



# **Physical Education Policy July 2020**

POLICY No.11

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## **Introduction**

1.1. An enriching and exciting P.E Curriculum equips learners for everyday life. The curriculum develops physical competence and the application of physical activity, there is also a focus on the personal outcomes of social, emotional and thinking skills. Underlying the whole P.E Curriculum is developing healthy lifestyle behaviours.

## **2. Purpose**

2.1. The purpose of the Physical Education Policy is to describe our practice and the principles on which it is based.

## **3. Aim(s)/Intent**

### **3.1**

Physical Education (P.E) gives all pupils the opportunities to develop their physical skills and to apply those skills in different situations, it also develops social, thinking and emotional skills as well as developing healthy life styles.

In particular, P.E offers pupils with physical disabilities and learning difficulties opportunities to:

- Develop the physical skills of coordination, control, manipulation and movement
- Improve balance, agility, strength and stamina
- Apply the physical skills to different situations
- Develop their social skills including listening and cooperation
- Develop their emotional skills including resilience
- Develop their thinking skills such as making decisions and analysing performance
- Developing a healthy lifestyle such as taking part in physical activity regularly

Physical Education at Chadsgrove is planned and delivered to allow all pupils to make progress, targets are personalised and assessment continuous. The P.E curriculum is wide and varied to challenge and engage all the pupils to promote a positive attitude towards physical activity.

Physical Education and physical activity are a vital part of developing the individual as a whole.

## **4. Wider school aims/ethos**

4.1. This policy supports the following school aims:

- To allow an individual to develop to their full potential
- To offer a broad, balanced and relevant curriculum that meets the needs of all pupils, statutory requirements and allows for flexible approaches to learning.
- To prepare pupils for the opportunities, responsibilities and experiences of adult life
- To provide a pleasant learning environment which promotes effective learning and enables pupils to experience a sense of enjoyment and achievement throughout their school career
- To guide young people towards a realistic assessment of career possibilities and post-school opportunities
- To ensure equality of opportunity regardless of gender, race, culture, religion, social disadvantage or disability

## **5. Consultation**

**5.1.** This policy was written by Carina Taylor, the Lead for P.E in consultation with staff who lead P.E lessons, teachers and the P.E Governor.

## **6. Sources and References**

**6.1.** Statutory and non-statutory guidance from the National Curriculum and Pupil Sports Premium was used to write this P.E Policy

## **7. Roles and Responsibilities**

**7.1.** The Lead for Physical Education is responsible for overseeing the subject across the whole school. The lead for P.E is responsible for:

- Writing the long term plans and overseeing the medium term plans
- Progress, assessment and moderation
- Accredited courses
- Resources
- Outdoor and Adventurous Activities
- Continual professional development
- Extra-curricular activities
- Unique talents and abilities in P.E
- Pupil Sports Premium
- School Games Mark
- Youth Sport Trust Inclusion School

**7.2** The P.E Governor is responsible for meeting the lead for P.E once a year for discussing subject strengths and areas for development and for reporting these to the governing body.

**7.3** Staff who teach P.E are responsible for following the P.E Policy

## **8. Planning**

### **8.1 Long Term Plans**

The Physical Education Curriculum Map (appendix 2) and Long Term Plan (appendix 1) allows for a broad and balanced curriculum to be taught across the whole school. The Curriculum Map allows teachers who deliver P.E to see what pupils have been taught in previous years and plan appropriately to allow progression.

The Long Term Plan focuses on 'Personal Development', the plan has different areas that are colour coded allowing staff and pupils to understand which area they are focusing on when planning medium term plans, planning lesson, learning and assessment.

Physical Outcomes focuses on Physical Competence (green) and Physical Activity (blue).

Personal Outcomes focuses on Social (red), Emotional (purple) and Thinking Skills (yellow).

Healthy Lifestyle Behaviours underpins the whole plan.

### **8.2 Medium Term Plans**

Medium Term Plans (appendix 3) are written at the start of each term, they give detailed information on the learning outcomes for the term, the intent and implementation in detail for each Physical and Personal Outcome. The Medium Term Plan will include what adaptations may be required and how the impact will be assessed and recorded.

### 8.3 Accredited Courses

The following courses are taught at KS4 and KS5 to pupils who have reached a sufficient level in physical competency, physical activity and personal outcomes:

- OCR Entry Level P.E
- OCR Cambridge National Level 1 (short course 2 modules) (full course 4 modules)
- ASDAN Sports and Fitness Short Course

More information about the courses can be found in appendix 6 and on the staff shared drive Sports and P.E, Exam courses.

