



THE SULTAN'S SCHOOL

PRIMARY PHYSICAL EDUCATION

STAFF HANDBOOK 2017

TO BE READ IN CONJUNCTION WITH THE
WHOLE SCHOOL P.E. HANDBOOK

Mr Andy Coomer
Created (by Mr Scott): June 2014

Amended: August 2017



THE SULTAN'S SCHOOL PRIMARY SPORTS POLICY

At The Sultan's School physical education is valued as an integral part of school life, and vital to the balanced development of each child. Physical education offers every child a unique opportunity to develop physically, emotionally and socially, while contributing wholly to the quality of life we all share in school.

We aim to enable all our pupils to gain a wide range of skills and experiences, to develop their self-confidence and independents, through quality opportunities, and working with others and on their own; they develop the means to cope with the demands of everyday life, and more.

Objectives:

- ❖ To enable every child to develop a passion for physical activities, whether it is competitive or recreational.
- ❖ To engage all the children in a breadth of education, which includes numerous invasion games, gymnastics, net and wall, swimming, orienteering and problem solving activities.
- ❖ To work independently and with others, to share physical experiences and to tackle agreed goals.
- ❖ To be able to evaluate constructively, their own and others work.
- ❖ To develop coaching and officiating skills.
- ❖ To develop the skills and knowledge to compete in the Muscat Primary Sports League.
- ❖ To have the opportunity to participate in a wide range of appropriate extra- curricular activities.

These objectives will be achieved through:

- ✓ Recognising the contribution of physical education to the quality of life of staff and pupils both within and beyond the classroom, and the unique contribution it makes to a child's personal development.
- ✓ Carefully constructed schemes of work and high quality teaching.
- ✓ Providing each child a breadth of physical experiences both in and out of school.
- ✓ Providing a wide range of experiences through our extra-curricular programme.
- ✓ Working with an extensive number of outside clubs and agencies.
- ✓ Providing opportunities for cross-curricular work.
- ✓ Celebrating achievement, through wall displays, photographs, tournaments, meets and assemblies.
- ✓ Ensuring a high profile with all the children and with parents, by celebrating effort and success, both in and out of school; through the award of House Points, Sports Boy and Girl of the Month Award, comments in end of term reports and awards at the end of year Prizegiving.
- ✓ Providing staff with the opportunities for continuing professional development.
- ✓ Regular review of all the physical education aims and objectives

Further statements on the delivery of physical education at The Sultan's School are outlined within the individual schemes of work.



OBJECTIVES OF P.E. LESSONS

Children should:-

1. Be physically active
2. Demonstrate their knowledge and understanding mainly through physical actions
3. Be aware of relevant terminology for activities undertaken
4. Take part in activities that involve the whole body, to develop flexibility, strength and endurance
5. Be able to undertake problem solving
6. Be able to evaluate attempts and suggest modifications
7. Consolidate skills through practice and repetition
8. Develop a positive attitude
9. Be concerned with their own and the safety of others
10. Adopt good posture and correct use of the body
11. Lift, carry and place equipment safely
12. Observe good hygiene and be aware of the effect of exercise on the body.
13. Understand the safety risks of wearing inappropriate clothing, footwear and jewellery
14. Respond readily to instructions within established routines and follow relevant rules and codes



THE SULTAN'S SCHOOL P.E. PROGRAMME AND THE NATIONAL CURRICULUM

Attainment Targets

By the end of each key stage, pupils are expected to **know**, **apply** and **understand** the matters, skills and processes specified in the relevant programme of study.

Lower Primary

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

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.

Upper Primary

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.

Pupils should be taught to:

- 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, rounders 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.

Swimming and water safety

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 meters
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.



THE SULTAN'S SCHOOL

PRIMARY PHYSICAL EDUCATION

STAFF HANDBOOK

At The Sultans School we aim to meet the target requirements through the following units of work:

Lower Primary:

- Athletics
- Striking/fielding games
- Invasion Games
- Gymnastics
- Swimming and Water Safety

Upper Primary:

- Athletics
- Invasion Games - UniHoc, Netball, Basketball, Benchball, football
- Striking/fielding games
- Net/wall games
- Gymnastics
- Swimming and Water safety

All children should be involved in a P.E. lesson as it is a requirement.

