

Cambo First School
Pupils: 4-9
Policy for P.E
Co-ordinator: Mrs. P. Cummings

Rationale for P.E:

Cambo is part of the Castle Federation. The federation is composed of Cambo, Longhorsley St Helens and Whalton First School. Coordinators meet termly. We plan PE, CPD, festivals, gala's and assessment together, hold galas and festivals together. We share PE specialists across the schools.

The whole staff at Cambo First School believe that:

Physical Education is unique. IT involves a variety of physical activities including sports, dance, athletics, gymnastics, swimming and outdoor activities. These activities are culturally valued and play a significant role in social life. Physical Education, educates young people in and through the use and knowledge of the body and it's movement. Through PE we aim to develop physical competence so that pupils are able to move efficiently , effectively and safely understanding what and how they are doing. We believe that every child is entitled to a broad, balanced, and progressive curriculum which is planned and differentiated to address and meet the needs of each individual.

At Cambo First School:

1. We offer a broad, balanced physical education program which is linked to the National Curriculum Programmes of Study 2014 supported by the Early Learning Goals.
2. We provide the children in our care with an environment that encourages physical activity.
3. We teach children the importance of staying active within their everyday life, for life.
4. We develop competence to excel in a broad range of physical activities
5. We ensure children are physically active for sustained periods of time
6. We engage children in competitive sports and activities

Time allocation to the subject P.E:

Cambo first school is a small village school, our children are divided into two classes. The year groups within each class depends on pupil numbers. However each year group within the class receives this allotted time as a minimum:

In Reception the children have an average of 150minutes

In Year 1 the children have an average of 120 minutes per week

In year 2 the children have an average of 120 minutes per week

In year 3 the children have an average of 180 minutes per week

In year 4 the children have an average of 120 minutes per week

As a school the children all go to Ponteland Swimming Pool once a week for a term. The children are taught in three groups, grouping depends upon ability. Quite a few of the children also partake in extra swimming, gymnastics, karate, rugby, football, tennis and dance sessions via their parents.

Y4 pupils also take part in an OAA experience. The children go to Kielder in the Autumn term. The experience lasts for 3 days. Because we are a small school other schools, namely Longhorsley First, Tritlington First and Whalton First accompany us. The children take part in: canoeing, grid reference and map work, cycling, orienteering, walking, problem solving etc. The activities are delivered via suitably qualified staff.

As a whole school we also have strong guardianship links with Wallington. We visit and make use of the nature environment at least three days per year. The focus visit is linked with the NC objectives and can involve nature trails through the forest etc. This incorporates PE objectives. Wallington Tennis Club also allows the school to use it's tennis courts thus the children are able to use this facility after school via a school tennis coach.

The time allotted for PE exceeds the DFEE directive regarding time allotment for PE across the primary curriculum and illustrates our firm commitment to PE.

Aims:

Pupils 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.
- 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 children.
- 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.
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, 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 : OAA/Orienteering
- compare their performances with previous ones and demonstrate improvement
- to achieve their personal best.

Specific Aims:

1. To develop physical competence and help promote development.
2. To develop physical skills to equip each child for activity within school and leisure throughout life.
3. To develop an understanding that good practice with regard to exercise can contribute to good health.
4. To promote and develop self esteem through the development of physical confidence.
5. To forge links with other schools and the local community.
6. To provide a balanced and progressive program of physical education which is differentiated to meet the needs and abilities of all children.
7. To provide opportunities for each child and every child to participate in physical activities regardless of gender, culture, ethnicity or ability.
8. To enable each child to reach or exceed their potential.
9. To ensure that activities are undertaken with due regard to safety in all instances, with staff and children sharing this responsibility.
10. To foster an appreciation of skilful and creative performances within all areas of physical activity through active learning.

1. In the teaching of gymnastics we aim to establish skilful control of body movement through activities linked to travelling, balance and rotation.
2. In teaching of dance we aim to develop an awareness of the body as a medium for expression and communication.
3. In the teaching of games we hope to provide the opportunities for children to acquire a variety of games skills in a facilitating environment. We also aim to provide opportunities, time and practice for children to create their own games.
4. In athletics we encourage children to participate in, and develop their individual skills in activities of running, jumping and throwing.
5. In swimming we aim to develop water confidence, skills for personal survival, life saving and basic stroke techniques.
6. OAA experiences the children have social, mental and physical experiences linked to all areas of the curriculum, the curriculum is also enriched and extended through the specialist teaching and activities.

Organisation:

A variety of contexts are used for, and during PE. These include co-operative group work, whole class teaching, paired and individual work. Groups are usually mixed ability, across the age ranges [small class sizes-village school]. All teaching and grouping is relevant to age and ability of each child as is the relevant discussion.

