



# LENT RISE SCHOOL

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## PHYSICAL EDUCATION POLICY

Responsibility: Mrs Emma Johnson  
PE Coordinator

Approved by:

Mrs Maggie Young  
Chair of Governors

Mrs Jill Watson, Headteacher

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Reviewed by Coordinator September 2016



## **Introduction**

This policy has been written in accordance with the requirements of the National Curriculum. It provides a statement and a reference for the Physical Education that is taught throughout the school. It has been compiled by the subject co-ordinator with the assistance of all the members of the teaching staff.

The Policy has been endorsed by the school's Governing Body, and it will be reviewed as necessary.

## **The Nature of Physical Education and its Contribution to the Whole Curriculum**

Physical Education is a process which can educate young people in and through the planned use of the body's natural ability to move. Building on the innate desire that children have to play, they should experiment, refine and practice abilities and skills which can be used in purposeful planned activities.

Physical Education, along with other areas of the curriculum, fosters positive attitudes towards a healthy lifestyle. It provides the means by which young people can:

- improve and develop their fitness and flexibility;
- find satisfaction in energetic activity;
- develop the individual desire to improve and succeed;
- co-operate with other people in agreed forms of competition.

Physical Education provides the opportunity to appreciate the abilities of others and to rationalise success and failure. It provides a vehicle for building self esteem.

## **Aims**

At Lent Rise School we aim to:

- foster the enjoyment of physical activity
- promote the physical activity and development, and improve natural abilities
- promote a healthy lifestyle, encouraging pupils to take regular exercise and be aware of personal hygiene
- develop personal and inter-personal skills in a practical manner where discipline, safety and consideration for others build self esteem through growing physical competence and to cope with success and failure in co-operative and competitive activities
- develop aesthetic and creative understanding in movement
- ensure that the pupils experience the appropriate Programme of Study within the National Curriculum

## **Every Child Matters**

### **Be Healthy:**

Teaching children about a healthy active lifestyle is an integral part of the physical education curriculum. Children learn about the benefits of exercise to their long term health and begin to take responsibility for warming up and cooling down. They learn to recognise the changes in their body as they exercise at different intensities.

### **Stay Safe:**

Children are taught to use the apparatus and equipment safely in school. Through the school they develop an understanding of the importance of warming up and cooling down to avoid injury.

### **Enjoy and Achieve:**

Physical education is planned in accordance with the needs of individual children and is differentiated to ensure that all children enjoy P.E. and achieve their full potential. We are actively involved in the school sports partnership and children benefit from the opportunity to compete against other schools and the expertise of specialist coaches. Events such as dance days and sports days allow all children the opportunity to try different sports and experience and enjoy an element of competition.

### **Make a Positive Contribution:**

Involvement in the School Sports Partnership provides children with an opportunity to represent the school and compete against other schools. Year 3 and 6 have the opportunity to visit local secondary schools to participate in sports days with other local primary schools. In school, Year 6 children have responsibility for organising and tidying the PE cupboard and playground leaders in all year groups receive training to enable them to lead games in the playground.

### **Achieve Economic Wellbeing:**

Through participating in physical education, children acquire valuable teamwork skills which benefit them now and will be important in later life.

## **National Curriculum Requirements for Physical Education:**

### **Key Stage One - Two**

Pupils at Lent Rise School are taught according to the Programme of Study of the revised National Curriculum for Physical Education.

Physical Education should involve pupils in the continuous process of planning, performing and evaluating. Connections should be made between developing, selecting and applying skills, tactics and compositional ideas, and fitness and health.

### **Programmes of Study**

#### **Key Stage One**

The National Curriculum states “A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.”

Its aims are:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

#### **Key Stage One**

The National curriculum states children should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

#### **Time allocation for Key Stage One**

Each class has one hall period per week, of at least 35 minutes, and a 45 minute session for outdoor PE to use the playground or field. Neither of these times include changing times.

The time allocated for Physical Education in Key Stage One enables all the three areas of activity to be taught throughout the year in each year group.

At Lent Rise School swimming is not taught in Key Stage One.