Children should be active for 90% of a lesson. Instructions should be clear and concise, so that they are easily understood and children can quickly begin the set tasks. Children should be encouraged to move quickly (but safely) from one activity or set of apparatus to another, without lengthy explanation between. Valuable minutes can be used for demonstration, so that the rest of the class can comment on, and assess, work done by their peers, but generally, emphasis should be on activity rather than inactivity.

All children should have the opportunity to put out and put away large apparatus for their lesson. They should be taught how to do this safely from reception age.



WEIGHTING

Lower and Upper Primary

LOWER PRIMARY

In each year of Lower Primary, the areas of activity will be taught through the following weighting.

UNIT OF WORK	CURRICULUM TIME TAUGHT
INVASION GAMES	12 WEEKS (TWO BLOCKS)
SWIMMING	8 WEEKS
ATHLETICS	7 WEEKS
HAND EYE COORDINATION	7 WEEKS
MULTI SKILLS	6 WEEKS
GYMNASTICS	6 WEEKS
FITNESS & CROSS COUNTRY	6 WEEKS
TARGET GAMES	6 WEEKS
STRIKING AND FIELDING	6 WEEKS

Alongside these, children need to be taught about the basic short term affects of exercise on the body and about the changes to the body as they exercise.

UPPER PRIMARY

In each year of Upper Primary fundamental knowledge, understanding and performance from lower primary will be consolidated and built upon in a variety of alternate settings.

UNIT OF WORK	CURRICULUM TIME TAUGHT
INVASION GAMES	18 WEEKS (THREE BLOCKS)
<i>Benchball/basketball</i>	6 WEEKS
<i>Ball skills/football</i>	6 WEEKS
<i>Netball/unihoc</i>	6 WEEKS
SWIMMING	8 WEEKS
ATHLETICS	7 WEEKS
GYMNASTICS	6 WEEKS
NET AND WALL GAMES	6 WEEKS
FITNESS & CROSS COUNTRY	6 WEEKS
STRIKING AND FIELDING	6 WEEKS
PROBLEM SOLVING TOURNAMENTS	3 WEEKS

Both key stages also includes communication games at the start of the year with greater emphasis of fitness testing in the final years of upper primary. The time at the start of the year is used to reinforce expectations, commands and to familiarize the students of the rules of the P.E. Department. Especially important for years 1 and 3 who are entering a new stage in the Primary School.



FEATURES OF PROGRESSION

Broad indicators of progression are incorporated in the previous National Curriculum programmes of study under four aspects:-

1. Acquiring and developing skills.
2. Selecting and applying skills, tactics and compositional ideas
3. Evaluating and improving performance
4. Knowledge and understanding of fitness and health.

To ensure children make progress in PE as they move through key stages 1 and 2, teaching should provide opportunities for children to progress:

- **from** early movement explorations to acquiring and developing a range of skills that show improved control and coordination, and then to refining and extending these skills and being able to perform them with some accuracy, consistency and fluency;
- **from** the simple selection and application of skills in a series or in combination to the planning and use of more complex sequences, games strategies and compositional principles;
- **from** being able to describe what they see being performed to making simple evaluations of performance and being able to use this information to improve the quality of their work;
- **from** knowing that exercise makes them hot or out of breath to developing an understanding of why activity might be good for them and how important it is to their general health and well-being, and how different types of fitness affect their performance."

DFEE – Physical Education Teachers Guide.

We will be continue to follow this format until further information and examples of good practice have been published by DFE. Our curriculum demonstrates many of the key elements highlighted in the new programme of study.



The new programme of study 2013 onwards states as follows:

Lower Primary

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

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.

Upper Primary

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.

Pupils should be taught to:

- 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, rounders 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.

