

Physical Education Policy

SLATED ROW SCHOOL

Headteacher: Mr J Budd

SLATED ROW SCHOOL | Old Wolverton Road, Wolverton, Milton Keynes MK12 5NJ





Written	Lesley Byrne	October 2018
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Introduction

This policy reflects this school's values and philosophy in relation to the teaching and learning of Physical Education (PE). It sets out a framework within which the teaching of P.E. will operate and gives guidance on planning, the setting of learning objectives, teaching and assessment.

What is Physical Education?

'Physical Education gives all pupils opportunities to develop their physical skills and to apply those skills in different situations. It also enables personal and group achievements to be acknowledged.' QCA (March 2001)

'Physical Education develops physical competence and confidence.....physical development..... and provides opportunities for pupils to be creative, competitive and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles.' (The National Curriculum 1999).

Physical Education is a foundation subject within the National Curriculum. This policy outlines the purpose, nature and management of the Physical Education taught and learned in the school. The school policy for Physical Education reflects the consensus of opinion of the whole teaching staff and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all staff who teach Physical Education.

UK Childhood Obesity Plan

The UK Chief Medical Officer recommends all children and young people engage in 60 minutes of vigorous physical activity every day. At least 30 minutes should be delivered in school every day at Slated Row. We are working towards this through active break times, PE, extra-curricular clubs, active lessons and other sport and physical activity events, with the remaining 30 minutes supported by parents and carers outside of school time.

Lead Inclusion School Youth Sport Trust

Slated Row is the Lead Inclusion School in Milton Keynes for Youth Sport Trust which opens many opportunities to our staff and students.

Subject Aims

The aims of P.E. are consistent with our school philosophy and take account of LEA Curriculum Policy and DFE guide lines for planning teaching and assessing the curriculum for pupils with learning difficulties. Thus at Slated Row School Physical Education should:

- Develop students' enjoyment, confidence and skill in physical activity, introducing them to the pleasures of sport;
- Through practical work give students opportunities for participation, enjoyment and success;
- Promote personal, social, intellectual and physical skills;
- Foster co-operation, tolerance and self esteem;
- Encourage students to pursue some form of physical activity after leaving school;
- Develop skills of co-ordination, control, manipulation and movement;
- Develop each individual's ability to express themselves and be creative;
- Enhance appropriate areas of health and fitness and contribute towards their physical development;
- Develop thinking, appreciation and evaluation skills;
- Develop personal qualities of commitment, fairness and enthusiasm;



- Provide opportunities to compete against themselves and others and take part in challenging activities.

Where advised by therapists and other professionals, activities and experiences should reflect and develop specific programmes and targets.

Inclusion and Entitlement

In 2013, Ofsted published a report on PE in schools between 2008 and 2012. The report says “most schools provide 2 hours of PE each week” The recommended requirement for P.E. is two hours per week. At present Key Stages fall short of this. However, planned extra-curricular activities organised at lunchtime and after school enable most pupils to receive an average of two hours per week, over the year.

All students have equal entitlement to take part in the P.E. curriculum regardless of their age, ability, gender, race, culture or religion.

Staff will be sensitive to the range of cultural and religious beliefs of others we find in our multicultural society, for example Muslim pupils would be able to shower separately and girls would be able to keep their legs covered.

Meeting Individual Pupil Needs

The Physical Education curriculum will address the needs of the whole child. Pupils with visual impairments will be supported by auditory prompts including adult guidance, balls with bells, and any tactile surfaces and equipment as available. For those pupils with physical difficulties, the apparatus or equipment will be modified to allow access, i.e. using short arm racquet and fluff balls in badminton. Challenging and rewarding activities need to be set for students with emotional and behavioural difficulties in order to maintain participation and self esteem.

Equal Opportunities

Every pupil will have access to the P.E. curriculum regardless of degree of ability, gender, race or religion. Pupils may need materials and activities modified to ensure access to all.

The Range of Pupils’ Experiences

In P.E. lessons pupils should be:

- Enjoying what they are doing;
- Enjoying expressing and testing themselves in a variety of situations;
- Watching, listening and experimenting and developing their skills in movement and co-ordination;
- Understanding and learning about the importance of exercise, health and fitness;
- Working individually, in pairs and in small groups;
- Selecting and choosing appropriate equipment and learning how to move and manipulate it;



- Understanding and learning about specific P.E. terminology e.g. throw, catch, jump, float;
- Understanding and learning about a range of activities e.g. games, dance, gymnastics, athletics, outdoor adventure and challenge, swimming etc;
- Developing an awareness of their bodies, co-ordination, and how to move it in their space and around others or physical objects.

