



MARISH



Academy Trust

Physical Education Policy

Date: 5/01/18
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Summary

This document sets out how Physical Education (P.E.) is taught at Marish Academy Trust and our long term plan for the delivery of the P.E. Curriculum.

Physical education develops the children's physical literacy, so that they can perform with increasing competence and confidence in a range of physical activities.

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1 Introduction

Physical Education is a foundation subject within the National Curriculum.

PE develops children's enjoyment, confidence and skill in physical activity, whilst promoting personal, social, intellectual and physical development.

PE is about introducing children to the world of physical activity and sport, which will hopefully provide the foundations for a healthy, active adult lifestyle.

2 Aims

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 multi skills, dance, games, gymnastics, swimming and water safety, and athletics. 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. It enables them to make informed choices about physical activity throughout their lives.

The aims of PE are:

- To enable children to develop and explore their fundamental physical skills: agility, balance 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.
- To promote and in engage in healthy competition.

3 Entitlement and Curriculum Provision

All pupils are entitled to a progressive and comprehensive physical education programme which covers National Curriculum requirements and which takes account of individual interests and needs.

The Trust is a beacon school for Create Development who is the UK's market leader in multi skills and multi abilities. The scheme of work in which we use through all the Key stages is called "Real PE". They are broken down into the following resources:

- First FUNS
- FUNS for Everyone
- Raising the Bar
- Compete to learn, learn to compete
- Real Gym

Marish Academy Trust delivers all PE and Sport centred on Create Developments 3 philosophies which enable us to adopt a holistic approach to teaching and learning:

- Create a clear, shared learning journey
- Provide quality personalised opportunities
- Shifting responsibility to the learner

Through “Real PE” children are taught and assessed through various levels on the “Cogs for Learning”. These cogs incorporate Personal, Social, Creative, Cognitive, Physical and Health and Fitness skills and are broken down as Primary Key Learning Skills (PKLS) that are used across the whole curriculum. Each PE lesson will focus on one or two PKLS as well as a physical focus.

Although the PE curriculum is not sport specific, these technical skills for individual sports are taught through our extracurricular programme.

Extra Curricular Provision

All children have access to an extensive choice of Extra Curricular sports activities that are aligned to the competition calendar with the Slough Schools Sports Network (SSSN). Children are able to sign up for clubs with the aim of refining and practising their skills aiming to put them into practice in a competitive environment.

All clubs are validated by the Childrens University where by pupils are accredited their hours to their “Passport for Learning”. All hours are then collated at the end of the school year and then learners are awarded their Gold, Silver or Bronze Diploma at the Graduation ceremony.

All participants in clubs are signposted to local Sports clubs that are validated by the Children’s University Coordinator. Between the Club and school this creates a School/club link. For example: those children that take part in Tag Rugby will practice in the after school club, play in the SSSN competition and will also be encouraged to take up Rugby with Slough Rugby Club out of regular school hours.

4 Delivery of Curriculum

Teaching and Learning Strategies

A variety of teaching and learning styles are used in PE lessons. The principal aim is to develop the children’s knowledge, skills and understanding and this is done through a mixture of whole class teaching and individual/group activities. Delivery of the lessons are Whole -Part-Whole. After the warm up the activity is played (whole)a skill development is taught to improve performance(part) and then the game is played again and reviewed (Whole). Teachers draw attention to good examples of individual performance as models for the other children and the children are encouraged to evaluate

their own work as well as the work of other children. Within lessons the children have the opportunity both to collaborate and to compete with each other, and to use a wide range of resources.

Good lessons should contain the following elements.

- Purpose; lessons should have clear objectives and defined learning outcomes which should be explained to the pupils at the beginning of the lesson;
- Progression; pupils' capabilities should be developed with increasing demand made on their physical and mental processes. Building on previous learning is essential; so too is working to achieve successful outcomes through repetition, application and refinement of skills;
- Pace; high levels of activity, with clear expectations for high work rates to be maintained are important. The physiological benefits of exercise should be explained and understood and their association with health emphasised.
- Coherence; all teachers should reinforce previous understanding and establish links between curriculum experiences.
- Challenge; high expectations are set for individual and group achievement. Pupils are extended both physically and intellectually through interesting tasks;
- Differentiation is achieved through using tasks and equipment that will enable pupils to be challenged appropriately and which ensure good progress for all ability groups.
- Pupils' responsibility; in lessons pupils are encouraged to make decisions. They are given responsibility for equipment, group organisation, and at times, their own learning, as they practice and repeat movements in order to improve efficiency and the quality of their performances.

Time Allocation

In Key Stage 1 and 2, time allocated allows for 2 PE lessons a week. 1 Lesson is taught by a sports coach and the other by the class teacher; and can be, whenever possible be supported by a sports coach. The teaching of PE is based on ensuring adequate coverage of the National Curriculum programmes of study to meet the appropriate skills identified for each year group.

Safe Practice

Safety should be paramount when planning physical education activities. All teachers must refer to appropriate guidelines.

Safe Practice in Physical Education - BAALPE

First aid equipment is available in the medical room. All staff knows what action to take, including calling for assistance in the event of an accident. Inhalers for pupils suffering from asthma remain with the pupil in Key Stage 2 and are readily accessible for Key Stage 1 and the Foundation Stage. Please refer to the Medical Policy with which all staff should be familiar.