## **Key Stage Two**

The National Curriculum states “Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.”

They should do this through:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounder’s and tennis), and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

## **Time Allocation for Key Stage Two**

Each class has one hall period per week, of at least 35 minutes, besides a 45 minute time allocation for use of the playground or field. Neither of these times include changing times.

At Lent Rise School the Physical Education curriculum has been organised so that in Key Stage Two there is an emphasis on the three areas of Games, Gymnastics and Dance.

The Programme will develop further the work begun in KS1 with a greater emphasis on working in pairs, groups and small teams. Self evaluation and the appreciation of the abilities of others should develop. Competition will play a part in this process and will give the opportunity for the development of sportsmanship.

By the end of KS2 all pupils should have covered the programme of study in swimming and gained the end of key stage assessment for swimming. In the half term when swimming is taught no PE other than Games is taught. Time allocated to swimming is carefully calculated to incorporate time taken to travel to and from the pool.

## **Swimming**

The National Curriculum states:

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)
- perform safe self-rescue in different water-based situations

Lent Rise School offers swimming in Key Stage 2 for pupils in years 3, 4 and 5.

Please see “Swimming Policy” for further information.

## **The Teacher’s Role in Implementing the National Curriculum for Physical Education**

### **Planning**

To achieve structured progression in physical education all teachers must plan and record what they teach. In all activities appropriate tasks must be set - play alone is not enough. Learning objectives should be set, and children should be able to discuss what they have learnt at the end of the lesson. We must be aware that whenever possible or appropriate activities are suited to all children’s level of ability.

### **Performing**

The main part of the lesson will be involved with children performing and developing co-ordination, self-control, co-operation, adaptability and confidence.

## Evaluation

Throughout the lesson children should be taught to observe the movement of others, make comparisons and appreciate the differences in performance.

In developing a lesson the following points should be considered:

Tasks should be set clearly:

- Observe what the children are doing;
- Are they answering the task?
- Is there variety?
- Is there quality?

Develop the task:

- Recognise individual achievement or effort;
- Praise thoughtful responses:
- Praise the bold and the shy child;
- Show examples of thoughtful/good/improved work by:
- Being selective, telling the children what to look for and
- Asking for comments/responses;
- Older children can observe and coach in pairs. (Mainly KS2)

Conclude the lesson:

- Ask the class to summarise and define what they learned;
- Use this as a starting point for the next lesson;
- Decide whether to consolidate or move on next time

## Teaching and Learning Strategies

At Lent Rise School, a variety of teaching and learning strategies are used to foster independent learning.

Aspects of safety and the experience and maturity of the pupils will require consideration when selecting these strategies and will be taken into account in the schemes of work and lesson plans.

Teacher directed      the children are expected to follow the teacher instructions (the teacher assesses and gives feedback)

Step by step            the children are led sequentially through the work (the teacher assesses and gives feedback)

Open ended            the teacher sets an open ended task and the children respond with

(Differentiated        their ideas (the teacher assesses and gives feedback)  
outcome)

Practice                children practise skills or movements (the teacher assesses and gives feedback to individuals/pairs/small groups)

Co-operative	children work in pairs taking turns to observe each other (they should be told what to look for and assess and give feedback to each other)
Self-check	children check and improve their own performance against set criteria (self-assessment)
Differentiated	different challenges are set for different abilities. In mixed ability groups children will decide their own task. In ability groups the teacher will suit the task to the group.

The teacher's use of voice is crucial in creating atmosphere, encouraging enthusiasm, giving clear explanations and establishing control. Other methods of imparting information should also be developed, particularly work cards with words, diagrams, pictures or photographs. These may be used for showing apparatus set-ups, skills to be practised, sequences to be performed or rules for simple games.

### **Planning for Continuity and Progression**

The curriculum co-ordinator has introduced the new QCA schemes for PE, using the Brian Coates schemes of work to make up the curriculum where necessary in years 1 - 3. The teacher in charge of Reception has looked at the QCA Schemes for year 1 and the previously used Brian Coates Schemes to incorporate them to meet the Early Learning goals and has re-written them to meet all objectives.

