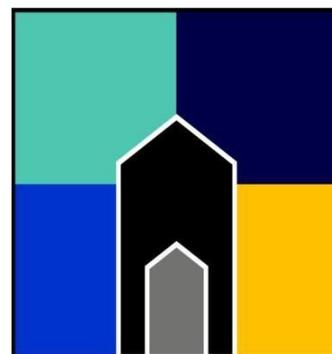




An Daras
Multi Academy Trust



An Daras Multi-Academy Trust **PE** **Policy**

The An Daras Multi Academy Trust (ADMAT) Company An Exempt Charity Limited by Guarantee Company Number/08156955

Status: Approved	
Recommended	
Version	v1.1
Statutory	Yes
Adopted v1.1	Autumn 2016
Review v1.1	Autumn 2017
Advisory Committee	LGAB/School Improvement and Strategic Development Committee
Linked Documents and Policies	PE Provision Map



An Daras Multi-Academy Trust

St Stephens Community Academy

PE Policy

Reviewed and adopted – **Autumn 2016** Reviewed by the ADMAT Board of Directors –
Autumn 2017

This policy outlines the teaching, organisation and management of the Physical Education taught and learnt at St Stephens Community Academy.

Rationale:

St Stephens Community Academy believes that a high-quality Physical Education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. We believe it should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. We feel that opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The P.E. programme aims to ensure that all pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sports and activities and lead healthy, active lifestyles.

In our teaching of Physical Education we aim to promote:

- An enjoyment of physical activity and a healthy lifestyle.
- Skilful and intelligent performers and to develop their ideas in a creative way □ Positive attitudes to health, hygiene and fitness.
- Knowledge of safety factors and an appreciation of the principles of safe practice.
- The ability to plan a range of movement sequences, organise equipment and apparatus, and design and apply rules.
- The acquisition and development of skills, ability to respond to a variety of challenges, and perform with increasing physical competence and confidence, in a range of physical activities and contexts
- The development of communication skills and an ability to work in close co-operation with others
- The ability to set targets for themselves and compete against others, individually and as team members.
- The ability to take the initiative to lead activity and focus on improving observational skills and aspects of their own performance
- The discovery their own aptitudes and preferences for different activities

- The understanding of what it takes to persevere, succeed and acknowledge others' successes.
- The use of appropriate terminology.

These aims are met through the provision of carefully planned, differentiated activities to ensure optimum skills progression.

Early Years Foundation Stage:

Physical education falls within the Physical Development area of the statutory framework for the early years foundation stage. It involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Inclusion:

At St Stephens our aim is to develop the potential of all our pupils. All pupils, including those with special educational needs, undertake the full range of activities. Teacher assessment determines the learning opportunities to which individuals and groups experience during each unit of work. Weekly planning shows how activities have been adapted or extended for the needs of all pupils and, where appropriate, how they relate to personalised learning opportunities. Please refer to the academy Gifted and Talented policy for details on defining and identifying Gifted and Talented pupils.

Teaching Time

P.E. has been timetables according to the requirements of the National Curriculum document and it is our aim that all children will spend at least two hours each week on P.E. This excludes time allocated for Wake and Shake.

Safe Practice

- Jewellery – In line with school policy, children should only be wearing watches and stud earrings to school plus items of jewellery worn for religious reasons. Wrist watches must be removed before P.E. lessons, and earrings should be removed where possible. There may be some occasions where a personal adornment cannot reasonably be removed. In such circumstances, consideration should be given to making the wearing of the item 'safe' for the activities concerned, both for the wearer and other participants.
- Clothing and Footwear – For hall based activities children are expected to wear shorts and T-shirts. Dance and Gymnastics should be undertaken in bare feet, unless children have a foot complaint when plimsolls may be worn. Warmer clothes are necessary for outdoor activities, which will continue during cold weather. Outdoor games should be undertaken in suitable trainers and must be laced correctly. For all activities long hair should be tied back.
- Movement of Apparatus – Throughout their development in P.E. children will be taught how to assemble, lift, rearrange, dismantle and store apparatus safely. Development of these

skills is given in the following table, but it should be realised that this is intended as a rough guide and may not be appropriate for all children.

Although it is desirable that children should be responsible for their own equipment, it is realised that for the children to set out and put apparatus away every lesson is not a realistic target, bearing in mind the restrictions of time allocated to P.E. and the restrictions on hall use. However, the children should receive enough practice and guidance to be able to do it safely and efficiently.

Children will be taught about the appropriate use and placement of apparatus to ensure safety. When lifting and carrying apparatus children should face the way they are going in order to minimise the risk of collision. Children will be taught where to place their hands and to lift together on the leader's signal, by bending and straightening the legs and keeping their backs straight.

