

# ST OSMUND'S MIDDLE SCHOOL PE POLICY



St.  smund's  
CE Middle School  
Inspire - Empower - Achieve

## **St Osmund's Middle School**

### **PHYSICAL ACTIVITY POLICY**

There are four main purposes of this policy:

- To establish an entitlement for all pupils
- To establish expectations for teachers of this subject
- To promote continuity and coherence across schools
- To state the school's approach to this subject in order to promote public, and particularly parents' understanding of the curriculum.

#### **Rationale**

The importance of physical education to the curriculum

Physical Education develops pupils' physical competence and 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 how to make choices about getting involved in lifelong physical activity.

#### **Aims**

Our aims in teaching PE are that all pupils will;

- Be physically active and find enjoyment in physical activity
- Be committed to PE and sport and make them a central part of their lives
- Develop the skills and control they need to be able to take part fully in PE, showing good body control, coordination, balance and accuracy in their movements
- Know and understand what they are trying to achieve and how they go about doing it. They become able to apply and adapt a range of skills in a variety of settings
- Understand that PE and sport are an important part of a healthy, active lifestyle and thus, adopt habits that promote this
- Willingly take part in a range of competitive, creative and challenge-type activities, both as individuals and as part of a group
- Make appropriate decisions for themselves, coming up with ideas and strategies to help them improve
- Develop their self-confidence and self-esteem through getting involved without fear of failure
- Show a desire to improve and achieve in relation to their own abilities
- Develop positive attitudes towards PE including perseverance, fair play and sporting behaviour, and the ability to cope with success and failure.
- To work co-operatively with others, understanding how teams work well, promoting good communication and respect.

St Osmund Middle School believes that all pupils are entitled to a progressive and comprehensive physical activity programme which takes account of individual interests and needs. Physical activity should be experienced in a safe and supportive environment, and should generate a positive attitude towards living an active lifestyle.

As a department and school, we aim to communicate with each other regularly to share our skills and experiences in order to provide varied opportunities for pupils, and to access professional development for staff. We aim to make sure that all pupils participate in the relevant full entitlement of high quality physical activity per week.

This currently stands at two hours a week.

## **Strategy for implementation**

### **Safe Practice**

Safety should be paramount when planning physical activity.

All staff should refer to, and be aware of, the health and safety issues as outlined in the

#### “Safe Practice in Physical Education”

BAALPE, 2016 edition.

It can be viewed by appointment with Head of Department (D Roberts)

- risk assessments should be included in lesson planning and safety aspects should be discussed with pupils prior to activities. (p29)
- First Aid equipment must be available, and all staff should know what action to take in the event of an accident. (p249)
- Regular checks should be made on all equipment, and any findings reported to the subject leader if necessary. (p191)
- Pupils should be taught how to move and use apparatus safely under the supervision of a member of staff. (p192)
- Pupils should be made aware of safe practice when undertaking any activity. (p160)
- Pupils should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery. (p1174)
- Good class control, appropriate routines and the use of recognised procedures to teach skills are fundamental to safety. (p148)

### **Clothing and Footwear**

All children need to have PE kit in school in a named bag.

Indoor Activities: Blue or black Shorts/Skorts or Leggings  
T-Shirt (School)  
Trainers

Outdoor Activities: Blue or black Shorts/Skorts/Leggings/Tracksuit bottoms  
T-Shirt (School)  
Rugby Shirt (School)  
Trainers / Football boots

All long hair must be tied up with a plain band. All jewellery must be removed, including earrings. In exceptional circumstances, micro-pore tape can be used to cover earrings, for example, for the first six weeks after piercing. The school cannot be held responsible for lost or damaged jewellery.

### **Illness/injury**

If a pupil is not doing PE they must verify this with a note from a parent or guardian. This is marked as a N in the register. Any long term absence must be supported by a doctor's note that is kept in the PE office for all PE staff to have access to. The children not doing PE are expected to change ready for the lesson so they can coach or referee. All students are required to come to lessons with appropriate dress subject to weather conditions. All absences are monitored by the Head of Department.

### **Fire Alarm procedures and Lock Down procedures**

In the event of a fire pupils and staff are to congregate on the top courts with their fixture register list. If inside staff are required to escort pupils silently and quickly out of the nearest exit to the top courts. One member of staff must clear the changing rooms. If the alarm persists and pupils are not dressed for cold weather then refuge will be sought at Manor Park School until the building is made safe

In the event of a Lock Down staff and pupils are make their way quickly and quietly to the sports hall where a register will be taken so pupils are accounted for.