### 8.4 Primary Sports Premium

Chadsgrove School receives the Primary Sports Premium for Lower School pupils (Reception, KS1 and KS2) (appendix 4)

The funding is divided into 5 Key areas:

- **Key Indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school
- **Key Indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement
- **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport
- **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils
- **Key indicator 5:** Increased participation in competitive sport

The Lead for P.E reports to the Head Teacher once a term. The report is published on the school website

## 9. Teaching

### 9.1. Teaching and Learning

A wide variety of teaching and learning styles are used within P.E lessons at Chadsgrove School. The principle aim is to develop knowledge, skills and understanding within the physical capabilities of each individual pupil with a specific emphasis on developing physical skills, making and applying decisions. This is achieved through individual, group or whole class teaching.

The Inclusion Spectrum (Ken Black) (appendix 5) is used to teach Open Activities where everyone is included, Modified Activities where adaptations may take place or Parallel Activities where the activities may be differentiated due to ability. The STEP Model is also used to adapt activities (space, task, equipment, people).

Pupils are given opportunities to be leaders during lessons, from follow my leader, leading a warm-up, planning and leading an activity to officiating a sport.

A wide range of equipment is available to adapt for the least able and to stretch the most able.

## **9.2 Implementation**

P.E is a foundation subject in the National Curriculum. At Chadsgrove School we follow the National Curriculum P.E Programmes of Study (appendix 6) where appropriate, the programmes of study are adapted and modified to allow the pupils at Chadsgrove School to make progress. At Chadsgrove School many pupils are working at a lower level than their chronological age, therefore long term and medium term planning takes into account the need to give pupils a relevant and appropriately challenging curriculum

## **9.3 Pupils working at Level P1(i) to P5**

Pupils with profound and multiple learning difficulties are taught P.E through personalised learning. The curriculum is based on the Motor Activity Training Programme, Sherborne Movement and dance, within each activity the pupils are given opportunities to:

- Develop a repertoire of single actions
- Increase the range of movement in single actions
- Develop control and coordination of single actions
- Develop a range of consistent reactions to different stimuli
- Begin to develop an element of purpose or intent to some actions
- Develop looking and listening skills and follow instructions
- Develop self-motivation and resilience when attempting an activity
- To develop decision making such as choosing a certain type of ball
- Developing a healthy life style by taking part in physical activity

## **9.4 Pupils working at P5-NC1**

Pupils are given the opportunity to:

- Use a number of single actions consecutively
- Improve control and coordination of actions and movements
- Respond more consistently to a range of stimuli and situations
- Repeat actions and movements with consistency
- Vary their response to situations and stimuli through feedback
- Begin to realise that activity and movement changes the way their body feels (healthy lifestyle)
- Develop social skills including working with a partner or a team
- Develop emotional skills including a determination to complete an activity
- Develop thinking skills such as making a decision about the type of bat to use

## **9.5 Pupils working at P8/NC1-NC5**

Pupils working at this level are given the opportunity to develop their range and quality of skills and to apply them to recognised games and to:

- Select skills, actions and movements with clear intent to suit the purpose of a specific activity
- Develop a wider range of responses to specific situations, stimuli and activities
- Be more aware of others and how to relate to them in different situations (social skills)
- Develop a basic understanding of rules and conventions in activities

- Move and use equipment safely
- Recognise differences in responses to situations and stimuli and how their bodies feel during activities and exercise (healthy life style)
- Develop leadership and teamwork skills (social skills)
- Develop resilience; a determination to improve own ability
- Develop analysis of performance (thinking skills), their own and others performance
- Develop a healthy life style; change for P.E, attend extra-curricular clubs at school and the wider community

### **9.6 Accredited courses**

Pupils in Key Stage 4 and Key Stage 5 have the opportunity to follow accredited and certified courses appropriate to the pupil's ability and level.

The aim of these courses is to:

- Prepare pupils for lifelong participation in sport and exercise
- Develop leadership skills
- Develop analytical thinking
- Allow pupils to gain a qualification which will give them access to the next level of qualification at school or college

### **Cross Curricular Links**

The teaching of P.E can help pupils develop a broader range of skills that link in with other subjects:

- Literacy; pupils have the opportunity to develop communication through listening, speaking and using alternative and augmentative communication such as body movements, eye gaze, facial expressions, gestures including signing and communication aids. Pupils are given the opportunity to develop these skills when working with a TA, a partner, in a group, as a leader, giving feedback and asking or answering questions.
- Numeracy; pupils have the opportunity to develop numeracy through counting the number of goes or attempts in an activity, by scoring points or measuring the distance of a throw and stop watches are used to record time. Pupils are given the opportunity to develop spatial awareness when playing invasion games.
- ICT is used to support the teaching and learning of P.E through ipads to record a pupils performance so they can watch it back and analyse the performance.
- Personal, Social and Health Education (PHSE) and Citizenship; pupils learn the benefits of exercise and healthy eating and the importance of changing for P.E. They learn the rules and etiquette of activities, how to wait their turn and be part of a team.
- Spiritual, Moral, Social and Cultural Development; P.E allows pupils to interact with each other, to communicate their ideas and perform to their peers. The pupils learn to respect and work with each other and develop a better understanding of themselves and each other.