Regular checks are made on all equipment. The subject leader makes frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the subject leader if any items show wear and tear.

Any items constituting a danger will be taken out of use immediately and the subject leader must be informed of any faults.

Pupils should:

- Be taught how to move and use apparatus and equipment safely under the supervision of a teacher or responsible adult.
- Develop listening and responding skills.
- Be made aware of safe practice when undertaking any activity.
- Understand the safety risks involved in wearing appropriate clothing and footwear.
- Remove all types of jewellery when participating in a lesson (see School Uniform policy)

5 Inclusion

We aim, within Marish Academy Trust, to provide equality of opportunity for all children whatever their age, ability, gender, race or background. We want all our pupils to achieve their full potential during their time with us. As such, we work to ensure that our expectations, attitudes, and practices enable all children to reach their potential.

Gifted and Talented Children

Within Marish Academy Trust, up to 10% of the school population may be considered gifted and talented. Each term, staff meets with the Gifted and Talented Coordinator to identify children who are considered more able in PE. In turn, the PE subject leader liaises with the Gifted and Talented Co-ordinator and teaching staff to ensure more able children receive the appropriate support and challenge.

Children with English as an Additional Language (EAL)

All pupils with EAL are provided with opportunities to achieve in PE. When appropriate, activities are differentiated so that all learners can access the curriculum.

Disability Statement

Marish Academy Trust is committed to ensuring equal treatment of all pupils with any form of disability and will ensure that disabled pupils are treated favourably in any procedures and practices. When a pupil's disability has been disclosed, the school will ensure reasonable adjustments are put in place so that they can have full access to the curriculum. For further details please refer to the school's Disability Equality Scheme.

Gender Equality

Staff at Marish Academy Trust, ensure that current and future policies and practices in this subject do not discriminate against either sex, or maintain or lead to gender inequality. Any curriculum developments are monitored to identify if they have had an adverse impact relating to gender issues.

Special Educational Needs

At Marish, we are continually striving for an inclusive multi-sensory approach, which values and embraces the individual learning differences of the children within our school. Therefore, in addition to targeting individual needs through differentiation, intervention programmes and G/IEPs, we are also focusing upon specific areas within our mainstream classrooms, with the aim of continually

improving and developing our inclusive practice. This includes the use of: picture cues; visual, auditory and kinaesthetic prompts.

6 Assessment, Roles and Resources

Assessment and Record Keeping

Informal assessment is carried out continuously through observation. Information about the child's achievement is reported to the parents in the annual report. Level descriptors based on the identified skills for each year group will be used to assist in the making of summary judgements about the pupils' achievements as a basis for informing reports to parents at the end of each school year. Pupils are able to track and monitor their own physical education with the support of their peers, coach, teacher and parents.

Resources

There is a wide range of resources to support the teaching of PE across the school. All equipment is kept in the PE store, and this is accessible to children only under supervision. The hall contains a range of large apparatus. It is expected that the children help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field for games and athletics activities and the local swimming pool for swimming lessons. An annual stock check is completed of the school resources.

ICT

Information and Communication Technology enhances our teaching and learning in PE wherever appropriate, in each key stage. Children use the computer suite and individual machines in classrooms to enhance their skills in a variety of ways, such as data handling, researching information on the Internet and presenting information. Staff and children are also encouraged to use the IWB in lessons, with high quality resources available, again where appropriate. Opportunities for embedded ICT as a tool to support learning and teaching are identified in curriculum planning. Children will also have access to use an interactive "Tablet" for assessments during PE sessions.

Leadership and Management

To develop staff confidence and competence in teaching physical education:

- Whole school training needs and the individual needs of staff are identified as a result of the monitoring and evaluation programme;
- Other training needs are identified through induction programmes and performance review;
- The subject leader will arrange for relevant advice and information from courses to be disseminated and, where appropriate good practice will then be included in a planning and development programme;
- Where necessary the subject leader leads (or arranges) school-based training;
- The Trust is a member of the Slough School Sports Network (SSSN).
- The Trust is a beacon school for Create Development and has access to longitudinal support
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Role of the Subject Leaders

- Understanding the requirements of the subject.
- Encouraging staff to provide effective learning opportunities for all pupils, to ensure the development of valid activities appropriate for children at different stages of the development which enable pupils to progress in PE.
- Supporting colleagues to develop their subject expertise.
- Collecting resources.
- Ensuring common standards and formats for recording and assessment.
- Communicating all developments in the subject, e.g. through staff meetings, distributing information.
- Producing and monitoring annual action plans.
- Managing and maintaining resources.
- Keeping samples of pupils' performing skills through use of photographs. The samples are linked to the skills and assessment opportunities outlined in the medium term plans for each year group.
- Observing lessons.
- Providing evidence of Children's personal development through CD Assessment Wheel
- Collecting medium term plans from each year group to check that the skills for each year group are covered.
- Managing and monitoring expenditure within the annual budget for PE.

7 Revision History

| Version | Date | Author | Comments |
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| 1.0 | 5/1/18 | AT | |

8 Approval History

| Version | Approved | Comments |
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| 1.0 | | |