Swimming and water safety

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.



KINDERGARDEN (KG)

Children's progress will be at different rates and individual achievement will vary. However, all children should be able to follow a curriculum which enables them to make maximum progress towards the outcomes.

Children in our KG, have the opportunity to experience a variety of activities which promote their individual physical development. At The Sultans School children have the opportunity to use a range of small and large equipment both indoors and outdoors where they can move confidently and imaginatively. The activities allow our students to develop co-ordination, awareness of space and a greater control of their Gross Motor skills. They also include establishing positive attitudes towards a healthy and active way of life. During their time in KG before the children enter Year 1 they have experiences in games, gymnastics and co-operative play. Activities and ideas are used to enhance and diversify the basic P.E. curriculum in our Foundation Stage.

GAMES SKILLS

- Spatial awareness
- Experimental play opportunities using small apparatus, e.g. bean bags, balls, hoops, quoits, etc.
- Develop different ways of travelling

GYMNASTICS & MOVEMENT SKILLS

- Awareness of personal and general space
- Develop Knowledge of different body parts
- Different ways of travelling
- Introduce jumping actions, i.e. bouncing, hopping

BALL SKILLS/GAMES

- Hand eye coordination
- Introduce and develop throwing, catching, and kicking

SWIMMING

- Develop water Confidence
- Develop knowledge of Water safety
- Introduce basic skills, i.e. entering and exiting, blowing bubbles etc

CO-OPERATIVE PLAY ACTIVITIES

- Parachute games
- Climbing frames (break time access)



EQUAL OPPORTUNITIES

At The Sultans School, we value every child. We seek to provide a rich and relevant curriculum for all pupils, regardless of gender, race, ethnicity, disability etc. The curriculum taught will prepare our children to become full and active citizens in a diverse society. Physical Education curriculum seeks to challenge stereotypes based on gender, race or ability and provides equal access and educational outcomes for all pupils.

SPORTS DAY

In accordance with our Equal Opportunities Philosophy of the P.E. department, Sports Day is an occasion for every child to demonstrate his/her own skills. Participation and enjoyment are the key aspects, with encouragement and praise for effort combined with an element of competition. We operate two KS1 and year 3 Primary school events and three upper KS2 primary events.

Lower Primary and Year 3 Events as follows:

- *Sports Day*
- *Cross Country Day*

Participation and enjoyment are the main focus at this age, with small emphasis on team competition and not that of the individual.

Upper Primary Events as follows:

- *Sports Day*
- *Cross Country Day*
- *Swimming Gala*

A more competitive element will be introduced in the Upper Primary with greater emphasis placed on team and individual competition.



HEALTH AND SAFETY

Dress for PE

All children are expected to have a change of clothing and footwear for P.E.

Children should wear:-

- Red, green, white, or blue tee-shirt according to House (named)
- Navy Sultan School shorts (named)
- Sweatshirt (Optional for outdoor P.E. during winter months)
- Bare feet for gymnastic P.E. lessons
- Trainers for all outdoor sessions
- Tracksuit bottoms for outdoor P.E. (Optional in winter months)
- Football boots/trainers with shin pads and long socks for football.
- Navy or black swimming costume not beachwear.

Health and Safety

If children are healthy enough to attend school they are expected to participate fully in P.E. activities, except with injuries to limbs or a Doctor's note. Children are expected to bring full P.E. Kit even when not participating.

Children should be encouraged not to wear jewellery for any part of the school day. If jewellery is worn it must be removed by the child, for all aspects of P.E., at the start of the lesson or by the parent at home before the start of the school day. It is not appropriate for teachers to remove jewellery.

Any child who cannot remove jewellery for P.E. e.g. (newly pierced ears for first six weeks) will be expected to sit and observe the lesson or take on a coaching /assistant role when appropriate. During swimming lessons the child will sit at pool side or attend another class in the same year group (KS 1 only).