Range of Pupil Activity

Range and Balance of Teaching and Learning Styles

All teachers will be responsible for planning and teaching Physical Education at KS1. At other Key Stages it will be the responsibility of specialist teachers wherever possible.

A selection of resource books are available from the P.E. Co-ordinator.

Progression and Continuity

Continuity and progression is described in the subject development plan and is ensured through the medium and short term planning. Progression through the school P.E. curriculum is outlined below. It follows the programmes of study in the National Curriculum.

Lessons

During P.E. sessions teachers should be:

- Using a variety of teaching styles to meet individual needs;
- Developing pupils' ability to value the contributions made by their peers, staff, visiting performers and sports people and those staff in specialist settings such as Riding for the Disabled;
- Providing a variety of images, music, equipment and apparatus to stimulate and involve;
- Developing pupils' skills of movement, control and co-ordination;
- Stimulating pupils' capacity for imagination and creativity;
- Valuing pupils' work
- Encouraging pupils to discuss, evaluate and articulate their work;
- Displaying and valuing pupils' work in an exciting and stimulating way, e.g. giving out badges, medals, trophies and certificates in assemblies;
- Providing and planning exciting P.E. sessions;
- Encouraging exploration and experimentation;
- Considering their own critical response to pupils' work;
- Enhancing and facilitating the P.E. curriculum by using community resources and facilities;
- Providing a wide range of activities that pupils can respond to using their senses and body.



Differentiation

Appropriate provision will be made for pupils who need activities to be differentiated by:

- Working within appropriate groupings;
- Aids or adapted equipment to allow access to practical activities within and beyond school;
- Adapted exercises or movements for pupils with specific physical disabilities in consultation with therapists;
- Appropriate learning outcomes;
- Giving choices or options for activities in Key Stage 4 and Post 16 groups.

Integration

Whilst at Slated Row School pupils may have opportunities to take part in P.E. activities with their mainstream peers and pupils from other special schools, this may also be achieved in the following ways: -

- Groups working with professional dancers or sports people, as part of School Games initiative
- Group integration where a small group of pupils visit another school for P.E. activities/festivals through the MK School Sports Partnership i.e. Aerobics Activities at Key Stage 4 working with other special Schools;
- Small groups taking part in community sporting activities and festivals i.e. The BISI Special Schools Festival and MKDons LD Football Tournaments against other Special Schools and Athletics Fun Day between Special Schools.

All integration activities will be carefully planned alongside colleagues from other schools. Pupils will also have opportunities to integrate with the wider community by visiting Leisure Centres or sporting facilities such as swimming.

Record of Experience and Achievement

Pupil's P.E. experiences and achievements will be added to these in the following ways.

- Photographs;
- Certificates and awards,
- Records of trips or visits;
- Records of visits from other people.

Cross Curricular Themes

P.E. is linked to other curriculum areas and cross-curricular links are identified in the schemes of work and long-term plans such as Jewish dancing during KS3 Activity day.

Cross-curricular delivery of P.E. will be developed through links with topics and themes, in addition to festive events during the year, such as producing a dance routine for a Christmas play.



Assessment and Target Setting

Assessment is used to develop future planning and should cover all the essential elements of learning as defined by the relevant attainment targets in the National Curriculum. It should be used to find out what a child knows, understands and can do.

At present assessment is SRS Levels at Foundation and Higher level.

Slated Rows pupils' progress is assessed during and at the end of every term. This information is used in the compiling of activity schemes of work and lesson plans. Certification is used in swimming and athletics and it is planned to extend this where possible to other areas.

Pupils will be encouraged where possible to evaluate their own work and that of others.

Recording Pupil Progress

Records will be used to inform: -

- Teachers about progress of the individual and the class;
- Pupils about how well they are doing;
- Parents about the progress of their child;
- Future planning;
- The level of performance and progress.

At Slated Row School teachers keep records of pupil progress in their evaluation of the terms plans.

Staffing and Resources

The P.E. Leader receives any information/resources which arrive in school. The Leader has an overview of the planning teaching and learning that takes place in P.E. She also There is a second full time specialist PE teacher and a trainee PE teacher. Occasionally specialist teachers or professional sports people or dancers (from the community), with varied skills may be invited to work with pupils.

Support from parents and other adults involved in school is welcomed. According to the needs of pupils in their class, individual teachers may work in consultation with Physiotherapists and/or Occupational therapists, or by following programmes devised for pupils for use in P.E. sessions.

The Wolverton site has a small gym in addition to a ball court, outdoor fitness equipment, playground area and playing field. Kents Hill have an activity hall, a small room for yoga/relaxation, a small ball area and a room is being developed to hold four pieces of fitness equipment.