## Accident procedures during lesson time

Should an accident happen during lesson time then there are recommended guidelines for the PE staff to follow:

1. Quickly assess the situation for severity
2. If the child has a very minor injury, then rest the child on the sidelines, covered up for warmth, or alternatively ask another child to accompany them to the school office for the attention of the First Aider, either Mrs Amanda Osbourne or Mrs Barbara Bowles.
3. If the injury is quite severe, send a child to the office to get a first aider. **DO NOT TRY AND MOVE THE INJURED STUDENT.** If the injury causes distress to other students send them in to change and arrange another member of staff to oversee them.
4. If the injury is deemed very severe, **DO NOT LEAVE THE STUDENT** send a child to fetch the First Aider, having asked them to call for an ambulance.

At all times during an accident of some severity, the teacher has a significant responsibility to the rest of the group to ensure that they are not shocked or left looking at the injured. Again changing the children early, or moving them to another area is always a good option. All accidents whereby the parents have been informed – for any head injury, or suspect swelling/bump should be referred to the Head of Dept and written in the accident book kept on the main school office.

## Accidents away from site

When taking children away to a sporting event or fixture, all staff must take a First Aid Kit, plus a mobile phone. If unreasonably late back or in the event of an accident, the staff are to phone the school office for assistance. The office is normally manned until 5pm, and one of the SLT is regularly there until 5.30-6pm. If a member of the team needs hospital treatment, the teacher is to phone the parent and stay with the child until such time as the parent arrives (even if that means having the other children with you).

## Inclusion & Equal Opportunities

No pupils are excluded from any physical activity programme.

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

All pupils are entitled to a physical activity curriculum that caters for their individual needs and offers equal access and opportunity.

As part of DASP, we aim to establish strong links within and across the schools, for all pupils to integrate socially and come together through participation in a wide range of activities.

## Differentiation

We encourage all pupils to experience success and achieve their full potential in a range of physical activity.

This is achieved through using tasks and equipment that enable pupils to be challenged appropriately and which ensures good progress for all ability groups.

## Assessment and Monitoring

Assessment assists the teacher in the delivery of the curriculum, the pupil in learning and provides important information for third parties.

The class teacher should regularly assess all children using the PE attainment bands criteria. Please see the PE Assessment Folder for assistance.

Formative assessment is used, usually informally, to guide the progress of pupils.

Suitable tasks for assessment may include;

- ✓ practical tasks directly observed by the teacher
- ✓ small group discussions related to a practical task
- ✓ specific assignments for individual pupils
- ✓ individual discussions in which pupils are encouraged to appraise their own work and progress

**Staff may employ the use of photographs / video to inform their records. Photos and videos of students may be used as a teaching aid and also put onto the school website. PLEASE ADVISE THE SCHOOL OFFICE IF YOU DO NOT WISH YOUR CHILD TO BE INCLUDED IN THESE EXAMPLES.**

Lessons will be monitored by the subject leader in agreement with individual staff members, where it is felt to be necessary. Termly learning walks will be carried out by the Head of Department and feedback disseminated to the relevant staff and team.

### **Recording and Reporting**

Teachers are working towards keeping records of pupils progress in all activity areas taught within PE. All assessments should be passed on to the appropriate teacher or school at the end of the year. This will ensure successful transition of information and facilitate informed planning throughout the key stages.

Parents are welcome to discuss their child's progress in PE at any time. ATL's and Attainment bands are provided three times a year.

### **Cross Curricular Issues**

As well as making its own contribution to the schools' curriculum's, physical activity also contributes to the wider aims of education.

We endeavour to make links to other areas of the curriculum whenever possible.

Information Technology is used to record and display performance in PE and is encouraged to keep up to date with our school web site (please refer to PE notice board for PE web address).

Literacy skills are promoted through the use of discussion and evaluation of performance.

Numeracy skills are developed through the measurement of performance, and also through discussions about shape, space and position.

Links to Science can be made through references to the human body and its reactions and adaptations to exercise.

PSHE is linked with team work and cooperation of students. We pride ourselves with a well established respect for our team mates, opposition and referees.

The use of keywords are highlighted regularly and Knowledge Organisers are available for extended learning.

### **Out of School Hours Learning (OSHL)**

To provide information and opportunities for all pupils to participate in physical activity and competition outside of the curriculum.

This will be achieved through a combination of individual school clubs, family festivals and local community club links.

St Osmund's boasts an extensive extra curricular provision. We have excellent facilities which include 2 football/rugby pitches (1 full size), 3 netball courts (1 floodlit), 6 tennis courts (3 floodlit), a large sportshall and a smaller gym.

