

ASHGATE CROFT SCHOOL

PE POLICY



Approved by Curriculum & Progress Committee meeting: 19th March 2018

Minute No.: 24.3/18 (C/P)

INTRODUCTION

PURPOSE

Physical Education develops pupils' physical competence, confidence and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong, physical activity.

Physical Education must be an important aspect of the curriculum for all pupils including those with moderate learning difficulties and with severe learning difficulties. It can enable them to develop an awareness of their bodies moving in space, to enhance mobility, to build self-esteem, co-operation and establish a healthy lifestyle. For pupils with PMLD, movement opportunities should be a high priority on a daily basis.

AIMS

The teaching of PE at Ashgate Croft School should provide opportunities for ALL pupils to:

- Engage in physical activities which involve the whole body and which will develop strength, stamina, flexibility, posture and positioning.
- Engage in new and fun experiences improving their attitude towards physical education.
- Increase their range of effective movements needed for daily living.
- Refine their manipulative skills.
- Foster their ability to co-operate and build relationships with others.
- Develop their self-confidence through the acquisition of physical skills and the understanding of their capabilities of themselves and others.
- Develop self-esteem in the acquisition of physical skills and pride in the quality of their movements.
- Develop positive attitudes within the pupils towards a healthy approach to living.

- Foster an awareness of the need for health and safety, taking care of oneself, others, resources and following instructions.

DELIVERY METHOD

Teachers should aim to give every pupil the opportunity to experience success in learning.

Every PE lesson at every Key Stage should include elements of:

1. Acquiring and developing skills and understanding.
2. Evaluating and improving own skills and those of others.
3. Knowledge of fitness and health.
4. Selecting and applying tactics and compositional ideas.
5. Competitiveness at an appropriate level.

TEACHING AND PLANNING

Each department has a long term plan in place for PE, which takes into account the requirements of the National Curriculum 2014. Teachers are responsible for completing medium term planning on the school format each term and short term planning each week. All staff receive regular, termly feedback on medium term planning from the subject leader responsible for PE.

EYFS

Throughout EYFS and KS1, the focus will be on the development of Fundamental Movement Skills. Teachers will use the PE curriculum map for primary and teach skills according to the specified area each half term.

EYFS pupils are included in primary lessons and reference is made to EYFS physical development curriculum.

Early learning goals:

- Children show good control and co-ordination in large and small movements.
- They move confidently in a range of ways, safely negotiating space.
- They handle equipment and tools effectively, including pencils for writing.

KS1

The above will be taught through:

- The mastery of agility, balance and coordination skills (ABCs).
- The sporting skills of running, jumping, throwing and catching (RJTC).
- The teaching of swimming, games and dance.
- Personal targets.

KS2

In each year of KS2 the focus will be on:

- The continued development of fundamental movement skills as in KS1.
- The development of linking and sequencing skills.

- Development of physical fitness.
- Development of communication skills and collaboration skills.
- An ability to evaluate and improve on their own performance and that of their peers.

This will be achieved through the teaching of:

- RJTC combinations.
- Competitive and recognised games.
- Athletic and gymnastic activities.
- Dance.
- Outdoor and adventurous activity.
- Swimming.
- Personal targets.

KS3

Throughout KS3, pupils should build on and embed the skills learnt in KS1 and KS2. Teachers should use the three year rolling programme for teaching PE and the relevant Equals Documents.

AREAS OF ACTIVITY: To be accessed at the pupil's individual level of ability.

1. Games

Pupils should be taught:

- To play competitive invasion, net and striking/fielding games, using techniques that suit the games.
- To use the principles of attack and defence when planning and implementing complex team strategies.
- To respond to changing situations in the games.

2. Dance

Pupils should be taught:

- To create and perform dances.
- To use a range of dance styles.
- To respond to a variety of stimuli.

3. Gymnastics

Pupils should be taught to:

- Create and perform sequences on the floor and using apparatus.
- Include variations in level, speed and direction in their sequences.

4. Athletic Activity

Pupils should be taught to:

- Take part in and design challenges and competitions that call for precision, speed, power and stamina.
- Use running, jumping and throwing skills.

5. Outdoor and Adventurous Activity

Pupils should be taught to:

- Meet challenges in outdoor activities.
- Use a range of orienteering and problem solving skills and techniques.

Respond to changing conditions and situations.

KS4/5

Class based PE lessons take place weekly. Some individual students may access class activities where relevant or more appropriate. Activities are tailored to the needs and choices of pupils with MLD, SLD and PMLD and include activities on the school site and at other local provision. Pupils are encouraged to take part in these activities at their own level, to experience being part of a team and to learn basic rules, as well as interacting with their peers and staff in a more relaxed and social situation. Pupils are also encouraged to explore these activities as possible leisure activities for their futures. Teachers should use the five year rolling programme for teaching PE and the relevant Equals Documents.

- Sherborne Movement /Elements activities.
- Outdoor and Adventurous activities on and of the school site.
- Tennis.
- Football /basketball / other games based activities.
- Gym use.
- Boccia.
- Table cricket and polybat.
- Dance and gymnastics.
- Cricket.
- Swimming / water therapy.