These detail:

1. The areas of the physical education curriculum that should be taught in each year group.
2. The themes/activities within each area that should be taught.

Teachers in each year group use these schemes to plan in more detail for physical education.

The QCA Schemes offer cross-curricular links, what the children should already have learnt and Extension and Enrichment ideas.

A copy is kept by the teachers in that year, and forms part of their planning (Red Folder).

Copies of the whole schools' schemes of work for physical education can be found in the staff room (green folder) or with the physical education co-ordinator (black folder).

Information is put on the school's computer system on the shared drive for staff use.

The PE Co-ordinator also holds a series of TOPS gymnastics cards, TOP play cards. Start to Move and Top Athletics which can be integrated into the Schemes as appropriate.

Teachers also produce a weekly plan which includes details of the physical education work to be carried out that week and evaluation of the previous weeks' work. This also shows differentiated tasks if appropriate.

This means that work can be followed up or continued as appropriate each week, and enables teachers to ensure continuity and progression.

Appendix A shows an overview of PE taught in each year group.

### **Links across the Curriculum**

There are links with other subjects, such as Music, English, Geography, Science, and Maths.

- |                     |   |
|---------------------|---|
| e.g. Music          | - listening and appraising in dance   |
| English             | - interpretation of poems in dance  |
| Geography           | - use of compass bearings in outdoor and adventurous activities             |
| Science             | - the effects of exercise on the body                                       |
| Maths/IT Athletics. | - using databases to record class-personal measurements, e.g. in Athletics. |
| PSHE                | - co-operating, being fair and honest, agreeing rules                       |

These are just a few examples and are planned into schemes of work.

A table showing all the cross curricular links is shown in Appendix B.

### **Inclusion**

Teachers plan their PE lessons in accordance with the needs of all children in their class. They adapted their planning year on year to meet differencing needs and make provision for SEN, more able and gifted and talented children.

### **Special Educational Needs**

Through differentiation of task and outcome, pupils with SEN are able to work at their own level. STEP differentiation is used to enable them to make progress at their own pace. Teaching assistant support can be made available if required.

### More Able Pupils

Pupils identified as more able are set open-ended tasks and enquiries which enable them to tackle develop more complex skills. Opportunities to participate in school teams provide a challenge for more able pupils. Their skills and abilities can be further developed by visiting coaches through the school sports partnership. More able children are given many leadership opportunities throughout the school year through clubs and competitions.

### Gifted and Talented children

**Physical ability:** Children may perform exceptionally well in one activity or to a good standard in many, showing control, fluency, spatial awareness and high levels of balance and coordination.

**Social ability:** Children may naturally take the role of group leader in team activities and make decisions based on collaboration and team work.

**Personal ability:** Children may show motivation, commitment, focus and ability to work independently. They evaluate their own work effectively and handle feedback constructively, using it to improve their own performance.

**Cognitive ability:** Children can transfer skills effectively across a range of activities, identifying strengths and weaknesses and offering suggestions for improvement. They use appropriate analytical vocabulary when describing performance.

**Creative ability:** Children perform skills in a creative, inventive and innovative way. They respond to stimuli in new ways and offer a range of viable solutions to a problem.

### Providing opportunities for gifted and talented children to achieve their full potential:

- Challenge child/ children to reach a predetermined target using trial, error and evaluation to reach it, rather than through specific coaching from the teacher.
- Use STEP differentiation to restrict or change the **S**pace, **T**ask, **E**quipment and **P**eople for your G and T child/ children when they are completing a task.
- Encourage child to select skills and equipment to complete a given task with less direction than you would give the rest of the class.
- Encourage child to make cognitive links between skills and concepts acquired in other sports.
- Provide opportunities for children to use higher order language skills. They could evaluate, contrast, explain, assess and predict when thinking about own performance or when providing constructive feedback to others.
- Ask challenging questions e.g. what would happen if we added this rule..? How would you alter your tactics if...
- Don't just play to the child's strengths. Look at their weakness and how they could be improved. e.g. Do pupils transfer skills between different sports? Can they use technical and analytical vocabulary? Can they set their own goals and challenges? Are there any

specific skills that they need to develop? Does their interpersonal ability (working with others, accepting success and failure) hold them back?

