

Bell's Brae Primary School

PE Policy

March 2006

BELL'S BRAE PRIMARY SCHOOL PHYSICAL EDUCATION POLICY

P.E. is by nature an activity where pupils learn through first hand practical experiences.

'In Physical Education, it is within the context of engaging in physical activities that pupils develop creative responses, critical appreciation and interpersonal skills. They also experience and gain knowledge and understanding of the role of exercise in good health; and develop a positive attitude to an active lifestyle and a concern for physical well-being'

Expressive Arts 5-14 Guidelines p.55

The above quote helps to underline the important role that P.E. plays in the school curriculum. As one of the Expressive Arts, P.E. contributes to the total education and learning experiences of the pupils, as covered by the 5 – 14 rationale. During their school life, pupils experience a wide range of physical activities that offer a variety of experiences and responses.

Aims:

Physical Education in the primary school should provide all pupils with opportunities to:

- Engage in purposeful and enjoyable activity, both as an individual and as part of a team.
- Develop physical skills, knowledge and understanding of the concepts involved and be able to apply these to all aspects of core P.E.
- Develop self-awareness, confidence and co-operative relationships with others and the ability to meet challenges presented in a variety of physical settings.
- Develop life-long positive attitudes to health and fitness, encouraging involvement in sport as a rewarding way in which to spend leisure time.
- Develop critical appreciation of their own performances and those of others.
- Meet challenges in a variety of physical settings
- Set up and use equipment appropriate to the chosen activity.
- To be aware of the need to dress suitably for reasons of health, comfort and safety for participation in physical activities.

Current Situation:

Bell's Brae has 14 mainstream classes, with two classes at each stage from Pr. 1 to Pr. 7.

All classes are taught by a P.E. Specialist each week.

Primary 1 and 2 have one 40 minute lesson with the P.E. specialist and one 40 minute lesson with their own class teacher.

Primaries 3 to 7 have two 55 minute lessons with the P.E. specialist.

Course Delivery and Facilities:

The class sizes range from 18 pupils to 28 pupils (approx.)

The school has - 1 gym (badminton court size)

- a General Purpose Room
- 2 open tarmac playground areas
- 2 Adventure Trail Playgrounds
- easy access to Gilbertson Park (a nearby public park with ample grassy areas)
- access to Clickimin Leisure Complex - athletic track, football and hockey pitches, indoor games hall, squash courts, indoor bowls hall and 25 metre swimming pool.
- A wide range of equipment covering sports, games, athletics and gymnastics.

Differentiation:

Lessons are planned to allow for differentiation and incorporates the following:

1. Different grouping of pupils to allow them to work at their own level and also work alongside others of different ability levels.
2. Teacher input to lessons, assisting pupils needing extra help, and those progressing well and needing more demanding practices.
3. Different types of equipment and resources used to help different levels of ability to develop.
4. Pupils given different roles (especially in games situations) and responsibilities according to ability and experience.
5. Pupils are given different allocations of time and pace to work on various activities.
6. Teacher's awareness of time and space, allocating more space to one group over another, or keeping particular groups for longer periods of time, on their own.
7. On occasions, older pupils help younger pupils with simple skills, furthering their own abilities of observation, describing and co-operation.
8. A flexible approach to each lesson, with the teacher being constantly aware of the range of abilities and changing needs of the composite group.

CLASS ACTIVITIES

Primary 1 & 2

Body and Spatial Awareness – use of colour
Ball Skills – feet/eye co-ordination
Ball Skills – hand/eye co-ordination
Introduction to Aiming
Gymnastics – jumping, rolling, body shape, basic balance, travelling, and pathways.
Fit Kids
Creative Dance
Bat and Ball Skills – racket sports
Bat and Ball Skills – cricket/rounders.
Bat and Ball Skills – hockey introduction.
Creative Games
Hop, Skip, Jump and Run – intro. to Athletics.
Traditional and Social Dance
Summer Games – rounders playground games.
Bat and Ball Skills – hockey introduction.

Primary 3 & 4

Ball Games – throwing and catching
Ball Games – football skills
Target Games
Gymnastics – flight, balance, inversion, swinging, climbing, rotation.
Let's Get Fit!
Creative Dance
Short Tennis
Introduction to Badminton
Cricket, Rounders
Games Making – using small and large apparatus
Athletics – field, track and indoor activities.
Traditional and Social Dance
Mini – Netball
Skipping
Swimming

Primary 5,6 & 7

Football
Mini – Hockey
Netball
Mini – Basketball
Fitness
Gymnastics
Creative Dance
Short Tennis

Badminton
Cricket
Athletics
Traditional and Social Dance
Swimming

Activities are mostly taught over a six week block. Swimming lessons last for approximately 10 weeks, with Primary 3 – 7 all having 35 minute lessons in the water.

EQUAL OPPORTUNITIES

All pupils are given equal access to P.E. irrespective of race, creed, gender and level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of P.E.

EVALUATION and ASSESSMENT

The assessment of P.E. is a professional responsibility for all teachers, and allows the teacher to identify what progress has been made and what has been learnt by pupils. This enables adequate and specific planning for individual pupils and groups of pupils. Assessment should take place throughout each block of work and where possible should include 'the consideration of the quality of the pupil's work against criteria..... understood by everyone involved and as objective as possible' This assessment will also help the teacher to compile the end of year School Report that goes home to parents.

Expressive Arts 5-14 Guidelines p.76

ASSESSMENT

Since regular assessment of pupils work across a range of the school curriculum is "an essential (and) professional responsibility for all teachers", it is also an integral part of the P.E. programme. Assessment procedures strive to follow the 5 main elements laid out in the 5 – 14 Report. The following is an outline of the process involved.

PLANNING: This involves the long term planning involved in the P.E. course. This process is ongoing and needs to be constantly changed and updated. The whole course is broken down into blocks of work with clear aims relating to the learning outcomes and strands for each block. It also has Target Outcomes against which progress is measured and related. At the start of each block a Forward Plan, outlining the work to be covered, is completed for each class. This plan is also referred to at the evaluation stage.

TEACHING: This involves the selection of different tasks to help achieve the various aims. The presentation of the tasks depends upon the teaching style used and the learning experience to be imparted to the pupils. Feedback during the teaching process plays an important role in the overall assessment process. This can be done by means of self or peer assessment as well as teacher set assessments.

RECORDING: For the purposes of recording, an assessment is made at the end of every block of work. It is then possible to build an overall picture of the pupil's progress in each of the attainment outcomes with a view to informing pupils and parents of their progress. Not all outcomes and targets are assessed each block, only those most appropriate to the activity. As well as pupil's progress, the effectiveness of the teaching strategies are also noted and space is left on the Forward Plans to record these procedures.

REPORTING: This is planned by the school and takes the form of an Expressive Arts (P.E.) sheet in the pupil's report, and is given out to the parents once a year. The information for this report is taken from each block assessment, to form an overview of the pupil's progress. This information can be passed to the pupils on a more regular basis, informing them of where they are and what they should be aiming to achieve.

EVALUATING: An ongoing evaluation is kept for each block of work. This takes into account the effectiveness of the teaching plan; the learning experiences planned for; the suitability of tasks in achieving the aims; additional work covered and any future plans. This can then be filed and used for future planning.