

Cecil Gowing Infant School

P.E.

Policy



Approved by Staff:
Approved by Governors:
Review date

SignedI. Stubbs Date
Headteacher

Signed.....Fiona Hardman Date
Chair of Governors

AIMS AND VALUES OF THE SCHOOL



INSPIRING IMAGINATIONS

We believe

children are active participants in their learning who:

- want to explore and learn about the world around them;
- enjoy being creative;
- are happy when they are encouraged to succeed and know that their best efforts are highly valued;
- need to feel part of a community;
- need to feel valued as individuals.

adults help children with happy successful learning when they:

- respect and value children as individuals;
- lead by example;
- work together as a team;
- nurture and guide children in a calm atmosphere;
- see themselves as learners too;
- expect children to succeed.

Our school community, of adults and children (including their parents and carers), is one in which each member is valued for his or her unique contribution to the happiness and success of us all. We believe that it is important to understand the need to respect people's cultures and customs and we do not tolerate any form of racist behaviour. In our community all the members are active learners and we expect them to achieve to the full extent of their ability.

Our Philosophy

- For children in our school to become confident independent learners
- For children to be engaged and interested in their learning and follow this up at home with their families
- For children to follow a drama based curriculum which includes Mantle of the Expert
- To develop a lifelong understanding of a healthy lifestyle and the importance of physical exercise.
- To deepen their knowledge of their body and mind.

This is what a P.E. lesson looks like in Cecil Gowing Infant School

Throughout the school:

- Children follow the same curriculum at the ability suited to them.
- Children use a range of equipment to develop their skills and agility.
- Children will develop their understanding of the routine when getting ready for a P.E. lesson.
- Children will learn to set up and move P.E. equipment safely according to age and ability.

In a Reception Class:

- Children develop spatial awareness skills.
- Children learn to change into their P.E. kits independently.
- Children experiment with P.E. equipment and begin to develop their skills.

In a Year One Class:

- Children begin to use equipment appropriately in P.E. scenarios that they are given.
- Children to develop their understanding of team games and working together.
- Children are expected to have mastered changing into appropriate P.E. kit.

In a Year Two Class:

- Children understand the need for rules and consequences.
- Children to take part in competitive activities both inside school and in the community.
- In the latter part of the year children are encouraged to make up their own games/routines using a range of equipment and explain the rules.

This is what we do

Children in Reception follow the EYFS curriculum

Children in Key Stage One follow the National Curriculum

Children remove their earrings and long hair is tied back.

Both these curriculums have been developed to meet the needs of the children in our school and to inspire them in their learning.

Our curriculum maps for each year group are on our school website within 'Parent Information'. These show in detail what the children are learning each half term and provide ideas for parents to support their child's learning at home.

Every adult in our school has the opportunity to strengthen and broaden their own subject knowledge.

This is how we know how well our children are doing

In Reception:

- Observations
- Learning Journeys
- Formative/summative assessment

Key Stage One:

- Observations
- Individual foundation books
- Formative/summative assessment
- Assessment wheel for transition for Junior School.

This is how we use intervention:

We use intervention to consolidate learning, support gaps in learning and provide appropriate challenge to meet the needs of every child in our school.

This is delivered by:

- Immediate support throughout the lesson when appropriate.
- Small group intervention.
- One to one support when appropriate
- Peer to peer learning

How do we challenge the most able children?

- Deepen their understanding through questioning
- Provide opportunities for them to explore the subject at a deeper level
- Use what they know to find out what they do not know
- Strengthen their independence in learning

This is the impact of our teaching:

- Every child experiences a broad and balanced curriculum
- Every child is challenged appropriately
- Every child achieves to the best of their ability
- Every child is prepared for the next step in their journey of learning