A range of teaching and learning opportunities should be planned to ensure that pupils are able to progress at their own level. These should include:

- Directed learning – including demonstration and observation
- Practice and repetition
- Different strategies for grouping children
- Open-ended tasks
- Partner/small group work
- Pupils creating/inventing tasks/games
- Problem solving tasks
- Pupil demonstration
- Observation and discussion
- Opportunities for assisted movement and sensory activities

COMPETITIONS

Where appropriate, classes will be provided with opportunities to engage and compete in competitive sport, through; inter and intra sporting events. The PE co-ordinator will be responsible for researching and booking the appropriate classes to a variety of local competitions. The PE co-ordinator will liaise with class teachers and discuss which events and competitions would be suitable for each class. Where it is not appropriate for classes to attend competitions and events outside of school, the PE co-ordinator and Assistant Head, who oversees the PE and sports grant, will liaise and work with the appropriate people, to create opportunities within school to allow all pupils to access a variety of sporting events.

CROSS CURRICULAR LINKS

Wherever possible links should be made with other curriculum areas e.g. Dance can be used as a stimulus for Science or language work. The cross-curricular links of Health, (P.S.H.E.) Environmental awareness and language across the curriculum will play an important part in the Physical Education curriculum. Computing can be used within PE through the use of music and videos. Recording equipment can also be used as a tool for pupils to evaluate their performances.

PROCEDURES AND PRACTICE

TIME ALLOCATION

The time assigned for the teaching of Physical Education at Ashgate Croft will be in line with Government guidance and will be reflected by the number of periods allocated at each Key Stage on the school timetable.

All MLD and SLD classes will receive one hour per week of PE and one hour per week of swimming. PMLD classes are allocated two hour slots for PE and swimming due to the physical and medical needs of the pupils.

It must be noted that physiotherapy is not a substitute for PE lessons. A pupil's individual physiotherapy programme can be incorporated into a PE lesson but must not be offered as an alternative.

Similarly physical activity in the form of "wake and shake" or "brain gym" or activity as part of sensory integration, whilst valuable to the pupil, must be seen as extra not instead of.

ASSESSMENT

- In the EYFS each child's progress is be assessed against the relevant EYFS Early Learning goals each half term.
- Pupils' achievements are assessed throughout each lesson. When moderating activities or completing assessment sheets, the level of help needed are recorded as per the marking guidance.
- Photographs are also taken to record individual success.
- Assessment of individual attainment in PE is via 'P' levels and the B² levels. This assessment data is correlated at the end of the year through annual reports.
- A baseline assessment for Fundamental Movement Skills must be carried out at the start of every new academic year (Autumn Term 1) and pupils must be reassessed in Summer Term 6 by the class teacher. Results are recorded using the Fundamental Skills checklist.

ROLE OF THE SUBJECT LEADER

- To keep up to date with government initiatives related to PE.
- To participate in relevant training to support a broad knowledge of the PE Curriculum across all ages and abilities in school.
- Work with Deputy Head to monitor progress in PE.
- To work with the Assistant Headteachers to discuss support they may need and resources required in each department.

- To work with the Assistant Head of the primary department to discuss how to spend the PE and Sport Premium and the impact of spending.
- To monitor teacher medium term and short term planning for PE across the school.
- To support teachers in ensuring PE is delivered effectively across the school, this may include peer observations of/shadowing good practise.
- To arrange any relevant CPD for teachers across school.
- Liaise with class teachers and Assistant Heads to provide pupils with opportunities to access sporting events and competitions.
- Moderation of work

DRESS CODE AND HEALTH AND SAFETY

Pupils other than PMLD pupils are required to change clothes for PE lessons. Parents/Carers are asked to send in a PE kit consisting of t shirt and shorts or tracksuit bottoms for outdoor use and trainers or plimsolls. Pupils should be encouraged to be in bare feet for gymnastics lessons. Hair should be tied back and any jewellery removed.

Teachers and teaching assistants (where possible), should also change for PE lessons or come into school in a PE kit, on the day when PE is taught.

Although there is no recommended age limit for pupils changing together for PE, it is suggested that staff deal with the issue appropriately if it arises, by ensuring that boys and girls have the opportunity to change separately if they wish.

Ashgate Croft School adheres to The Health and Safety Policies published by Derbyshire Local Authority.

PARENTAL INVOLVEMENT

Parents/carers are invited in to school for annual sports days across all departments; Primary and Middle/Upper.

Parents/carers are informed of progress in PE within annual reviews and on annual reports (this includes attainment levels).

EQUAL OPPORTUNITIES

Pupils have differentiated work, are supported appropriately and are given equal opportunities through this support to access the PE programme fully. See equality policy.

MONITORING OF THE POLICY

Monitored by the PE Coordinator.

- Ensuring that the policy is in line with National Initiatives.
- By monitoring LTP, MTP and STP.
- Drop ins during PE lessons.

CHILDREN'S RIGHTS

- Article 12 - Children have the right to say what they think.
- Article 15 - Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.
- Article 23 - Children with disabilities are provided support to participate.
- Article 24 - Every child has the right to the best possible health.
- Article 28 - The Right to education.
- Article 29 – Education must develop every child's personality, talents or abilities to the full.

REFERENCES

- EYFS Curriculum policy
- Curriculum Policy
- National Curriculum 2014
- Equality Policy
- Primary, Middle and Upper School Long Term Plans
- Unicef Children's Rights