Spectacles should only be worn during PE if essential for the safety of the child. It is recommended by that they should have shatterproof lenses and be secured. In the swimming pool children with a visual impairment must be made aware of the geography of the pool; depth, width, length, points of entry and exit, rails etc.

Children should have the opportunity to put out and put away large apparatus for their lesson as well as handle equipment safely. This should be taught from Reception.

Swimming

Children should have: Suitable swimming costumes: i.e. girls – one piece costumes without frills, boys – swimming trunks. Loose fitting swimming shorts are not suitable as they can be a health and safety hazard.

- towel (named)
- swimming cap (girls).



THE SULTAN'S SCHOOL

PRIMARY PHYSICAL EDUCATION

STAFF HANDBOOK

ACCIDENTS/EMERGENCY

Inhalers

Children should bring their own named inhalers to all P.E. lessons, INCLUDING SWIMMING. If a child should become breathless during a P.E. lesson, ensure they are given their inhaler immediately and let them rest quietly until the condition eases. Should their condition worsen, send for assistance from the clinic.

Minor injuries:

Deal with these without interrupting the lesson. The child can sit out to recover for a while, then rejoin the lesson. If treatment is necessary, send for assistance. **DO NOT LEAVE CLASS UNATTENDED.**

Serious injuries:

Stay calm. Think and act quickly. Stop class. Sit class down. Send a message immediately to the nurse and HOD for assistance. All teachers to be familiar with Basic First Aid and resuscitation skills.

* Make sure each class understands the procedure for any emergency at the beginning of the academic year. This is particularly important for large apparatus and swimming sessions.

All accidents and visits to the clinic to be recorded after the lesson in the primary P.E. office accidents book. Highlighting; name, time/date, accident details or complaint and follow up information.



RISK ASSESSMENT

The P.E. Department and its team members are expected to:-

- 1) Look for hazards.
- 2) Look for who might be harmed and how.
- 3) Evaluate risks and decide whether existing precautions are adequate or whether more should be done.
- 4) Record findings and inform line manager (HOD)
- 5) Review assessment periodically and revise if necessary.

Each teacher is expected to carry out their own risk assessment at the start of each lesson by following the points 1-3 above.

- E.g. - is floor clean and free of anything harmful.
- positioning of apparatus should be well away from steps, staging etc.
 - check apparatus has been correctly assembled before use.
 - warn children of potential dangers e.g. Piano in Auditorium, chairs etc.
 - Cone off areas of concern.

At the start of each academic year, as part of the annual Health and Safety Awareness meeting for Staff, P.E. Health and Safety issues will be addressed. This will be particularly relevant to new members of staff.



ASSESSMENT

Teachers are required to assess children's performance against end of unit expectations. Continuous teacher assessment will be sufficient for the purpose of meaningful curriculum planning and to report helpfully to parents. It will also help to identify strengths, weaknesses and needs of individuals, which can be highlighted in planning for future work.

Assessment can be made by:-

1. Observation: attention should be paid to evidence of performance.
2. Discussion: child's response to questions. Assessment and review of own and others' performances.
3. Evaluation: assess and review whole performance, then pick out component parts to teach isolated aspects of activity.

Examples of criteria for assessment are:-

accuracy, efficiency, adaptability, ability to do more than one thing at a time, sustained participation, imaginative performance.

Assessment possibilities for each unit of work are highlighted with each scheme of work.

Record Keeping

This should be kept to a minimum and not interfere with teaching activities, i.e. at intervals throughout Lower and Upper Primary using End of unit expectations as reference. Isolated assessments at the end of the key stage should not be the main contributor to your assessment. Record keeping should enable teachers to point to evidence of a child's level of achievement (not be a record of everything a child has done).

At the end of each block of work, teachers will be expected to upload assessment details onto the Primary Assessment database located on the shared area.



Attainment targets for physical education using the subject specific assessment targets are based around the ENC leveling system.

Level 1

Pupils copy, repeat and explore simple skills and actions with basic control and co-ordination. They start to link these skills and actions in ways that suit the activities. They describe and comment on their own and others actions. They talk about how to exercise safely, and how their bodies feel during an activity.