### Assessment in Physical Education

Assessment will need to take account of the four elements of the attainment target:

#### ACQUIRING AND DEVELOPING SKILLS

#### SELECTING AND APPLYING SKILLS, TACTICS AND COMPOSITIONAL IDEAS

#### EVALUATING AND IMPROVING PERFORMANCE

#### KNOWLEDGE AND UNDERSTANDING OF FITNESS AND HEALTH

They are essential in the learning process of any physical activity.

Within these elements teachers will also be able to make judgements about individual personal qualities and characteristics which are significant in the development of children e.g. the ability to apply moral judgement, the ability to work co-operatively; the ability to persevere.

In making assessments teachers will not be able wholly to rely on criteria which are objective. Three methods can be used to gather different types of information:

**Assessing** This is likely to be main way in which teachers gather knowledge about the ability to plan an activity or compose a sequence, to evaluate a strategy or series of movements or to judge whether safe principles are being applied.

**Testing/  
measuring** This can be used occasionally to verify certain aspects like physical fitness, skill acquisition, knowledge, times and distances. It is often time consuming but offers norm referenced information.

**Recognise** This can identify important personal attributes such as courage, enthusiasm, confidence and perseverance.

Day to day observations in the P.E. lesson will tell teachers much about pupils' achievements and capabilities.

Some of these assessments will need to be recorded to enable teachers to report on a pupil's achievement at the end of the Key Stage.

Appendix C provides more detailed information about Lent Rise's way of assessing pupils in Physical Education and Appendix D shows an example of the schools procedure for assessing PE at Key Stages 1 and 2.

### **Moderation**

With the new levels in the National Curriculum, work can be moderated between year groups and Key Stages. Examples of this may be found in the green PE folder in the staffroom and in the green PE evidence folder in each year group. Other samples of work may also be included.

These pieces of work may take the form of:-

- Photographs
- Self evaluation of work done in P.E.
- A plan of a game made up by a child including diagrams, rules, list of equipment etc.
- Written observations of other children's work
- Swimming lesson plans and recording sheets.
- Written work showing knowledge and understanding of fitness and health, if wet weather stops outdoor PE.

### **Recording and Reporting**

Class assessment sheets.

Annual written report to parents.

Twice yearly teacher-parent consultation.

### **Resources**

Physical Education equipment is kept in a large cupboard in the cupboard in the main hall and is monitored by the P E Co-ordinator

Gymnastic apparatus is kept around the edges of the hall.

Key Stage One Games Equipment is kept in an outdoor store, so that it is readily accessible to K.S.1 children when required for games.

It is the responsibility of the Physical Education co-ordinator alongside all teaching staff to ensure the P.E. cupboard is kept tidy.

Teacher resources to assist in the teaching of all aspects of physical education are kept in the staff room.

## **Safety**

The school has a clear policy on safety.

The P.E. equipment/apparatus is regularly checked by the P.E. co-ordinator.

The equipment is also serviced and checked annually by an approved contractor.

Appendix E contains important safety issues that should be considered when teaching gymnastics on large apparatus and personal safety issues involving pupils.

## **Clothing**

All pupils must change into appropriate P.E. clothing i.e. shorts and tee-shirt. Trainers/plimsolls are necessary for outdoor work, but should not be worn in the hall except in the case of foot infection where it is not possible to cover the infection with a plaster. A note should be written informing teaching staff by the parent/guardian. Tracksuits are permitted to be worn outside during the cold weather.

Teachers should also set an example to pupils by changing into appropriate PE clothing themselves.

## **Staffing**

Each class teacher is responsible for the teaching of physical education.

Occasionally there may be a 'curriculum swap' whereby two members of staff take a different class to share their expertise with other children.

## **Extra Curricular Activities**

The school has an outdoor gym that can be used by all pupils before and after school.

