



PHYSICAL EDUCATION POLICY

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Physical Education & Outdoor Adventurous Activities

Our Principles

The values that guide the delivery of the Physical Education, & Outdoor Adventurous Activities Curriculum at Oak Grove College.

The PE department focuses on providing students with opportunities to develop physically, socially, emotionally and cognitively through a broad and balanced curriculum appropriate to their age, level of understanding and need.

Physical education is a statutory requirement of the National Curriculum and an essential contributor to the development of the whole child. Through a high quality physical education programme pupils develop physical competence and confidence and are given opportunities to be physically educated and become physically literate. Through a combination of entitlement and choice of activity, the physical education provision will contribute to the personal development, health and well being, enjoyment, success and achievement of all pupils across the whole curriculum and beyond.

Physical education provides pupils with the opportunity to be creative, competitive and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards a healthy and active lifestyle. Pupils learn how to think in different ways and make decisions in response to creative, competitive and challenging activities. They learn how to reflect on their performance, plan, perform and evaluate actions, ideas and performances to improve the quality of their work

Physical education helps pupils develop personally and socially. They work as individuals, in groups and teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, officiating and coaching.

Aims

Through a high quality physical education programme, the school aims to enable pupils to become successful learners, confident individuals and responsible citizens who develop as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators.

Objectives

- Provide a curriculum that satisfies the needs of the National Curriculum.

- Establish community links and pathways for pupils to encourage life-long participation.
- Develop competence and control in the gross and fine motor skills that pupils need to take part in PE and sport.
- Ensure pupils have the opportunity to demonstrate that they know and understand how to apply their competence.
- Ensure that pupils know and understand what they are trying to achieve and how to go about doing it.
- Challenge pupils to select and use skills, tactics and compositional ideas.
- Provide opportunities for pupils think about what they are doing and make appropriate decisions for themselves.
- Provide pupils with opportunities to use imaginative ways to express and communicate ideas, solve problems and overcome challenges.
- To encourage communication and interactive skills, both verbal and non verbal.
- Develop an environment in which pupils have the confidence to get involved in PE and sport.
- Allow pupils the opportunity to take part in a range of competitive, creative and challenge-type activities.
- Ensure pupils understand that PE and sport are an important part of a healthy, active lifestyle and understand the contribution physical activity has on having a healthy body and mind.
- Establish good habits and awareness of safety and personal hygiene.
- Develop pupils' stamina, suppleness, strength and the mental capacity (determination and resilience) to keep going.
- Ensure that pupils enjoy PE, school and community sport.
- Provide links to other areas of the curriculum and wider school, county and national agendas.

Provision

Curriculum

All pupils are entitled to a progressive and comprehensive Physical Education programme which embraces the Statutory Obligations of the National Curriculum and takes into account individual interests and needs. Pupils should have access to the components of the National Curriculum programmes of study, which includes dance, gymnastics, games, swimming, athletics and OAA. In Key Stage 4 and the 6th Form the opportunity to gain qualifications through examination courses should be ensured.

The planning and delivery of each unit of work will ensure that each pupil will have the opportunity to:

- acquire and develop new skills
- select and apply appropriate skills, tactics and compositional ideas
- evaluate their own and others' performance in order to improve
- gain knowledge and understanding of how PE and sport contributes to staying physically, mentally and emotionally healthy
- experience a range of roles - performer/coach/official/leader
- planning will provide opportunities to link with other areas of the curriculum e.g. literacy, numeracy, ICT and PSHCE

Teaching and Learning

- Through the development of long, medium and short term plans, lessons will be planned to provide challenge for the more able pupils and appropriate levels of support in order for all pupils to make progress.
- Teaching will be within the framework of the BAALPE "safe practice in PE".
- Qualifications will be continually updated and developed to ensure effective and safe teaching.
- A variety of teaching styles will be used to engage the variety learners providing them with the opportunity to learn from visual, auditory and kinaesthetic activities.
- Lessons will provide appropriate activities which enable pupils to develop as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators.

Assessment & Recording

Teachers should ensure that when evaluating and improving performance connections are made between acquiring, developing, selecting and applying skills, evaluating and improving performance as well as demonstrating a knowledge and understanding of health and fitness and performance in different roles.