Level 2

Pupils explore simple skills. They copy, remember, repeat and explore simple actions with control and co-ordination. They vary skills, actions and ideas and link these in ways that suit the activities. They begin to show some understanding of simple tactics and basic compositional ideas. They talk about differences between their own and others performance and suggest improvements. They understand how to exercise safely, and describe how their bodies feel during different activities.

Level 3

Pupils select and use skills, actions and ideas appropriately, applying them with co-ordination and control. They show that they understand tactics and composition by starting to vary how they respond. They can see how their work is similar to and different from others work, and use this understanding to improve their own performance. They give reasons why warming up before an activity is important, and why physical activity is good for their health.

Level 4

Pupils link skills, techniques and ideas and apply them accurately and appropriately. Their performance shows precision, control and fluency, and that they understand tactics and positioning. They compare and comment on skills, techniques and ideas used in their own and others work, and use this understanding to improve their performance. They explain and apply basic safety principles in preparing for exercise. They describe what effects exercise has on their bodies, and how it is valuable to their fitness and health.

Level 5

Pupils select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency. When performing, they draw on what they know about strategy, tactics and positioning. They analyse and comment on skills and techniques and how these are applied in their own and others work. They modify and refine skills and techniques and improve their performance. They explain how the body reacts during different types of exercise, and warm up and cool down in ways that suit the activity. They explain why regular, safe exercise is good for their fitness and health.



Level 6* (If students are at this level, assess against KS3 assessment criteria)

Pupils select and combine skills, techniques and ideas. They apply them in ways that suit the activity, with consistent precision, control and fluency. When planning their own and others work and carrying out their own work, they draw on what they know about strategy, tactics and composition in response to changing circumstances, and what they know about their own and others strengths and weaknesses. They analyse and comment on how skills, techniques and ideas have been used in their own and others work, and on compositional and other aspects of performance, and suggest ways to improve. They explain how to prepare for, and recover from, the activities. They explain how different types of exercise contribute to their fitness and health and describe how they might get involved in other types of activities and exercise.

Unit levels will be converted to TSS assessment grades using the following table. Both grades NC & TSS to be logged on the shared area at the end of each Unit of work.

Levels	End of Year 1 (Age 6)	End of Year 2 (Age 7)	End of Year 3 (Age 8)	End of Year 4 (Age 9)	End of Year 5 (Age 10)	End of Year 6 (Age 11)	
Level 6	All Students considered exceptional in any unit of work to be highlighted to HOD for possible inclusion to G&T programme					Exceptional	
Level 5a	Exceptional	Exceptional	Exceptional	Exceptional	Exceptional	Beyond Expectations	
5b					Exceptional		
5c			Exceptional				
Level 4a			Exceptional	Exceptional	Beyond Expectations	Beyond Expectations	Beyond Expectations
4b	Beyond Expectations						
4c	Beyond Expectations						
Level 3a	Exceptional	Beyond Expectations	At Expected Level	At Expected Level	At Expected Level	At Expected Level	
3b							At Expected Level
3c			At Expected Level				
Level 2a	Beyond Expectations	At Expected Level	Below Expectations	Below Expectations	Below Expectations	Below Expectations	
2b							Below Expectations
2c							Below Expectations
Level 1a	At Expected Level	Below Expectations	Below Expectations	Below Expectations	Below Expectations	Below Expectations	
1b							Below Expectations
1c							Below Expectations
P Level	Below Expectations	All Students considered well below expectations to be highlighted to HOD					
					CONVERSION TO TSS ASSESSMENT	A/A*	
						B	
						C	
						D/E	

For students working below level one will be assessed using the 'P levels' (Progress). Discuss with HOD and review information in the shared area.



