



Physical Education Policy

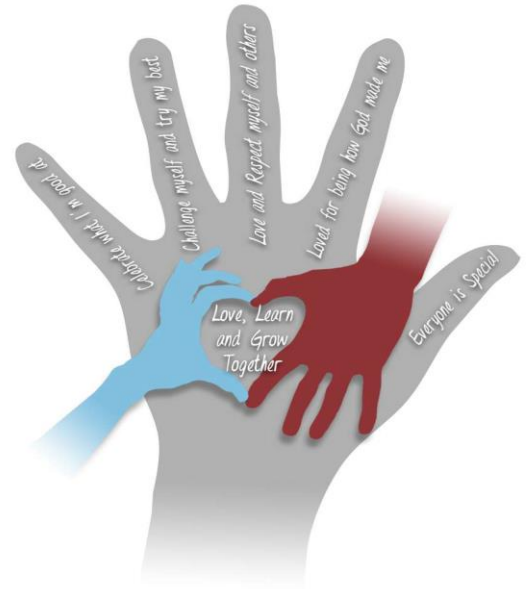
Reviewed and Updated:

February 2018

Vision and Mission

Our vision is that every single member of our community will love, learn and grow together. This is achieved by:

- Celebrating what we are good at
- Challenging ourselves and doing our very best in our work
- Loving and respecting ourselves and each other
- Knowing that we are loved for being just how God made us
- Accepting that everyone is special



Introduction and Aims

At the heart of our approach to Physical Education at St John Fisher is a belief that every child is capable of achieving in Physical Education, and should be given the very best opportunity to do so. We believe that a good grounding and understanding of the fundamentals, agility, balance and coordination is essential for success in life and that every child is entitled to this.

In line with the National Curriculum, our aims in Physical Education are to ensure that children:

- become fluent in the fundamentals of Physical education, including agility, balance and coordination, so that pupils can access a variety of skills and begin to apply them to game/competitive situations.
- succeed and excel in competitive sport and other physically-demanding activities.
- become physically confident in a way which supports their health and fitness and lead healthy lifestyles.
- Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Curriculum and Approach

We follow the Real PE and Real Gym programme to ensure coverage and consistency throughout school.

The scheme of work is matched to each year group, children will start with the skill level that matches their year group, but teachers will 'track back' to previous skill levels to fill any gaps that become apparent in children's skill technique and even 'push forward' those children that can clearly achieve a skill and need to progress to the next level of that skill.

Since we are using the Real PE programme to teach Physical Education, the following will be expected in all classes:

- all children working together on the same skill/key learning
- 2 hours of PE a week
- Children to have access to activities/ games to apply the skills learnt
- Children using correct vocabulary and explaining what they are doing
- Children are reminded about the school games value that is the focus for that term.



Assessment

Assessment is ongoing and is recorded on an Assessment wheel/ PE booklet. Teacher judgements should be used to assess whether a child has 'mastered' an objective (Expected), gone into greater depth of understanding for that objective (Exceeding), or not yet achieved understanding (Just Below or Below). As children move up through the school, they will be expected to assess their own skill and colour in their own assessment wheel. This will be supported by evidence from photographs in their PE booklet.

Resources

Equipment is available from the Buddy shed and there is a central store of PE resources in the hall. If teachers require additional resources in order to effectively deliver the Real PE programme, they should put requests to the subject leader/s.

Display

There is a school games display in the hall which reflects current learning and shows different activities being covered and correct vocabulary. Plus team sheets, reports and results.

The REAL PE and school games value focus for the term are on display by the PE equipment which can then be referred to in lesson time.

At the end of each term there will be a celebration of children's achievement which is changed termly, e.g. a 'Sports Leaders Champion' or School games value winners.

Each class should also have the school games value on display.

Useful Links/Contacts

Each staff member had a login for the REAL PE website which contains online support and resources for PE: www.createdevelopment.co.uk/teacher-portal/

There are lots of useful resources and articles on staffshare, including the 'REAL PE examples lessons which help to model certain skills.

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Signed: A. Broadhead