Year	Equipment	Notes
F/1	Mats (when appropriate)	4 to each mat, 1 on each corner
2	Mats and Benches	4 to each mat, 2 to a bench (all children to face the direction of travel)
3	Mats, Benches, Planks, Ladders and Light Boxes	4 to each mat and box, 2 to benches, planks and ladders (all children to face the direction of travel)
4/5/6	All Apparatus (size appropriate)	2 to each mat and lighter apparatus, 4 on heavier or more bulky apparatus (all children to face the direction of travel)

- Placement of Mats – Children will be taught about the correct placement and use of mats. The school's policy on the placing of mats follows the guidelines given in 'Safe Practice in Physical Education', written by BAALPE (British Association of Advisers and Lecturers in Physical Education). This states that mats should not be placed around profusely and indiscriminately but should be used where it is expected they will be needed for deliberate landings. However, it is anticipated that younger children may require mats at an early stage of traversing apparatus at a height, where they are likely to need to drop down.
- Non-Participation – If children are unable to participate in P.E. due to injury or illness, this should be supported by communication from parents. Children who forget their kit will participate by wearing spare kit. Non-participants should be as involved in the lesson as possible, as officials, observers, recorders, or critics, so enabling them to learn and understand the work and be better prepared to re-join in due course.
- Staff Attire - When taking P.E. lessons staff should be appropriately dressed and wearing suitable footwear to enable them to move freely and easily, as well as to set a good example to the children.

Extra-curricular PE and School Sport:

P.E. lessons will provide the children with opportunities to practice and consolidate their skills and PE knowledge and to develop and extend their techniques and abilities. These may be extended further through out-of-class activities such clubs, matches against other schools, festivals and competitions. KS2 residential offer children opportunities in Outdoor and Adventurous Activities including surfing, swimming, cycling, rock climbing and kayaking.

Clubs on offer during the school year include Football, Netball, Badminton, Cross Country Running, Multi-Skills and Cricket.

KS2 children are trained to become Sports Leaders and support the lunchtime supervisors by setting up and running small games for the lower juniors and Key Stage 1 pupils.

Contribution to other Areas of the Curriculum:

P.E. benefits from links to many subjects within the primary curriculum and where possible, opportunities will be sought to draw experiences out of a wide range of activities, for example orienteering can be linked with geography. English and Music provide many stimuli for Dance and Movement. Pupils will have opportunities to develop their language skills, and collaborative work will extend their PSHE and Citizenship skills. When it is appropriate, use will be made of both indoor and outdoor environments.

Recording and Assessment:

Assessment supports future planning and teaching of PE. Assessment for learning (AFL) is integrated in all parts of the teaching and learning process. It is carried out on a day-to-day basis and provides teachers and pupils with knowledge of what has been learnt, to inform future planning and how to overcome gaps in learning. AFL forms the basis for marking pupils work and giving feedback both orally and in writing.

Work is assessed according to the learning objectives set and progression is then built into the units based on the results. We assess by observing and questioning the pupil, evaluating knowledge at the start and end of a taught unit and carrying out a scrutiny across the school for progression and to identify the areas for improvement. Progress and achievement in the PE is reported to parents and carers through parent meetings and at the end each year in the annual report.

RRSA

Within our P.E. teaching, we, as ADMAT Schools, aim to promote the UNCRC in all aspects of our work. This reflects our position as a Rights Respecting School.

P.E. relate to the UNCRC articles:

Article 13 (freedom of expression): 'Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.'

Article 15 (equality): '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 17 (right to education): 'Every child has the right to reliable information from the media. This should be information that children can understand.'

Article 23 (equality): 'A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community.'

Article 24 (equality): 'Every child has the right to the best possible health.'

Article 27 (equality): 'Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.'

Article 28 (right to education): 'Every child has the right to an education.'

Article 29 (goals of education): 'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.'

Article 31 (freedom of expression): 'Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.'

Monitoring and Evaluation:

All teachers are responsible for monitoring standards but the Domain leader, under direction of the Head of School, is responsible for the direction of the subject across the academy. Time is allocated for the Domain leader to monitor standards and quality across the academy. The Domain leader is expected to keep the curriculum under review and keep the Head of School.

Standards are Monitored and Evaluated by:

- Domain leader using allocated time to observe lessons, teachers plans and pupils work
- Staff meetings to look at children's performances and assessments (via ICT) and to evaluate standards.
- Collecting teacher assessments of pupils' progress aligned with exemplification standards and expected levels or equivalent in the National Curriculum 2014.

Where particular weaknesses in skills are observed, modification of the curriculum and time allocation for particular aspects of Time and Place are considered and changes made when necessary.

Review:

This policy will be reviewed in line with the academy policy review programme. The Domain leader is responsible for reporting to the Local Governing Advisory Board (LGAB) about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

Policy first agreed – **Autumn 2016**

Review– **Autumn 2017**

Policy published on website – **Autumn 16**

Signed..... Chair LGAB

Signed..... Head of School

Signed..... Executive Head Teacher

Date.....