Effort targets for physical education:

PRIMARY EFFORT LEVELS	
Level	Effort (Attitude towards Learning) <i>Motivation & work rate/ Following instructions & demonstrations/ Social Skills/ Independent, group work & leadership/ Appropriately equipped for lesson</i>
1	<i>Demonstrating effort considerably above the level expected</i> <ul style="list-style-type: none"> ➤ Highly motivated and shows great interest in class work ➤ Always follows instructions and copies demonstrations accurately. ➤ Has excellent social skills, shows strong leadership skills for his age group and communicates well; works well in teams & often helps others ➤ Highly capable of working independently ➤ Always has correct kit for the specific activity.
2	<i>Demonstrating effort above the level expected</i> <ul style="list-style-type: none"> ➤ Very motivated and shows great interest in class work ➤ Always follows instructions and copies demonstrations accurately. ➤ Has very good social skills, shows good leadership skills for his age group and communicates well; works well in teams & often helps others ➤ Very capable of working independently ➤ Always has correct kit for the specific activity.
3	<i>Demonstrating effort at the level expected</i> <ul style="list-style-type: none"> ➤ Good motivation and shows interest in class work ➤ Usually able to follow instructions and copies demonstrations but with some mistakes. ➤ Has good social skills, shows some leadership skills and communicates well; works well in teams & often helps others. ➤ Usually able to work independently ➤ Has received very few kit marks and therefore mostly has the correct kit for the specific activity.
4	<i>Demonstrating effort below the level expected</i> <ul style="list-style-type: none"> ➤ Sometimes lacks motivation and shows a lack of interest in class work ➤ At times struggles to follow instructions and does not copy demonstrations carefully and with accuracy. ➤ Has poor social skills, limited leadership skills and struggles to communicate; works in a team poorly & rarely helps others. ➤ Struggles to work independently. ➤ Often receives kit marks for poor organisation and preparation for a PE class.
5*	<i>Demonstrating effort considerably below the level expected</i> <ul style="list-style-type: none"> ➤ Always lacks motivation and shows no interest in class work ➤ Always struggles to follow instructions and does not copy demonstrations. ➤ Lacks social skills, leadership skills and does not communicate well; struggles to work in a team & rarely helps others. ➤ Always struggles to work independently and needs constant assistance ➤ Constantly receives kit marks for poor organisation and preparation for a PE class.
CFC*	Students who are reaching an effort level 5 and have shown little effort to improve should be highlighted as a CFC. You should then refer this student to the HOD and Deputy Head who will sanction the next action; teachers should request to meet their parents at the parents evening so that a discussion can occur about how to help this student improve.



SPECIAL EDUCATIONAL NEEDS

It is important to concentrate on children's abilities and needs, not on their disabilities and handicaps.

Teachers can interpret and modify the general activities in the programme of Study to make the P.E. curriculum accessible to as many children as possible and so enable them to show achievement and progression in the areas which they can access.

Each activity must be broken down into a series of small achievable steps, so that a gradual progression at each stage is attained,

e.g. Travelling:-

- 1) Walks with support along a given line
- 2) Walks with two hands held along a given line
- 3) Walks with one hand held along a given line
- 4) Walks a few steps unaided along a given line
- 5) Walks along a padded bench (on floor) as above 1 - 4
- 6) Walks along a padded bench (raised from floor) as above 1- 4

e.g. Throwing:-

Use balloons, before bean bags, then balls. Each of these small achievable steps need adult guidance for each child.

Any students recognized as having additional needs i.e. dyspraxia to be highlighted to HOD for review and address accordingly: additional support, parents informed etc.

P.E. FOR THE MORE ABLE

It is of the utmost importance that teachers recognise and meet the needs of the more able physically active child in all areas of the P.E. curriculum. Teachers will need to plan for differentiation and recognise that some tasks will differentiate by outcome. Other more specific skill tasks may mean some children will have been given more difficult stages of the task in order to achieve, i.e. differentiation through task. It is important to stretch more able children and teachers can refer to corresponding units in the next year up for ideas which ensure that the children are being appropriately challenged.

