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| **Physical Education Policy** |
| **Aims**  Physical Education develops the children’s knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical Education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.  **The aims of PE are:**   * to enable children to develop and explore physical skills with increasing control and co-ordination * to encourage children to work and play with others in a range of group situations * to increase children’s ability to use what they have learnt to improve the quality and control of their performance * to teach children to recognise and describe how their bodies feel during exercise * to develop the children’s enjoyment of physical activity through creativity and imagination * to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success * to develop life skills such as; resilience, communication, teamwork and responsibility * encourage a healthy mind-set towards healthy competition |
| **Subject Organisation**  We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children’s knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.  The Foundation Stage  We encourage the physical development of our children in EYFS as an integral part of their work. We relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.  Teachers will seek to take advantage of opportunities to make cross curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through PE lessons to other areas of the curriculum.  **Assessment and Target Setting**  Work will be assessed in line with the assessment policy and the national curriculum skills ladders.  Teachers assess children using PEDPASS at the beginning and the end of a unit of work. PEDPASS assessments are then transferred to subsequent teachers to identify areas of strength and development within the class. Assessments are ongoing throughout PE lessons using formative judgements to inform future planning. |
| **Differentiation** |
| We aim to provide for all pupils so that they achieve as highly as they can in PE according to their individual abilities. We will identify which groups or individual pupils need specific suport and take steps to improve their attainment. More able pupils will be identified and suitable learning challenges provided.  We enable pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school, for example, a sports event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils. All pupils are provided with equal access to the PE curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. |
| **Health and Safety**  The health and safety of our pupils is paramount therefore it is important that all pupils remove all jewellery and wear the correct clothing to be able to engage safely in all activities (see school uniform list).  Children are taught to use and carry equipment safely through planned lessons.  **Monitoring and Review** |
| The subject leader is responsible for improving the standards of teaching and learning in PE through monitoring and evaluating: -   * Pupil progress * PEDPASS * Provision including intervention groups * Quality of the learning environment * Deployment of support staff * Taking the lead in policy development * Auditing and supporting colleagues in CPD * Purchasing and organising resources * Awareness of current developments/up to date knowledge * Progressive lessons * Review current practice utilising School Games Mark |

**Conclusion**

This policy is in line with other school policies and should be read alongside other relevant policies