Teams and clubs offer a further incentive and purpose to the physical education curriculum. In turn they raise the levels of ability in individuals and, through example, in lessons.

Teams and clubs add to the ethos and reputation of the school.

At Lent Rise a variety of extra-curricular activities are offered to the pupils. All pupils, not just the able, are encouraged to attend.

The school has excellent connections with external sports clubs through the links with the Burnham Upper School SScO Partnership.

### **Mixed Competitive Sport**

Various schools' sport governing bodies are prescriptive on this, and where competitions are being organised by those bodies then the school should comply with their requirements.

### **Community Links**

Links with the community are important to teaching and learning in physical education. Many of these links are provided through the school sports partnership. Participation allows us to share ideas and expertise with local primary and secondary schools. It also provides our children with the opportunity to take part in non competitive and competitive events with other schools. This includes the Year 3 and 6 games, local football leagues and the Bucks Youth Games. In addition, the partnership provides the school with equipment, funding and specialist coaches. Parental involvement in physical education is encouraged and they are invited to watch events such as sports day and sports matches. We maintain links with past pupils and many enjoy coming back to the school when they are doing sports leader courses to help with clubs and in PE lessons.

### **The Role of Physical Education Co-ordinator**

It is the co-ordinators role to:-

- Provide guidance and support to staff. This is possible through non-contact time given to the co-ordinator for this purpose.
- Organise and manage resources, ensuring safety of and safe use of all equipment.
- Ensure that all aspects of this policy are put into practice.
- Revise the policy as necessary.

### **Out of School Activities**

This policy applies to school run out of school clubs.

### **Appendices**

Appendix A - PE Overview

Appendix B - Cross Curricular Links

Appendix C - Pupil Assessment

Appendix D - PE Assessment

Appendix E - Safety Issues

Appendix A

PE Overview

YEAR	AUTUMN TERM	SPRING TERM	SUMMER TERM
EY	Gymnastics - The body/travelling Games - Throwing & catching Dance - Nursery rhymes	Gymnastics - Travelling using small body parts Games - Ball skills & small games Dance - The Planets	Gymnastics - Working with apparatus Games - Equipment skills Dance - Animal stimulus
1	Gymnastics- Balancing Games activities - Sending, kicking and receiving a ball. Dance - Autumn	Dance - Light and Dark Gym - Transference of body weight, rocking and rolling Games - Creating games in pairs	Dance - Plants and animals Gym - Transference of body weight, flight Games - Ball skills, game form
2	<u>Gymnastics activities - Unit 2</u> Games activities - Unit 2	Dance activities - Unit 2 Games - Hitting & striking, travelling activities	Gymnastics - Travelling/levels Games - Creating games, receiving skills Dance - Story character
3	Gymnastics activities - Unit 3 Invasion games - Unit 1	Dance activities - Unit 3 Outdoor & adventurous activities - Unit 1	Striking and fielding games - Unit 1 Athletic activities - Unit 1 Dance - festivals Gymnastics - Travelling
4	Gymnastics activities - Unit 4 Invasion games - Unit 2	Dance activities - Unit 4 Outdoor and adventurous activities - Unit 2	Athletic activities - Unit 2 Swimming activities and water safety - Unit 2 Revise and review Gymnastics and dance units.
5	Gymnastics activities - Unit 5 Invasion games - Unit 3	Swimming and water safety - Unit 2 Net/Wall games - Unit 2 Outdoor & Adventurous activities - Unit 3 <u>Dance activities - Unit 5</u>	Dance activities - Unit 5 Striking and fielding games - Unit 2 Athletic activities - Unit 3 Revise and review dance and gymnastics units
6	Gymnastics activities - Unit 6 Invasion games - Unit 4 Swimming activities and water safety - Unit 2	Gymnastics activities - Link unit Games activities - Link unit Dance activities - Unit 6	Outdoor and adventurous activities - Unit 3 Dance activities - Unit 6 & Link unit Athletic activities - Unit 3