There is no specific specialist PE teacher within school. However the PE Co-ordinator is BAALPE PLT qualified. We always ensure that staff have the relevant CPD required thus ensuring that they are knowledgeable and effective teachers of PE. This also ensures that each child receives excellent PE teaching and learning experiences.

We also enlist the support of PE specialists in school to cover PPA time and develop expertise. These specialists bring particular sporting skills to the school thus enriching and developing the PE curriculum. These include:

- Morpeth Tennis Club
- Newcastle Falcons
- Morpeth Cricket Club
- Ponteland Leisure Centre swimming coaches
- Newcastle Football Coaching

Classroom helpers, students etc. are also used in PE to assist the class teacher:

- In Reception to help children changing for PE
- In sports activities and events e.g. accompanying children to team events and competitions or assisting children in their training.

The PE Curriculum:

The foundation for curricular planning in PE is developed through a process of collaboration between staff and approved by the governing body. The PE curriculum is Based on the 2014 National Curriculum for each year group. However we have used ideas and strategies from numerous schemes of work e.g. Durham Scheme, Val Sabin Scheme, Tops Scheme, Suffolk Scheme and the Wirral Schemes to assist us in the creation of our own scheme of work for all key stages. The scheme of work is broad, balanced and progressive outlining aims, objectives differentiation, resources needed, assessment opportunities and teaching points for differing abilities and age groups. We offer a curriculum which is banded into a rolling program because of the different year groups in one class stretching and supporting those with SEN/gifted and talented.

The scheme of work at Cambo First School is not a static entity, and as such it will be edited and changed in the light of new publications and government directives.

Meetings involving all staff members will be held when and where necessary to discuss

the PE curriculum to ensure consistency of approach and standards of achievement.

The PE curriculum at Cambo First School is inclusive and pupils with SEN are able to develop confidence expressing their feelings in and through PE. It may not always be possible for some children with SEN to play a full part in some areas of PE e.g. games, though they are always involved in practising skills at their own level. Some games/ activities can also be adapted where necessary.

In teaching PE we focus on enjoyment, achievement, satisfaction, progression and success using a variety of teaching methods to enable children to achieve at their own level. We focus on:

- Control, co-ordination, and mobility.
- Skill and confidence in a range of physical activities.
- An awareness of the physical capabilities of the body.
- Co-operative skills.

Excellence in PE is celebrated in display and performance, including:

- Assemblies and school performances.
- Participation in sporting competitions and experiences with other schools.
- Sports Day.
- Display.

Extra Curricular Opportunities:

At Cambo First School we firmly believe in extending the PE experiences of all our pupils. We actively support out of hours extra curricular PE for both boys and girls in school. Over each year children have access to a wide variety of extra curricular activities e.g. tennis, Football, tag rugby, Multi skills, Games and Ball skills for smaller children. We aim to develop many more extra curricular opportunities over the years. e.g.:

1. Gymnastics
2. Netball/basket ball
3. Dance

These after school activities are offered on a whole school basis, grouping according to ability and age if necessary.

Our children also take part in local football and cricket competitions with other schools in the Small Schools Cluster, and the Partnership of Morpeth. Individual children take part in tennis matches with other individuals in competition. We encourage positive participation and healthy pro active competition.

Staff Development:

At Cambo First School staff complete a PE skills and knowledge audit regularly. This

enables the PE Co-coordinator to plan the recommended CPD. CPD is provided when and where necessary by the SSCO for the Morpeth Partnership, through the PE Coordinator or through other professional bodies.

Assessment:

The PE Co-ordinator monitors staff in a specific area of PE each year, the focus of the monitoring is agreed with member of staff.

1. Feedback to pupils in PE is achieved through discussion between teacher and child in the context of the PE lesson. Special sporting achievements are celebrated in our Friday Family Assemblies.
2. Children are encouraged to appraise each other through observation using positive feedback.
3. Progress level indicators are outlined for each area of PE. These indicators are linked to skills and attributes and help to establish children who are under achieving, who are of an average attainment, or are gifted and talented; thus allowing one to plan for their needs.
4. Progress in PE is reported to parents annually in a written report.
5. Progress in PE is also reported to parents twice a year on parent evenings when necessary or pertinent.

Cross Curricular Links:

Cross curricular links, opportunities, and activities with other subjects are outlined within the scheme of work for PE. Thus fostering a holistic approach to the subject. Tenuous links are not encouraged.

Reviewed Autumn 14

Review Date:

Review Autumn 2017