BE FLEXIBLE:

Respond to the special needs of your class by altering the task, the equipment used, or the environment, in order to meet the differing needs of the individuals.



THE HOUSE SYSTEM

Inter-House competitions are played at the end of each activity block. Results are recorded and displayed on the board in the PE block with ongoing scores for each house. All results are announced at Primary flag on Mondays.

Major sporting events such as; Field Day, Cross Country and Swimming Galas are also recorded and house totals given.

Throughout the school there are four house groups:

Blue:	Hawk
Dolphin:	Green
Oryx:	White
Scorpion:	Red

DISCIPLINE

The giving of praise to anyone, staff and students alike is a great motivator and a vital element in creating and sustaining a good working relationship. Positive encouragement and praise should be a feature of all lessons. The following are examples of rewards used in the PE Department:

- Verbal- 'well done', 'excellent', 'really good work.'
- Demonstration of good work to the rest of the group.
- Commendation.
- Housepoints
- Sticker for KG and Lower Primary.

Good behaviour depends on establishing appropriate relationships with the students.

- Treat students as individuals
- Set and expect high standards and be consistent
- Arrive promptly and well prepared
- Be enthusiastic
- Apply rules firmly and fairly.

Where possible the PE discipline policy reflects that of the school. There is close liaison with and reporting of incidents to appropriate members of staff such as the Head of Department, Homeroom Teachers and LT where necessary.



NO KIT

Years 1&2

The teacher will remind the student of PE kit that is required, help to improve the student's organisational skills and find out if there are any underlying problems. If the problem persists a note in the contact will be sent home with the student and the appropriate members of staff will be informed (homeroom teacher and Head of Pastoral) as a last resort the parents will be contacted directly.

Years 3-6

1. The students will be reminded of what is expected and required.
2. A reminder and a verbal warning will be given. A note in the contact book will be sent home with the student and the appropriate members of staff will be informed via Email (Homeroom teacher).
3. Two kit marks within a unit of work = Breaktime '*Ten minute TIMEOUT*'
4. Parents will be contacted if problem persists.

BEHAVIOURAL ISSUES

Years 1-6

The teacher will remind the student of behavioural expectations. If the behaviour continues the student will be given a verbal warning and/or sat out of the lesson (not classroom) for 2 minutes (time-out). If the issue persists, the member of PE staff (after the lesson) makes contact with the Head of Department, then homeroom teacher, then Head of Primary and finally involves parents to resolve the issue. If the issue is repetitive the students will be placed on a P.E. report log to monitor and encourage progress and to inform parents.

Years 3-6

As above, however, the Head of Primary School will take action through exclusion from PE lessons and/or issuing a report form in which the student and parents are fully aware of (through daily monitoring and signatures). 10 minute timeouts can also be issued by the PE teacher at break times.



LESSON PROCEDURES.

Lower Primary

Classes are brought to and *collected from* lessons by the teaching assistants. Teacher to communicate with class teacher and TA where the class should be brought to and collected from. i.e: Swimming pool, field, sports hall, auditorium etc.

Key stage 1 & 2 lessons generally start with a water and toilet break to minimize disruptions. Further opportunity should be given within the lessons for the whole class if required.

Students to be allowed to WC in small groups only.

Classes to be lined up ready for TA to return to class.

Upper Primary

Classes line up outside the P.E. department or swimming pool before the second bell. Students stand or sit (teacher preference) in house colours. Following given instructions students proceed quietly to the changing room.

One teacher must be present and visible to students in changing room until last person finishes (both at the start and end of the lesson), other teacher to be in teaching area monitoring arrival of other students, starting warm up, registers or arranging equipment.

Following the lesson after changing, students to line up outside or in foyer area and wait for the bell before being dismissed.

Lessons that finish period 4 require the teacher to escort their class to the cafeteria via their homeroom to drop off bags/kit etc. Students must be lined up and walk in an orderly manner.

ADDITIONAL INFORMATION

For information not covered in the Primary P.E. Handbook please refer to the Whole School P.E. Handbook located in the shared area.