

Mission Statement

Ambrosoli is a community minded school that nurtures curiosity, creativity and global awareness through an inspiring, broad and engaging curriculum. Children learn to become resilient and respectful in an environment where each child is challenged and encouraged to thrive and achieve as an individual.

Our Vision

Empowering pupils to become confident compassionate and internationally minded learners.

Policy

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include games, gymnastics, dance, swimming and water play, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable our students to make informed choices about physical activity throughout their lives.

Procedure

Aims and Purposes

- To enable children to develop and explore physical skills with increasing control and coordination;
- To encourage children to work and play with others in a range of group situations;
- To develop the way children perform skills and apply rules and conventions for different activities;
- To increase children's ability to use what they have learnt to improve the quality and control of their performance;
- To teach children to recognise and describe how their bodies feel during exercise;

- To develop the children's enjoyment of physical activity through creativity and imagination;
- To develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.

Entitlement and Curriculum Provision

All children at Ambrosoli are entitled to 2 sessions per week(1 hour session and a 30 minute session). There is also an additional weekly swimming session, lasting 45 minutes. Throughout the school the teaching takes place by our dedicated PE staff.

Teaching and Learning

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give children the opportunity both to collaborate and to compete with each other, using a wide range of resources available.

In all classes there are children of differing physical abilities. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as an 50m sprint;
- setting tasks of different challenges, where all children complete the given tasks, e.g. high jump; 2m, 2.5m, 3m etc;

- grouping children by ability and setting different tasks for each group, in order to extend those learners ready and also care/cater for those in lower levels of ability;

Planning, Continuity and Progression

PE is a foundation subject in the National Curriculum. Our school uses the national scheme of work as the basis for its curriculum planning in PE. We have adapted the national scheme to the local circumstances of our school. As required in Key Stage 1, we teach games, dance, swimming and gymnastics, In Key Stage 2 we teach games, dance, swimming, athletics and outdoor and adventurous activities.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each school year during the key stage. The PE subject leader works this out in conjunction with his teaching team and meets regularly with colleagues in each year group to create a close link with what is being taught in class.

Our medium-term plans, which we have adopted from the national scheme, give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans.

P.E teachers complete a short term plan for each PE lesson. This list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The P.E teachers keep these individual plans and often discuss them on an informal basis with the subject coordinator.

We plan the PE activities so that they build upon the prior learning of our children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

The Foundation Stage

We consider physical development of our children in the early year's class as an integral part of their work. We relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for our children. We encourage our children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Inclusion

At our school we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. *(See school inclusion policy for more information)*

Assessment and recording

Teachers assess children's work in PE by through observing their work during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement as to whether the child is Beginning, Developing or Mastering and this is recorded using classroom monitor assessment tool. This information is used to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents.

Resources

There is an increasing range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store. We expect the children to help set up and put away this equipment as part of their work. By doing so, the children learn to handle equipment safely. The children use the school playground for P.E lessons and the local swimming pools for swimming lessons. There is also a splash pool on the school grounds to cater for our early year's children.

Health and Safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to wear PE uniform for lessons as well as wear appropriate sports shoes. Children are expected to change before and after sessions in the school changing rooms (KS2 only). We expect the teachers to set a good example by wearing appropriate clothing when teaching or supporting PE. Children are expected to wear a hat for P.E and no jewellery is to be worn for any physical activity. *(Please read the school Health and Safety policy for more information)*

Swimming

At Ambrosoli School, all children are entitled to one 45 minutes swimming lesson a week. Swimming lessons are open to all students and the school endeavours to make accommodations for students who require special consideration.

Aims & Objectives:

- We aim to make swimming an enjoyable and challenging physical experience for our children.
- We aim to increase the water confidence of beginners.
- We provide children with the opportunities to experience and learn different types of swimming strokes.
- We aim to ensure an effective leg action before introducing arm actions for a stroke.
- We recognise that individuals are unique and, regardless of that fact, everyone can participate and succeed in swimming.
- Swimming will develop children's overall physical health and fitness.
- In the Foundation Stage, children are provided with opportunities to develop their water confidence and swimming skills mainly through play. Young swimmers learn

mainly through exploration using games. Water safety is highly emphasized at all stages.

We give experience of:

Key Stage 1

Water confidence
Water safety
Breaststroke
Backstroke
Front crawl

Key Stage 2

Water confidence
Water safety & Life saving
Breaststroke
Backstroke
Front crawl
Butterfly



Robert Kabushenga
Chair of the BoG on behalf of the BoG