES

The PE co-ordinators have overall responsibility for the organisation of the P.E. curriculum. The co-ordinators key roles are:

To monitor and evaluate practice by being aware of current classroom practice and discussing any needs and concerns with colleagues.

To organise resources through carrying out a resources audit, ordering new resources and managing the P.E. curriculum budget effectively.

To support other members of staff by demonstrating good practice, commitment and enthusiasm.

To organise INSET opportunities, leading curriculum development meetings and giving advice on assessment and recording.



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To communicate the school policies by writing and reviewing curriculum policies, liaising with outside agencies to keep up to date with developments and overseeing the extra-curricula activities that relate to Physical Education.

11. CURRICULUM PLANNING

PHYSICAL EDUCATION CURRICULUM PLANNING

Within the school year children at Key Stage 1 will receive **86.5** hours of Physical Education curriculum (9.5%); and at Key Stage 2 they will receive **80.5 hours** (8.8%). Included in this allocated time children throughout both key stages will benefit from P.E. related events such as sports days, tournaments and festivals. There are also a wide range of extra curricular activities available ensuring there is the opportunity for all pupils to enjoy at least two hours of P.E./sport per week, but up to five hours or more.

Physical Education is a foundation subject in the national curriculum and our school uses a wide range of resources and support schemes such as those provided by Val Sabin for games, dance and gymnastics throughout the key stages. These schemes are adapted according to our school's circumstances and also to suit the children's needs. In accordance with the national curriculum guidelines, we teach games, dance and gymnastics to children at Key Stage 1. In addition to this they receive some basic athletics training in the summer term. At Key Stage 2 we teach the children games, dance, gymnastics, athletics, outdoor and adventurous; and for Year 3 children swimming and water safety. All the PE areas have been revised in a curriculum over-haul 2015. These include an overview of the area; outcomes; vocabulary and a comprehensive MUST; SHOULD; COULD frame to assist in recording of assessment for FLiC.

PHYSICAL EDUCATION IN THE FOUNDATION STAGE

Molescroft Primary School allocates **39** hours curriculum time for formal Physical Education within the Foundation Year. In addition to this fine and gross motor skills are constantly being developed through the range of activities provided in the indoor and outdoor learning areas. The children also benefit from their own outdoor play area and a selection of P.E. equipment to help develop their gross motor skills, co-ordination and control. The time spent in this area is used to build upon and reinforce the skills practised in the curriculum lessons. The Physical Education curriculum within the foundation unit follows objectives set out in the Early Learning goals. The children gain the basic skills of spatial awareness, control and co-ordination in the way the move; and control of balls, bean bags, hoops and ropes. The children are given opportunities to explore and manipulate a range of P.E. equipment in their own ways to build the confidence to participate.

PHYSICAL EDUCATION AS A CROSS-CURRICULAR TOOL

Opportunities within our P.A. curriculum are used to develop other areas of the curriculum. These are:

Literacy

Speaking and listening skills are prompted through evaluating and appraising work produced by themselves and their peers. Children are encouraged to offer constructive criticism and discuss methods to improve their work. Literacy is also promoted through the children recording their sequences, games, rules and ideas as reminders; or as a working document for other groups of children to use, particularly Young Leaders, who will have to pass on their games, ideas and training.



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Numeracy

Elements of problem solving are approached through creating dance sequences and new games. Dance and gymnastics also extends opportunities for shape and pattern. At Key Stage 1 number work is evident through practical games and warm up tasks.

Information and Communications Technology (ICT)

ICT skills are used to support the teaching of Physical Education through the use of video cameras. Recordings of performances are used for the children to be able to critically evaluate their work, and record improvements. This is planned as a unit of work in the contract.

Personal, Social and Health Education; and Citizenship (P.H.C.E.)

Physical Education contributes to the children's personal and social skills throughout the subject, encouraging children to interact with all and abiding by game rules. It offers the children opportunities to develop acceptable behaviour in a variety of situations. Health education is promoted through delivering the benefits of exercise and healthy eating. Physical Education gives the children the opportunity to experience how their body works in different situations.

S.E.A.L

Social and Emotional Aspects of Learning works towards improving behaviour in children and having them think more carefully about their relationships. PE, in particular, sport has much to teach children about fair play, teamwork, responsibility and good sportsmanship. PE can also be an important part of helping to raise children's confidence and self-esteem.

PRIMARY LANGUAGES

As part of the school's promotion of greater cross-curricular foreign language use, PE can again play an important part. Basic moves, directions and rules could be translated into Spanish/French and used on a regular basis in PE lessons e.g. Line up, find a space, find a partner etc. Songs/music from other cultures/languages can be used in dance and Activate sessions are also delivered in Spanish using a special resource which spans all ages.

Spiritual, Moral and Cultural Development

The structure of our Physical Education curriculum and out of hours clubs expects children to work with all children irrespective of race, sex or ability. This enables the children to gain respect for everyone therefore gaining a better understanding of themselves and others.

12. TEACHING AND LEARNING STYLES

Molescroft Primary has developed a range of teaching styles within PE lessons. Styles will vary according to the activity and its objectives and the children but should all include elements of the Accelerated Learning Principles that the school adheres to i.e. Connect, Activate, Demonstrate and Consolidate. A mixture of whole class teaching and group activities should be used with examples of good practice used as a teaching tool and constant encouragement is given. Alongside the direct teaching of games/skills there is ancillary learning of important life skills such as independence, self-regulation, imagination and leadership. The PE curriculum provides open and closed tasks for all children to achieve some level of success and build confidence.



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13. TRAINING

It is the Physical Education co-ordinator's responsibility to make staff aware of inset courses and to encourage them to attend. The co-ordinator should also be aware of any weaknesses within the teaching team. In these cases support and training opportunities should be made available. CPD has also been introduced with the use of coaching.

14. FACILITIES PROVIDED FOR PHYSICAL EDUCATION

The school is equipped to provide for whole class teaching in the following:

- Football
- Tag rugby
- Tennis
- Netball/basketball
- Hockey
- Cricket
- Rounders
- Orienteering
- Gymnastics
- Athletics, track and field
- Small and large ball activities
- Keep fit – through Freddy Fit
- Handball
- Seated Volleyball

15. KEY DEVELOPMENT TARGETS

- To enhance CPD opportunities for staff and coaching, observations and further training.
- To implement and maintain the Sports Crew (G&T children who will assist in competitions, help make decisions about sports in school and be invited to special opportunities for sporting competition e.g. the multi skills academy)
- To work towards all children accessing 3 hrs of quality PE during the school day, through lessons and the extended day.
- To ensure safety and risk assessments are monitored.

16. MONITORING AND EVALUATION

The Head and Primary Link Teacher carry out regular audits to ensure policy is translated into practice and that high quality PE is being taught. Monitoring and evaluation includes:

- Lesson observations/schemes of work and planning scrutiny.
- Review of our level of involvement for the Sports Mark.
- Discussion and updates as part of the regular BAHLOW meetings.
- Discussion as part of the "SPORTS" agenda- Class Council meetings.
- Observation/Discussion as part of the annual rounds of Lesson Study.
- Examination of FLiC data generated by teachers assessment- this will also help inform the PE SEF.