We have a robust swimming programme, which enables all Primary pupils and KS3 to access to a public pool and a qualified swimming instructor. We use other schools' facilities to enhance our curriculum including hydrotherapy pool, large hall space with badminton courts and all weather playing surfaces. Groups of pupils throughout the school alternate to make use of a Riding for the Disabled Centre where they receive specialist-riding tuition. We also access local amenities including Wolverton Fitness centre and cricket. We are always developing the use of specialists in school with the support of coaches from local clubs such as MKDons Football Club, and those from local Sports organisations such as the Wolverton cricket club.

In the gym at Wolverton there is a range of portable apparatus, such as mats, benches and boxes and fixed wall bars and ropes. There is also a storage cupboard, which holds a range of other equipment for P.E. activities such as cricket, athletics, racquet games, basketball, hockey, netball and football. There is also a soft-play room. At Kents Hill there is a purpose built PE store.

Role of Physical Education Leader

- Formulating in consultation with other staff, curriculum policy and schemes of work for P.E.;
- Preparing and regularly reviewing guidelines for the implementation of the P.E. policy;
- Working with Youth Sport Trust as Lead Inclusion school for Milton Keynes & Bucks
- Promoting a positive interest in P.E. in the school;
- Audit, maintenance and purchase of P.E. equipment;
- Working towards monitoring of the quality of teaching of P.E. throughout school;
- Developing liaison and partnerships with local sports people, P.E. staff in other schools and community sports facilities;
- Finding suitable facilities outside school to supplement limited school P.E. facilities, changing rooms etc;
- Keeping up to date on local national and government developments in the field of P.E.;
- Representing and involving Slated Row in the School Sports Partnership;
- Enabling participation in fixtures, festivals and other sporting activities in the community;

Pupil Grouping

In classes pupils may be taught in a variety of ways: -

- Individually;
- In groups – groups may be organised by ability (mixed or similar) age, or other criterion. Group work is organised so as to provide cooperation and effective learning and understanding;
- As a class – where introductions and discussion are appropriate.

Health and Safety

The school Health and Safety Policy outlines guidance for all out of school activities including swimming lessons and use of equipment in P.E. lessons. Guidance can be found in 'Safe Practise:In Physical Education, School



Sport and Physical Education', an afPE publication ISBN 978-1-909012-35-6. 2016 The Health and Safety Policy gives clear guidance on the response and reporting of accidents.

When engaged in P.E. students are expected to behave in a considerate, responsible manner showing respect for others and for equipment. All pupils must change into shorts and T-shirt for dance, gymnastics, athletics and games. Trainers must be worn outdoors. Students will be barefoot in gym and dance. For outdoor activities and games students are encouraged to have or warm jogging bottoms and a sweatshirt.

The safe use of equipment will be encouraged at all times and students, where capable, will be shown how to move and store equipment in a safe manner.

A teacher will check all equipment before students use it. All broken equipment or defects in equipment should be reported to the P.E. Leader.

It is the responsibility of individual teachers to make sure they know how to operate equipment before using it.

All activities, which involve students working above floor level, should have mats.

No jewellery is to be worn for P.E. Any newly pierced ears etc must be covered with micro pore tape and the student/parent/carer must take responsibility for any injury that may occur because of this.

Any student not participating in P.E. should bring a note from a parent or carer. Any prolonged inability to participate in P.E. will require a medical certificate.

When allocating staff, particularly in swimming lessons, consideration is given to the physical needs of students and knowledge of the staff.

All students must be fully supervised: -

- Whilst in the hall or a pool area including changing rooms;
- Moving small equipment such as mats or benches, soft play gym equipment etc;
- Using gym equipment especially when moving over or jumping off equipment above floor level;
- Using trampolines, springboards or trampettes;
- Using the local environment for outdoor adventure.

Staff and students should: -

- Be aware of safety rules pertaining to specialist areas such as the pool;
- Be aware of emergency procedures;
- Wear appropriate footwear/clothing for the activity;
- Warm up for physical activity appropriately for the main section of the lesson.

Staff Development

The two specialist P.E. teachers and trainee regularly attend CPD. Support staff should be given the opportunity to avail themselves of courses and this requires the P.E. Leader to circulate relevant courses to staff.



Appendix 1

P.E.- The National Curriculum in England

DFE London 2013

Taught from September 2014

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

Curriculum guidance for the Early Years Foundation Stage (EYFS)

Physical Development

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Physical Education – Programmes of study 2013

Persil Funfit Scheme

Equals Scheme for PMLD/ SLD Physical Development

The Teaching of Swimming- ASA

‘Physical education is a socially constructed activity that forms one component of a wider physical culture that includes sport and health/physical activity. The terms sport and physical education are often used interchangeably in school contexts, where sport and health continue to shape what is understood by the term physical education’ *Coulter & Ni Chroinin (2011)*