Appendix B

Cross Curricular Links

	ENGLISH	MATHS	SCIENCE	ART	DT
EY	Responses, speaking and listening, following commands	Counting, shape & space	Mini beasts, animals, the body, breathing	Creative expressions	costumes
1	Learning new vocabulary and describing and talking about what they do.	Developing spatial awareness, counting skills when scoring, leaning about shape and space. Repeating patterns and sequencing	Naming body parts, understanding the body's needs, exploring forces and nature		
2	Extending descriptive and expressive vocabulary, describing different dances and movements would allow children to use synonyms and alternative vocals to convey meaning.	Exploring shape and space, describing patterns and shapes, learning to count when scoring & learning about space & shape.		Looking at how colour expresses moods and feelings	
3	Developing vocabulary, discussing stimuli and performances.	Developing awareness of distance, estimating and time, reinforcing number work, counting and sequencing, introducing measuring skills. Developing skills in scoring and timing.	Developing a simple definition for exercise, understanding that exercise changes body condition and is good for the body. Developing awareness of pulse and breathing rates, awareness of body parts, studying skeletons and muscles.	Considering spatial perspective.	
4	Evaluating, explaining and describing swimming activities, using technical language, supporting work on verbs and adverbs, reviewing and evaluating work, role play, creating characters through dance motifs, writing and drawing to explain rules of games.	Estimating distance and time, recording data.	Investigating space and shape Investigating propulsion with arms and legs, exploring forces, investigating heart rate & breathing.	Investigating photography, painting techniques, colour and how different artists have used dramatic subjects.	
5	Evaluating, explaining and describing swimming activities, speaking and listening - extending the range and quality of vocabulary. Using narrative and performance skills, explaining rules.	Scoring and timing, visualising and describing shapes and movements.	Investigating propulsion with arms and legs, exploring forces. Investigating how the body works, understanding, how the body changes during exercise, investigating materials and their properties, the benefits of exercise & good nutrition, awareness of pulse and heart rate		
6	Evaluating, explaining and describing swimming activities, speaking and listening, extending the range and quality of vocabulary, Discussing actions with others and deciding what to do, discussing and planning together.	Estimating distance, collecting & storing information, keeping scores, using averages and interpreting other data.	Investigating propulsion with arms and legs, exploring forces. Investigating how the body works, the benefits of exercise & good nutrition, understanding the body in action, investigating balanced & unbalanced forces, investigating warm up activities and understanding how their bodies react.	Researching and designing costumes, designing sets costumes, lighting and programmes. Watching the position and movement of the body, using space and shape.	Researching and designing costumes, looking at how structures can fail when loaded, techniques for reinforcing and strengthening structures.

	RE	GEOGRAPHY	HISTORY	MUSIC	ICT	PSHE
EY	Working with others	Space, travel, school, locations, planets	Transport, nursery rhymes	Nursery rhymes, planets, animal carnival	Use of Tape recorder, video camera, use of digital camera	Building self-esteem, working with others, obeying rules and health and safety.
1				Developing awareness of rhythm		Developing children's awareness of others, learning about the need for rules
2		Understanding directions and 'mapping' sequences.				Looking at how the body works and how it feels after exercise. Learning about the need for rules.
3		Investigating scale and the early use of maps.				Developing self-esteem & self-confidence by setting and achieving simple challenges, establishing relationships with others through activities, beginning to understand that everyone is different. Listen to others & giving & receiving feedback.
4		Using mapping, scale and symbols.		Composing sound effects to show different characters or moods.	Creating animated stories	Finding out why swimming is good for your health, developing self-concept by meeting challenges, developing interpersonal relationships.
5			Historical origins of dance especially the Greeks.	Learning about the different styles of world music.	Storing and retrieving information, setting targets, designing stage sets	Finding out why swimming is good for your health, developing relationships based on trust & honest, coping with stress and failure, working as a team, listening to others. Awareness of relaxation and stress management through dance, playing independently, negotiating, co-operating & agreeing rules, changes, growing and developing bodies.
6	Exploring values and attitudes for example developing a positive attitude towards life, understanding the importance of having a set of values.	Using mapping and scale and symbols, learning about different places and customs.	Looking at how people used to live & how & why dance crazes spread. Learning about different people and customs	Investigating the form and structure of popular music. Appreciating rhythm, tempo and phrasing in world music.	Storing and retrieving information, setting targets, using music and lighting boards.	Finding out why swimming is good for your health, developing relationships based on trust & honest, coping with stress and failure, working as a team, developing fair play, using and a Adapting rules.

