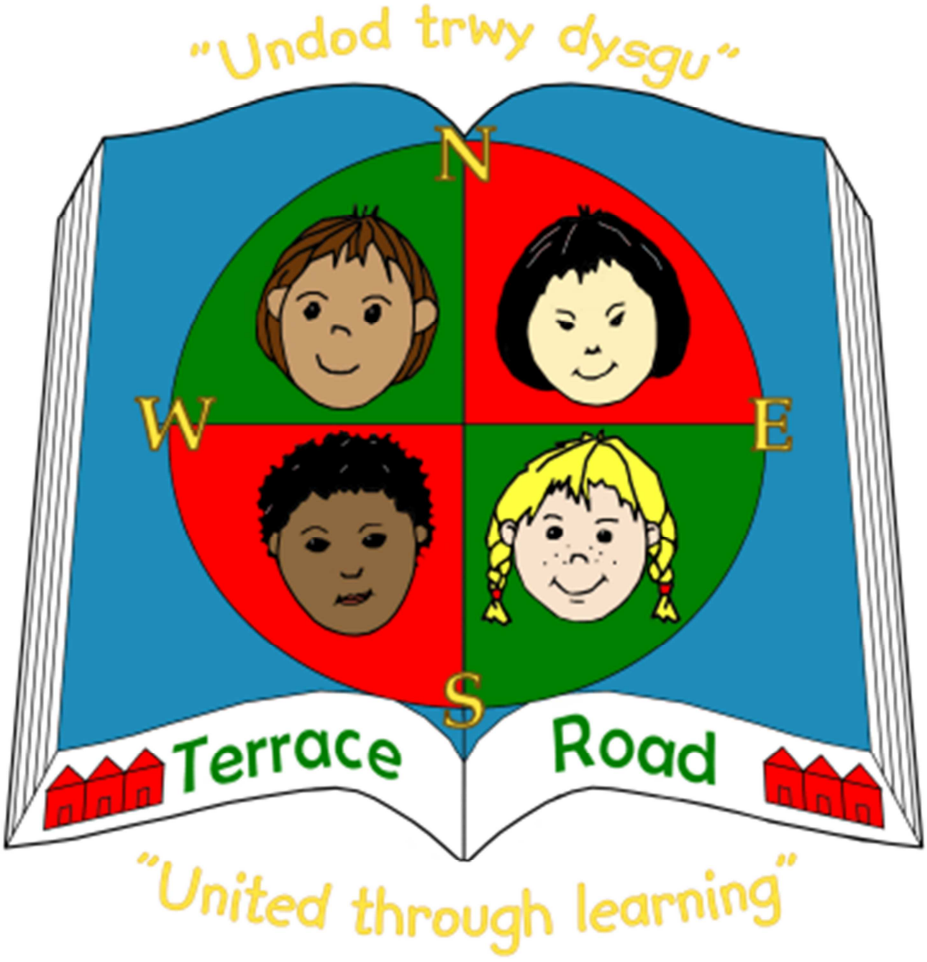
Terrace Road Primary School



Physical Education Policy

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Terrace Road Primary believes that Physical Education, (P.E.) experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. The P.E. curriculum aims to provide for pupil's increasing self-confidence through an ability to manage themselves successfully in a variety of situations.
A balance of individual, team, co-operative and competitive activities aim to cater for individual pupil's needs and abilities. The scheme of work is based on progressive learning objectives outlined in the National Curriculum, which, combined with varied, and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils.

Aims
We at Terrace Road, aim to offer the following:
- To develop an ability to remember, adapt to plan a range of movement sequences, organize equipment and apparatus, and begin to design and apply simple rules.
- Opportunities to plan, participate in, evaluate work that is appropriate to their needs and age.
- To develop an ability to remember, adapt and apply knowledge, practical skills and concepts in a variety of movements based activities.
- To promote a positive attitude towards health, hygiene and fitness.
- To foster an appreciation of safe practice.
- To develop communication skills, encouraging the use of correct terminology to promote effective co-operation.
- To develop a sense of fair play and sportsmanship.
- To foster an enjoyment, and positive attitude, to the subject and to provide the children at Terrace Road Primary School with a variety of experiences in this subject area.