- The main method of gathering evidence and assessing achievements in PE is made through a continuous process of teacher observation. This informed assessment is based on the knowledge of the pupils and the content of the work.
- A judgement about attainment should be based on the activities which form the schools curriculum for PE.
- Judgements will be made in accordance to P level and the PE National Curriculum end of key stage descriptors.
- Evidence will be gathered through record keeping including video and photographs.
- Staff will moderate judgements throughout the year.

Differentiation

Planning for differentiation should be based on the S.T.E.P. principles i.e. making changes to SPACE, TASK/TIME, EQUIPMENT and PEOPLE taking account of:

- The size of the area in which a pupil works.
- Pupil activity, e.g. different task, different roles and responsibilities, different allocations of time and variations of pace within the lesson to meet needs of different levels of ability.
- Resources, e.g. different equipment for different levels of ability.
- Pupil groupings, e.g. ability or mixed ability groups; or group, paired or individual activities, the opportunity to work with adult support where needed.

Health and Safety

Safe Practice in Physical Education & School Sport (afPE 2008) is a comprehensive guide to

safe practice and managing risk in PE and should be referred to regarding any aspect of Health & Safety.

The PE policy is in line with school and LA guidance. The subject co - ordinator should work alongside any staff responsible for health and safety within school.

Risk Assessment

The importance of safety in PE is stressed immediately pupils enter the school and pupils are continually reminded of the need to look after themselves and others whenever they are participating in PE or OAA. Planning includes opportunities for explicit teaching of safe practice.

Teachers and pupils help to identify possible hazards in lessons. Teachers discuss with pupils how much risk the hazard is and what can be done to reduce the risk so nobody gets harmed.

During thorough risk assessments of the school, significant risks will be reported to the head teacher. Also teachers are encouraged to carry out informal risk assessments prior to every PE lesson. This will involve a quick overview of the teaching environment and equipment, which is then matched with the planned lesson content to assess whether it is safe to proceed or use an alternative approach.

Also see the risk assessment for the swimming pool and use of the trampoline.

Staff and pupils personal safety

- Staff should always set an example by wearing correct clothing for physical activity.
- Pupils must change for PE to wear suitable clothing for activity such as shorts, T-shirt, tracksuit and suitable footwear. Spare suitable clothing is available to borrow from PE staff.
- Pupils should never participate in socks on polished surfaces.
- All jewellery should be removed before PE and games activities.
- Long hair should be tied back and/or off the face.

General environment safety

The pupils must work in a safe and suitable environment. This means:

- The removal of unnecessary furniture and equipment from the work space.
- A clean, dry, splinter free floor so that bare footwork can safely take place.
- A safe outdoor surface for playing games (no loose stones and gravel, no badly uneven surfaces, no holes in the tarmac or grass surfaces).
- Floor markings for games are sufficiently far away from fences and walls to prevent accidents.

Suitable and safe organisation of apparatus and equipment will mean:

- Games, apparatus and equipment is stored safely in the PE store and is organised so that appointed pupils can easily and safely remove the required equipment and return it.
- Pupils should learn to handle the apparatus and equipment as soon as possible.

- Learning to handle the apparatus and equipment should be a gradual process starting simply with mats and progressing to single, simple low pieces of apparatus and equipment.
- When pupils lift a piece of apparatus they should know:
 - How many pupils should be holding it
 - Where they have to hold it
 - To have knees bent and a straight back ready to lift
 - Only lift when everyone is ready

Procedure for dealing with an incident

- If it is a minor accident it is dealt with on site by the teacher.
- For more serious accident a first aider should be summoned.
- Teachers should know the position of the first aid box.
- Follow the recording and reporting procedures of the school.

The health and wellbeing of the pupils and staff

- Pupils should be given the opportunity to and be encouraged to participate in activities designed to improve their health and fitness.
- Pupils should be aware of their bodies and when they should not participate in physical activities in order to prevent further injury.
- PE staff should be made aware of any injury or illness which prevents a pupil from taking part in a PE lesson. .This can be by letter or verbally from the parent/carer.
- If a pupil is prevented from taking part in PE lessons on a regular basis either by i) 3 consecutive lessons or ii) regularly for the same reasons, further information should be sort by the PE staff from either the parent/carer or, if deemed necessary, medical advice.