

# Physical Education Policy

## Battlefield Primary School

### RATIONALE

Physical Education plays an important and essential role in the education of all pupils. It encourages the exploration of values, fosters imagination and creativity, develops practical and perceptual skills and promotes intellectual and aesthetic development.

### INTRODUCTION

Our Physical Education policy endorses the 3-18 guidelines and uses as its focus the Health and Wellbeing experiences and outcomes. This policy also takes account of the attributes from A Curriculum for Excellence and the promotion of same. The policy seeks to ensure that through the school's Physical Education programme pupils are provided with coherent, integrated, positive experiences and structures which promote and protect their health.

### AIMS

Through a well-structured programme, children will be encouraged to develop positive attitudes towards physical well-being and an active life style. Through engaging in a wide range of physical activities, children will be provided with the foundation for the development of concepts and skills necessary for participation in physical activity.

The overall aim of the school shall be to implement a progressive programme for the individual's emotional, physical and intellectual development and to enhance social well being through engaging in a wide range of activities in Physical Education. See Appendix One for an exemplar of the typical range of activities offered during a session.

Therefore, through PE, Battlefield Primary will endeavour to enhance the learning and personal development of all pupils, and will provide a learning environment to support children to:

- *build and maintain confidence, resilience, self-awareness and self worth*
- *understand and maintain positive mental wellbeing through participation in a wide range of activities*
- *present opportunities for them to be physically active and teach them what they need to know to help them maintain a healthy lifestyle*

Throughout their learning the school will support them in preparing for significant changes in their lives by:

- *developing strategies which help them to meet challenges, manage change and build their resilience*
- *reflecting regularly on their strengths and skills to help them plan their next steps*
- *raising expectation levels, developing their potential and celebrating their achievements*

### DIFFERENTIATION

Physical Education is in a unique position to adopt a holistic approach to every pupil's development in that it contributes to the four elements of a Curriculum for Excellence. The nature of the teaching environment may change from gymnasium to swimming pool to playground to classroom, and the methodologies employed are appropriate not only to the pupil's development, but also to the type of environment for each lesson or activity.

In Battlefield a range of strategies are used to provide suitable learning opportunities:

- Varying the entry point to a task
- Varying the outcomes
- Varying the type of equipment used
- Varying the rules and type of activity
- Varying the time element

- Varying the teaching approach

### **HEALTH AND SAFETY**

Whilst endeavouring to meet the needs of all pupils, it is always necessary to keep safety in mind. This is especially the case during PE where children need to be made aware of potential hazards and of safe practice.

Advice on all aspects of safety is available in the book BALPE – “Safe Practice in Physical Education”. This publication is part of the Top Play/Top Sport resource. Risk Assessments are carried out before every external visit and children are constantly reminded of appropriate behaviour, whether it be in the gym or some outdoor venue, to ensure safety at all times.

Children are not allowed to wear jewellery during lessons as per Glasgow City Council instructions.

### **TIME ALLOCATION**

All children will receive a minimum of two one hour good quality PE lessons per week. There will also be opportunities to engage in further physical activities and sport through after school clubs, interval and lunchtime activities, and district/national sports bodies. Taken together it is hoped that the experiences and outcomes in PE, physical activity and sport will establish a pattern of daily physical activity which will lead to sustained physical activity in adult life.

## **PLANNING**

**A tentative Year Plan is drawn up before the start of each school year and this will accommodate both internal and external curricular opportunities as they occur during the session.**

A detailed term plan for each class will be produced before the commencement of each term. Weekly planning shows evidence that planning is being led by children’s responses. Evaluation occurs at the end of each term and includes reflection statements on general progress, resources and “next steps”.

### **CROSS CURRICULAR LINKS**

There are important links between PE (as part of Health and Wellbeing) and other curricular areas e.g. Expressive Arts – particularly Dance and the shared outcomes in evaluating and appreciating. During this year of engagement with ACfE, staff at Battlefield will aim to maximise opportunities to group experiences and outcomes together in different and imaginative ways which will enrich, consolidate and enhance progression in learning, ensuring sustained lifelong learning and impact.

### **ASSESSMENT**

A variety of informal formative assessment approaches will be used throughout the session and weekly planning will be evidence that learning informs teaching. Lesson outcomes are shared at the beginning of lessons and pupils are involved in generating success criteria. Specific Summative Assessment will be directly linked to skills being taught- each child being formally assessed at the end of each term/ unit of work. Parents will receive a formal note of progress and achievement in PE once a year as part of each child’s learning log.

### **RECORD KEEPING**

Records of children’s progress will be updated each term and where appropriate these will be utilised to compare and build on progress with previous performance. The use of video clips/ digital photos is useful in this process, as the nature of physical activity does not easily lend itself to reflective assessment

## **REPORTING**

The reporting process will provide information for the pupil, parents, class teacher and receiving teacher (or secondary school).

### **SUPPORT FOR PUPILS**

It is of paramount importance that children exhibiting problems with fine or gross motor skills, visual or auditory difficulties be identified as early as possible. Time is set aside to allow small groups to work on specific areas to help progress basic skills. Referral to external agencies, in consultation with parents, is made on behalf of the child experiencing greater difficulty, through the school doctor or psychologist.

### **QUALITY ASSURANCE**

Promoted staff have responsibility for monitoring the implementation of the policy throughout the school. Ensuring that resources for delivery of the curriculum are available, and organising staff development opportunities for teachers as part of their professional development allows for a well planned programme to be implemented. Encouraging collaborative working with specialist teachers/ external coaches in the primary school, will ensure teacher development is built in to the learning and teaching. Probationary teachers are encouraged to observe a variety of in house lessons and to proactively team teach in some.

### **POLICY REVIEW**

This will be an ongoing process to take account of new developments and resources.

**F McCann**

**August 2009**

### **APPENDIX ONE**

Activities offered to pupils during 2007- 2008

#### **IN -HOUSE**

- Scottish country dance, badminton, basketball, football, netball, athletics, gymnastics, fitness, volleyball, parachute games, movement matters, team games, cheerleading, skipping etc.

#### **USING OUTSIDE AGENCIES**

- Tennis P4; Active Schools
- Rugby P5 & 6; Cartha Queen's Park
- Hockey P7; Bellahouston School of Sport
- Swimming P4-7; Active Schools, Langside College, GCC
- Cricket P5&7; Langside College
- Street dance P4&6; Rangers F.C. & Celtic F.C.
- Taekwondo P4-7; local instructor
- Golf P1-3; Iain MacFarlane (Scottish Professional golfer)
- Gladiators P1-4; independent activity provider
- Football P7/6; Kevin Keegan's Soccer Circus
- Gaelic football P6; Langside College
- Yoga P1-7; local teacher
- Netball P4&5; Glasgow City Council