There are many clubs run on a voluntary basis by the staff at St Osmund's and they give up a lot of their own time to run their clubs and fixtures. We pride ourselves on our successes and we work hard to endeavour that ALL students benefit from inter school competitions. Our expectations of the children for after school clubs are that:

1. They come dressed appropriately for the activity
2. They have arranged their transport home
3. They have informed parents they are attending
4. They behave in a manner appropriate.

A register is kept of all children attending after school clubs, and attendance audits are done regularly.

### **Selection of teams**

Team selection in any sport is at the teacher's discretion and is entirely dependant on these main factors:

1. The ability of the child in relation to the rest of the team and the opponents
2. Their commitment to clubs and practices, and ensuing sense of fair play
3. The gender of the child in circumstances where laws of certain sports dictates
4. The age of the child in relation to their team and opponents.

No child will be selected on physical ability alone. We place great emphasis on the second point here. In the vast majority of cases, the child will play for their respective age group. In exceptional circumstances, they can play for the year team above, but NEVER for different groups at the same time in the same sport. No child should play for a younger team.

If the child has the ability to play for a school team, yet circumstances dictate that they cannot attend the club, then the teacher is allowed to include them for team selection.

It is to the discretion of the Teacher in charge who is selected and they have the final say.

### **Notice of fixtures**

Before each fixture an information slip is sent home via the child with all the relevant details. This is the responsibility of the pupils to give to their parents for them to sign and return to the post box outside the PE Office (situated in the sports centre). If the slip is not returned by the specific day the student is not eligible to play. All parents are made aware of this via a small newsletter early on in the school year. These slips are normally handed out with 2/3 days notice.

### **Transportation to and from fixtures**

Where possible, we use the school minibus to transport children to matches. If this is not feasible, then we hire a coach. Any children, in any form of transport are expected to use seatbelts and booster seats if appropriate, at all times. All teachers who drive the minibus have passed a county endorsed test.

### **Rewarding children's achievements**

Aside from issuing merits and ticks, we also endeavour to reward the children with the STRIPE system that is now becoming a whole school "Arts" policy. These stripes are awarded for a number of reasons:

1. Regular place on a team
2. Excellent effort during lessons
3. Good commitment to clubs
4. Being Team captain
5. Being a STAR PERFORMER.

### **Links with Outside Agencies**

Links with other agencies enrich the PE curriculum and enhance the opportunities available to pupils to participate in physical activity.

These links include;

- being an integral part of a family of schools within the DASP
- participation in local sports tournaments with other primary, middle and secondary schools
- liaison with sports coaches from local clubs within the surrounding area
- visits to, and liaison with education centres and agencies
- Affiliation to the South West Primary and Secondary schools PE cluster.

### **The Role of the P.E. Co-ordinator**

The role of the PE Co-ordinator is to:

- share good practice in physical education and sport in their own school and with other local schools.
- develop and increase sporting links with other schools.
- ensure that all young people are included in the school's physical activity programme.
- support their colleagues to deliver high quality physical education and sport.
- work with the PE team in developing physical activity in the school.
- make effective use of appropriate adults other than teachers (AOTTs) and young people as leaders, coaches and officials to support their physical activity programme.
- make effective use of community providers to support their school's physical activity programme.
- take responsibility for the purchase and organisation of central resources for PE.
- contribute to the ongoing monitoring and evaluation of the programme.

- keep up-to-date with developments in Physical Education and disseminate information to colleagues as appropriate.

## Teaching and Learning

We aim to ensure that a broad and balanced curriculum is delivered, which presents opportunities to be creative, competitive and co-operative.

This should be done by following these guidelines;

### Acquiring and Developing (Practical)

To develop skilful use of the body, the ability to remember, repeat and redefine actions and perform them with increasing control, co-ordination and fluency.

### Selecting and Applying (Practical and theoretical)

To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.

### Improving and Evaluating (Practical and theoretical)

To improve observation skills and the ability to make simple judgements on their own and others work, and to use their observations and judgements to improve performance.

### Knowledge and Understanding of health and fitness (Practical and theoretical)

To develop an understanding of the effects of exercise on the body and an appreciation of the value of safe exercising.

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 the 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
- Coherence: teachers should reinforce previous understanding and establish links between curriculum experiences. The physiological benefits of exercise should be explained, and their association with health emphasised
- Challenge: high expectations are set for individual and group achievement. Pupils are extended both physically and intellectually through interesting tasks
- Differentiation: achieved through using tasks and equipment that enable pupils to be challenged appropriately and which ensures good progress for all ability groups
- Pupil 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

Signed: D Roberts



Head of Physical Education

Signed: S Sawtell



Head Teacher

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