## **10. Organisation**

**10.1.** All pupils have two P.E lessons a week, one of these lessons is a swimming lesson. In addition pupils have rebound therapy session and where appropriate soft play. Pupils also work on their physiotherapy targets. Lessons are adapted to make sure all pupils have access to high quality P.E. All pupils take part in at least two sessions of Outdoor and Adventurous Activities offsite.

### **10.2 Extra-curricular Activities**

Chadsgrove School offers a wide range of extra-curricular activities at break time, lunch time and after school. All pupils are encouraged to attend at least 1 club to achieve at least 30 minutes of exercise a day. The aim of the clubs is to improve fitness, physical skills, application of skills and social skills. The clubs also provide a link to clubs in the community where a coach runs a satellite club in school.

All pupils are given the opportunity to take part in a festival or competition these may be intra-school (house competitions and festivals), interschool events through the School Games and County and Regional Events.

During National School Sport Week Chadsgrove School holds an Opening Ceremony, School Games Day and Sports Day. Parents and Carers are invited to Sports Day to celebrate their child achievements.

## **11. Training/ CPD**

### **11.1 Continual Professional Development**

The professional development of teachers and Teaching Assistants who lead P.E including swimming and rebound is important to continually deliver high quality P.E. The needs of staff training are monitored through observations and performance management. A list is kept of staff of who have received training to support and deliver P.E (appendix 7) and make classroom lessons more active. Staff who have received training are asked to provide feedback on how they have implemented their training and the impact it has had on the pupils they teach. Due to health and safety is not appropriate for the staff member to train staff in school although they can update on current practice.

## **12. Equal Opportunities**

**12.1.** All pupils have two P.E lessons a week, one of these lessons is a swimming lesson. In addition pupils have rebound therapy session and where appropriate soft play. Pupils also work on their physiotherapy targets. Lessons are adapted to make sure all pupils have access to high quality P.E. All pupils take part in at least two sessions of Outdoor and Adventurous Activities offsite with an external provider.

## **13. Health and Safety**

### **13.1 Introduction**

The effective management of safety has four main components:

1. Risk Assessment and planning before a lesson.
2. Organisation of routines during and between lessons to include:
  - a. The use of appropriate kit.
  - b. Checking PE areas are free from sharp objects and broken glass.
  - c. Location of safety equipment.
  - d. Reporting accidents.
3. Control to include:
  - a. Where to find safety information.
  - b. Regular safety checks.
4. Monitoring and Review – including procedures for reporting hazards/suspected hazards and those for reviewing risk assessments and safety in general.

### **13.2 Risk Assessment and Planning Before a Lesson**

All staff should be familiar with the school's Health and Safety policy. Every activity should be assessed for risk, including the carrying of equipment. We attempt to balance the desire to minimise risk with the need of practical activity. Risk assessments are carried out in accordance with the school's Health and Safety policy and with reference to AfPE Safe Practice in Physical Education & Sport (2012) guidelines.

Teachers should be aware of:

1. Where to find information.
2. The LEA Safety File containing safety circulars from the LEA.
3. LEA Health and Safety Policy.
4. School Health and Safety policy and where to find it.
5. The procedures for reporting accidents, particularly those that constitute an emergency.
6. The school's behaviour and discipline policies.

#### **Before a PE lesson**

Staff must check the area for hazards and ensure the area is safe prior to each PE lesson. Before a lesson starts staff should check the area for hazards and put any specific safety measures in place e.g. cones to mark an unsafe area. They should be familiar with and check any equipment they will be using. It is the responsibility of all staff to report new and recurrent hazards to the PE Lead who will address accordingly.

#### **Equipment**

1. PE Equipment is annually checked by appropriate agencies.
2. Periodic safety checks of PE equipment are carried out by members of staff, for example gymnastics equipment is checked before a unit of work commences and at the start of every lesson.

## **Safety and Accident Procedures**

In the event of an accident School Health and Safety Procedures should be followed. A list of First Aiders is available in the staff room and in the PE hall, along with a First Aid kit. First Aid should only be carried out by staff holding the relevant qualification.