## Appendix C Assessment

At Lent Rise School we have devised our own assessment sheets for PE , based on the learning outcomes as set out in the QCA schemes of work. For each QCA scheme there is a class assessment sheet where teachers tick each learning outcome if achieved for each pupil, cross it if they haven't achieved it and put a cross if they have exceeded it.

At the top of each assessment sheet it gives the level/s that scheme aims to cover so at a quick glance it is clear which level a child is performing in a particular area. A separate assessment sheet is used in Reception based on outcomes from their own schemes of work. This form of assessment is consistent through the whole school and in every curriculum area. This enables all teachers to ascertain exactly which level their class pupils are working at in every subject. For PE this assessment procedure is completed at the end of each scheme of work.

All assessment information is kept in year group PE evidence folders and is regularly monitored by both the assessment co-ordinator and subject co-ordinators, to ensure continuity and progression is being provided by all teachers.

Assessment is also completed through case studies of children of various abilities. These case studies are completed by the P.E. coordinator on a termly basis.



## Appendix E

### SAFETY

#### Personal Safety for Pupils

As mentioned in the main body of the policy children must wear suitable clothing: - shorts, tee-shirts and track-suits for outdoor games in the winter. For dance and gymnastic activities clothing must be close fitting, baggy tee-shirts and shorts can be dangerous when children are taking part in partner work and moving about on the apparatus. Children should not do PE in the clothes they wear for the rest of the school day.

For all indoor activities children should be working in bare feet. Socks can be very dangerous.

Children with foot infections must have these suitably covered but there are dangers when one child wears plimsoles and the others are in bare feet.

Long hair must be tied up, jewellery and anything else that may be of danger to themselves or others must be tied up or removed for the lesson. If earrings cannot be removed then they can be covered but this can still be a danger to the child if they are accidentally knocked during a physical activity. Earrings can pierce the covering and cut into the child's head.

#### Safety of Hall and apparatus

The floor of the school is regularly cleaned but all teachers must ensure it is clean and not slippery prior to a PE lesson. They need to make sure there are no dangerous objects around the outside of the hall that children can bang into - for example the piano sticking out at an angle, it should be flat against a wall.

All our apparatus is checked once a year by an approved firm. Teachers need to make sure they are only using the equipment that is of an appropriate size and design for their particular year group for example - the wall bars are not suitable for Early Years children as their hands are not big enough to grip the bars.

It is part of the National Curriculum that children should be able to put apparatus out. Teachers need to allow time to show children the correct way to move apparatus safely especially the large wall hinged apparatus. A sufficient number of children should carry each piece of equipment or be used to get out wall hinged equipment safely. Children should be taught to bend their knees and not their backs when lifting apparatus. Children should always look in the direction they are going in. The actual apparatus and floor may be damaged if apparatus is dragged. Children should lift and lower apparatus in a controlled manner being careful not to trap feet and hands under the apparatus. All apparatus should be checked by the teacher to make sure it is properly set up and that all areas are sufficiently matted.

The apparatus that children might jump from should not be too close to walls or other obstructions.

All staff in the school are trained in Emergency First Aid but at Lent Rise we follow these guidelines if a serious accident happens.

Teachers should:

1. Stop the rest of the class

2. Not move the child if there is a chance of serious injury
3. Send a sensible child for assistance from another member of staff (Headteacher, caretaker, secretary, classroom assistant)
4. Record and report the accident
5. Contact parents and seek hospital treatment if applicable.

All advice and guidance outlined in this Appendix is for everyone at Lent Rise School to take on board and apply to the already high standards of safety in Physical Education being shown.