



## *Physical Education Subject Statement*

It is our intention to help children develop skills and knowledge that will enable them to equip them with the skills and attitudes appropriate for good Sportsmanship.  
*'PE and sport are a powerful tool to engage young people, raise their aspirations and give them the skills, values and motivation appropriate to help them be successful.'*

The school ensures that British Values are included within its PE curriculum by teaching sports that are long standing British traditional sports such as football, cricket and athletics. We encourages all children to follow the rules of the games that they play in as well as allowing child to take a variety of roles such as that of official and leader in order to ensure that they understand the concept of 'fair play.' Children learn to give each other respect on the pitch to all participants, the facilities/equipment and to their peers both within the game and when in a position of authority. Children's choice is evident through type of challenge and the level of participation in our numerous extra-curricular clubs and opportunities; pupils are given the freedom to make choices. Every child has equal opportunity to be selected and take part in our extra-curricular programme regardless of race, religion or gender.

### **Purpose of this statement:**

- ◆ To establish an entitlement for all pupils in the subject of *PE*;
- ◆ To establish expectations for teachers and pupils.
- ◆ To promote continuity and coherence across the school;
- ◆ To promote a shared understanding of *PE* within the community;
- ◆ To explain how *PE* is taught in Buckden CE School.
- ◆ To give further guidance about *PE*.

### **Entitlement:**

All pupils, appropriate to their ability, have the entitlement to:

- ◆ initiative, an ability to work both independently and in cooperation with others;
- ◆ competence and confidence in learning and applying the skills taught into game type situations.
- ◆ Assess and engage with their own learning.

### **Time Allocation**

In order to provide the effective teaching of Physical education each class is allocated 1 ½ hours PE a week, this should be split into two 45 minute sessions. One session of which should be taught indoor and the other should be taught outdoors.

### **Teaching and Learning**

The activities to be included should be Dance and Movement, Gymnastics, Athletics, Invasion games, Striking games and Net/Wall games. This enables the pupils to be taught specific skills and allows them adequate time to put these skills into practice during the lesson.

### **Planning, Assessment and Marking**

These are carried out in line with the School's Planning, Assessment and Quality Marking and Feedback policies.

### **Homework**

Homework is set in line with the school's Homework policy. The amount set differs depending on age and ability.

### **Resources**

- PE resources are kept in the Shed allocated on the playground and are also available in the Hall.

- A full list of resources is available.
- Planning and assessment resources are available on the shared network.

### Review

This statement will be reviewed regularly in order to reflect current trends and practice.

#### Dyslexic Friendly School

We recognise that some pupils, despite intellectual and other abilities, have unexpected difficulty learning to read and/or to spell and write fluently. These pupils may be described as having dyslexia.

We recognise that some of these pupils have special educational needs; that these needs have to be met to the best of our ability and resources; and that these pupils have the same right of access to the curriculum and to all the activities of the school as all other pupils. We will therefore make the following arrangements to try to ensure that their needs are met.

- We will operate an early identification and monitoring programme to try to ensure that all pupils who are experiencing difficulties with reading and spelling are identified as early in their school career as possible.
- Where necessary we will assess and make provision for the pupil's difficulties within the accepted framework for Special Educational Needs. We will prepare an individualised education plan setting out the provision we propose to make for the pupil and the objectives for that provision.
- If, despite our efforts to ameliorate the pupil's difficulties, it is felt that there is still a noticeable mismatch between a pupil's oral skills (talking and listening) and his/her attainment in reading, spelling and general English skills, we will, following consultation with parents, refer the pupil for assessment by an Educational Psychologist. This assessment will address the need for specialist support.
- Following discussion with the Educational Psychologist we will formulate a revised individualised education plan for each pupil.
- The plan will set out the provision which we can make from within our own resources and the strategies which class teachers can adopt to help the pupil access the curriculum. All teachers who teach the pupil will be made aware of his/her difficulties and will be made aware of the agreed plan and the agreed strategies to help give the pupil access to the printed aspects of the curriculum.
- These strategies will include the use of word banks, personal (illustrated) dictionaries, the use of spellcheckers and other spelling aids. We will try, within the limits of our resources, to promote the use of Information and Communication Technology (ICT) where appropriate to support learning (e.g., reinforce basic literacy skills, editing and revising text, etc.).
- We will try to be as sensitive as possible to sources of anxiety and embarrassment e.g. being asked to read aloud in class without adequate preparation, being asked to copy large amounts of written material from the board.
- Teachers will take account of the pupil's difficulties when marking work by, for example, concentrating on content. They will also be aware of the need to find alternative ways of assessing progress rather than always through written tests and examinations.
- We will try, as far as is possible within our resources, to make appropriate arrangements for pupils to undertake tests or examinations. This may involve giving the pupil additional time; allowing the questions to be read to him/her; allowing the pupil to use I.C.T.
- Teachers will take account of the pupil's difficulties when setting homework assignments. They will consult with parents and set homework which can be completed by the pupil within a

reasonable period of time. Teachers will also try to ensure that assignments set by different teachers are co-ordinated and do not impose an unfair burden on the pupil.

- We are aware that pupils with dyslexia have experienced “failure” and that often their motivation for reading and written work is low. We are conscious of the need to make these tasks as attractive and stimulating as possible and of the need to find ways of raising the pupil’s motivation generally. This is particularly important since the nature of their difficulties means that there will need to be a lot of repetition of basic work to ensure that reading vocabulary, spellings etc. are learned and retained.

- We will try to suggest ways in which parents can help us help their child. We believe that parents can contribute a great deal to an educational programme by, for example, reading to their child on a regular basis; participating in paired-reading schemes; hearing their child read every day, making and illustrating personal dictionaries and word-banks; supporting the child while doing homework etc.

Our pupils also vote for sports leaders each term who help to support our Sports Coach in leading Physical Education