### **Other**

Students are allowed to teach PE lessons provided that the teacher is responsible for that class is present to provide direct supervision.

## **14. Including Parents/Carers**

- 14.1.** Parents/carers are informed of P.E activities through the Curriculum Newsletter, the P.E News Letter and letters home regarding trips for Outdoor and Adventurous Activities and Sporting events. Parents/carers are invited into school to watch Sports Day and Dance Festivals.

## **15. Resources:**

### **15.1 P.E Equipment**

The lead for P.E is responsible for ensuring the equipment for P.E appropriate for the needs of the pupils being taught. A P.E equipment audit take place in July each year.

## **16. Assessment and Moderation**

### **16.1. Progress and Assessment**

When planning Medium Term Plans teachers set a target for each pupil to work towards and achieve, this target is recorded on the target sheet for each class, at the end of a term the target is set at green achieved, amber working toward, red not achieved. This helps the teacher monitor achievement in relation to the targets over time and ensure the targets are achievable and challenging. This ensure that vertical and lateral progression can be centrally monitored.

Formative assessment takes place every lesson through teachers observing pupils and questioning their understanding. This is used to help plan future lessons and differentiated tasks

Photographic and video evidence of pupil's work in P.E is kept in a portfolio on the school server, with parental permission. This can be used to demonstrate what the expected level of achievement is in each area of activity in P.E and what a pupil's actual attainment look like.

Pupil's attainment is recorded on Solar at the end of each term once assessments have been completed. Pupils who do not achieve their target are monitored and given extra support, medium and short term plans are adjusted to take into account the extra support needed.

Pupils who are taking an accredited course take part in a filmed moderation day, this work is moderated by P.E staff before it is sent to the exam board.

The exam results are analysed and planning and teaching is adjusted to take into account the remarks of the external moderator.

Pupils are given opportunities to peer and self- assess, this take place every lesson through observations and questioning, scoring, analysing performance and improving a performance.

## **17. Monitoring and evaluation**

### **17.1 Data**

Progress in P.E is recorded and shown in different ways:

- Teachers complete the PE Impact Document (appendix 3) for each pupil at the end of a half term. Progress is shown in the 6 areas. This document allows teachers to see where a pupil strengths lie; physical competence or thinking skills or where their weaknesses are for example social skill. Analysing this data allows the teacher to plan effectively.
- Solar is used to track a pupil's physical competence, physical activity and understanding of a healthy life style. Solar targets are set at the beginning of the year and reviewed and recorded each term.
- Pupils doing accredited courses are recorded on the schools master assessment sheet. Intervention is put in place for those pupils who do not meet their target.
- Personal Outcomes; social, emotional and thinking skills are being constantly monitored through observations in lessons and at sporting festivals and competitions. Pupils are reminded to use the skills they have learnt in lessons and transfer them to other environments. Pupils at Chadsgrove School need support to transfer these skills and are reminded how and when to use them. The progress in these skills takes repeated use over many years. The progress in 'Personal Outcomes' is evident when comparing a pupil in KS1 to a pupil in KS4 but the older pupils need to practice these skills for their next steps which may be college, assisted living and for some employment.

## **18. Linked policies**

18.1 The P.E Policy should be read in conjunction with our policies for:

- Careers (Policy Number 16 )
- Governors Curriculum Policy Statement (Policy Number 22)
- Examinations (Policy Number 36 )
- Equal opportunities (Policy Number 38 )
- Alternative and Augmented Communication (Policy Number 39)
- Marking and Homework (Policy Number 34 & 35)
- Early Years (Policy Number 27 )
- PHSE (Policy Number 12)
- PMLD (Policy Number 26)
- Health and Safety (Policy Number 44)

## **19. Monitoring and Review**

### **19.1**

The governor with responsibility for P.E is primarily responsible for monitoring the implementation of this policy. This will be through annual discussion with the subject leader and consideration of the evidence included in the subject leader portfolio. The governor will report on this to the curriculum committee annually. The work of the subject leader will also be subject to review by the headteacher as part of our performance management arrangements.

The monitoring of the standards of pupil's work and the quality of teaching in P.E is the responsibility of the P.E Lead. The work of the P.E Lead also involves supporting colleagues in the teaching of P.E, being informed about current developments in the subject and providing a strategic lead and direction for the subject within Chadsgrove School.

## **20. Appendices**

Are found in the Sports and P.E Curriculum Folder

1. Long Term Plan
2. Curriculum Map
3. Medium Term Plans and Impact Documents
4. Sports Premium
5. Inclusion Spectrum
6. P.E National Curriculum Programmes of Study
7. CPD Courses attended