Objectives
- Children will be made aware of their body in relation to others and their immediate environment and aim to promote quality of movement. (Kin aesthetics)
- Children will be made aware of simple physiological changes that occur to their bodies during exercise. (Physiology)
- Be given opportunities to develop imagination and cooperation to achieve shared goals. (Teamwork)
- Be given opportunities to develop personal characteristics like initiative, self-reliance and self-discipline. (Self knowledge)
- Be given opportunities to enjoy and succeed in the subject as well as be stimulated and challenged. (Problem solving)
- Be given the opportunity to develop areas of activity of their choice in extra-curricular time.
- Make full use of the facilities at Terrace Road Primary to prepare a child mentally and physically for Key Stage 3 and beyond.

The Foundation Phase
The children's enthusiasm and energy for movement will be promoted at this stage. Pupils will be encouraged to use their bodies effectively by encouraging spatial awareness, balance control and co-ordination and developing motor and manipulative skills. Children at Terrace Road will be encouraged to enjoy physical activity from the beginning of their journey through the school, through which it is hoped they will begin to develop a strong

sense of identity regarding their own self image, confidence and self esteem. Concepts of health, hygiene and safety and the importance of rest, sleep and exercise will also be introduced at this stage.

Key Stage 1 and 2
Key Stage 1 will be phased out by August 2011 as it is gradually replaced by the Foundation Phase.
At Key Stage 2 (and Key Stage 1 where applicable) learners will be given opportunities to build on skills they have started to acquire and develop during the Foundation Phase. Pupils will be provided with opportunities to continue to acquire, develop, practise, apply and refine these skills through group and individual tasks in a variety of contexts across the curriculum.

Implementation
Terrace Road Primary was built in 1888, and is situated in a built up area approximately 5-10 minutes walk from the bustling city centre of Swansea. It has two halls, which are used for gymnastic and dance activities, there are also two yards, which are used for games, however, these have a considerable gradient, which can cause problems. There are no playing fields at Terrace Road; the school makes use of nearby Rosehill Quarry, which affords opportunity for activities such as nature observations and orienteering. A short distance away is Penlan Leisure Centre, which is used by the school for swimming lessons.

Organisation
The curriculum in this subject area has been organised to ensure that children have access to all areas specified in the National Curriculum and go beyond its statutory requirements. This will give children at Terrace Road the opportunity to surpass the expectations as they progress through each stage. Flexibility in implementation is essential due to factors such as weather and needs of the school.

Teaching methods
At Terrace Road we believe that good teaching and learning in P.E. is a shared experience. It is the teacher who can make every learning opportunity worthwhile, valuable and safe. At Terrace Road this is usually undertaken through a range of teaching styles appropriate to the class and topic work. Some lessons may on occasions be taught along side a sports coach. A specialist-swimming teacher along with the class teacher always teaches swimming lessons.
In teaching P.E. teachers will encourage safety, challenge, fun, creativity and development in order to maximise possibilities for the children.

Assessment/Recording
Teachers will assess the children in their class by observation as a natural process in their teaching. The following guidelines will be used:

- Assessment should be part of normal teaching.
- Be aware of what you are looking for before you start. Have clear learning intentions.
- Give feedback to the children during and after the performance. (Positive reinforcement before corrective feedback)
- Teach the children how to assess using criteria. It is a very important skill when children have reached the stage where they can understand what is meant by assessment.
- Children should be encouraged to use self-assessment, and opportunities given to them, to observe, evaluate and communicate their own and other's performance.

Children with Special Needs
Children with special needs have an entitlement to a broad and balanced P.E. programme relevant to their needs. The best results we feel are achieved by matching the task and the resources to the needs of individual children. If the task is too easy the pupil will succeed with little satisfaction or skill development. If too hard the child will fail. Strategies that help us meet these needs include:

- Breaking down an activity into smaller achievable steps.
- Adapting and simplifying tasks so that success can be achieved.
- Presenting an activity slowly and clearly.
- Demonstrating or modelling an activity;
- Encouraging work with a sympathetic partner.

If a programme needs to be adapted then the teacher in charge will do this in consultation with the P.E. co-ordinator and the SENCO.

Differentiation
We at Terrace Road Primary School recognise that individual pupils in a class will vary in their stages of development and in their capacities to meet and respond to the challenges with which they are presented. We feel that it is important therefore that lessons are provided which cater for children of all abilities to increase their confidence and chances of achievement. This is a difficult task, best achieved by:

- Building on the past achievements of individual pupils.
- Planning to develop specific skills, knowledge and understanding;
- Encouraging participation of those with physical impairment or special needs.
- Providing opportunities for each child to be challenged and to experience success.

Role of the P.E. co-ordinator
The curriculum co-ordinator is expected to provide essential subject expertise, which will assist the school in preparing and reviewing policy documents, developing schemes of work, leading and supporting colleagues, and monitoring and evaluating the overall provisions. This is achieved at Terrace Road Primary School most effectively with a good relationship between the curriculum co-ordinator and the Head Teacher.
The role of the co-ordinator is as follows:

- Producing a flexible scheme of work, with lesson ideas to support its implementation.
- Supporting colleagues in all aspects of the curriculum.
- Maintaining and replacing equipment.
- Ensuring areas for lessons are safe.
- Assisting with recording keeping and assessment of the subject.
- Attending meetings and courses, which will inform future development of the subject and ensure other staff, are aware of courses themselves.
- Ensuring that pupils have the opportunities to become involved in extra-curricular activities to further develop their skills and talents.
- Ensure that standards remain high in each year group through monitoring the subject.

Health and Safety
It is the duty of all members of staff to ensure that activities related to physical education, on and off the school premises, are carried out with the safety of the children, being of paramount importance.
At Terrace Road it is our aim to teach Physical Education in a safe and secure learning environment, using the following guidelines:

- Teachers should be aware of the dangers involved when using various surfaces, for example slippery, mossy etc. Pupils should work across a sloping surface.
- All reasonable care should be taken to ensure the pupils' working area is free from any dangers.

- In the interests of health and safety the appropriate footwear and clothing should be worn. All jewellery must be removed.
- All members of staff should check equipment and apparatus at regular intervals. Any faults found should be reported immediately to the curriculum leader.
- Pupils should be taught how to carry and use the equipment correctly.
- A first aid kit should be readily available.
- Teachers should make themselves aware of any medical conditions that any children in their care may have.
- A high standard of discipline should be maintained at all times.

Discipline

Due to the active nature of P.E. and the ease at which accidents may occur, we at Terrace Road believe that a high standard of control and discipline are essential in such a potentially dangerous environment. It is the teacher's responsibility to ensure that the children are made aware of all rules and boundaries, which govern the lesson. Children who persistently break these rules will be asked to 'sit out' the lesson for a short period of time, until the teacher feels that the child is ready to take part again. Every child has an entitlement to P.E. and the teaching staff believe that children should not be denied this important part of the National Curriculum as a punishment.

Cross Curricular Links

Core skills across the curriculum will be developed through P.E.:

- Developing thinking – pupils will be given opportunities to engage in planning how to design and make progress in their performance, how to develop their ideas and strategies, and reflect on how they might further improve their own and others' performance.
- Developing communication - learners will be given opportunity to communicate through the selection and use of key words related to their activity to help them analyse and improve their own and others' work. They will be encouraged to ask questions and communicate their ideas using different forms depending on the audience and purpose of their activity. They will be encouraged to listen to others' contributions, identify possible problems, suggest alternative approaches, and help to develop group activity.
- Developing ICT skills - Pupils will be given the opportunity to 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.
- Developing number - Pupils will be able to develop their number skills by using mathematical information and data. The language of position and movement can be introduced (including co-ordinates and compass points), as well as data handling and measures in athletic and adventurous activities. Pupils will be given opportunities to use scale in plans and maps and measure and record performances, *e.g. time, distance and height*, and use the data to set targets and improve their performance.
- Geography-children can perform orienteering exercises in different environments: playground, school grounds, woodland areas, and seashore. Children can develop these skills during outdoor activities.
- Music/Art/English/Drama-performance of a dance.
- Science-the study of health education can be transferred over to PE with children monitoring the effects exercise has on their bodies and recording their own fitness levels.

Extra Curricular Activities
Terrace Road Primary School provides many extra curricular activities, which we feel reinforces the many skills being acquired through P.E lessons during the school day. Extra Curricular activities also develop many other aspects of P.E, like co-operation, teamwork, co-ordination, balance and sportsmanship. P.E. also has a direct effect on the personal and social development of children, they are more able to understand and cope with various outcomes, such as success and failure, they are also more aware of the effects and consequences of their actions on others and on the environment.

Curriculum Cymreig
The school has a strong Welsh ethos and opportunities are taken to make use of physical education as a medium through which an appreciation of this unique culture can be acquired, and a deepening understanding and sense of belonging in the local community strengthened. Physical education contributes to the Curriculum Cymreig by applying a child's 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. Outdoor and adventurous activities, initiative challenges and journeys promote a knowledge and understanding of the rich and varied environmental characteristics of Wales. Incidental Welsh as much as possible by staff and its use is encouraged by pupils throughout the school.