



Moorside High School

Physical Education Policy

Date Reviewed:October 2018.....
Date of Next Review:October 2020.....
Reviewed by: Teaching & Learning Committee

October 2018

The Ethos of PE in the School

At Moorside High School we believe in giving all pupils, irrespective of their academic or physical ability, the opportunity to discover and develop their physical potential through a balanced and developmental programme of activities. We do so in the belief that Physical Education in a safe; supportive and challenging environment is a vital component in the development of children's physical and emotional health and well being.

We are committed to achieve maximum participation for all children whilst recognising the need for equal opportunities on the grounds of gender, ethnicity and children's specific individual needs. Within a caring and supportive environment, we believe in encouraging positive relationships between groups and individuals while providing challenge and stimulation for students to make progress.

Our aims through physical activity are to:

- Develop pupil's physical competence and confidence, and their ability to use these to perform in a range of activities.
- Promote physical skilfulness, physical development and knowledge of the body in action.
- Give opportunities to be creative, competitive and to face up to different challenges as individuals and in groups and teams.
- Promote positive attitudes towards active and healthy lifestyles.
- Encourage pupils to learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness.
- Help pupils to discover their aptitudes, abilities and preferences and to make choices about how to get involved in lifelong physical activity.
- Foster a sense of fair play and sportsmanship and encourage pupils to cooperate effectively with each other.
- Encourage students to take ownership of their own learning developing leadership opportunities to develop rounded confident individuals.

Physical Education Curriculum & Provision

At Moorside High School pupils are provided with a wide range of opportunities to be physically active. The curriculum covers a broad scope of activities; invasion games, net/wall games, athletics, gymnastics and dance. The new National Curriculum has allowed the school to provide an innovative PE Curriculum to best utilise the schools facilities and maximise the sporting opportunities on offer to our students.

At KS3 all students receive two hours of PE per week.

At KS4 all students receive one hour of PE per week. In addition to this students are given the opportunity to opt for the BTEC First Level 1/2 in Sport and G.C.S.E Physical Education.

Lessons are structured inline with the **National Curriculum for Physical Education** using the following Key areas of focus for students to –

1. Develop competence to excel in a broad range of physical activities.
2. Be physically active for sustained periods of time.
3. To be engaged in competitive sports and activities.
4. To lead healthy, active lives.

Extra-Curricular Sporting Activity

At Moorside High School pupils are provided with a wide range of opportunities to be physically active. Throughout the year after school and lunchtime practices are made available to all students. We also use outside specialists to deliver coaching sessions such as dance and cheerleading. In addition to this intra school competitions are organised which gives those students (who do not compete competitively for the school) the opportunity to do so for their form group. Information on our clubs and inter from competition can be found on our school website.

The school is part of the Moorlands District School Sports Partnership, we meet at the start of each term to arrange competitive fixtures throughout the year. Through the partnership and the district competitions high performing students are selected and given the opportunity to compete at district and county level.

District Competitions that we take part in are as follows:

Football, Y7 – Y11 League and Cup

Netball, Y7 – Y11 League and Cup

Cross Country Y7 – Y11

Swimming Y7/8 & Y9, Y10/11

Rugby Y7 & Y8

Basketball Y7 – Y11

Partnership Games Y7 – Y9

Athletics Y7 – Y8 & Y9 – Y11

Cricket Y7/8 – Y9/10

Rounder's Y7 - Y11

School Club Links

Pupils are actively encouraged to take part in physical activity outside of school. Through our SSCO School Club Link days have been organised where local clubs come into the school to give students the opportunity to try out different activities and to provide them with information of how to get involved in the respective clubs. We have established links with local cricket, football, rugby and dance clubs whom our students represent, we are continually looking to further establish a wider range of links within the locality.

Equal Opportunities

It is our intention that all students irrespective of academic ability, physical ability, gender, ethnic origin, faith or socio-economic background, are offered a curriculum where they can benefit fully from the learning experience. In the pursuit of individual excellence, equal opportunity is vital if every student's potential ability and talent is to be realised.

Health and Safety

Policies within Physical Education have been produced to ensure that all facilities and equipment are fit for purpose and that all pupils follow rules and regulations to ensure that Health and Safety is an integral part of teaching and learning. Risk assessment is an ongoing process within the department. All activities have been risk assessed and these are annually reviewed.

A copy of the BAALPE “Safe Practice in Physical Education” is located in the PE Department office and staff are encouraged to familiarise themselves with this for each activity that they deliver.

Specifically we ensure that:

- staff and pupils are aware of the safety rules (ref. policies, risk assessments, County Council guidelines, school rules etc.)
- pupils are encouraged to think about safety issues within curriculum and extra curricular activities (ref. lesson plans)
- pupils and staff are confident in spotting potential hazards and know who to inform (Class teacher, Office manager, Caretaker, Head of department)
- risk assessments are carried out as appropriate
- policies and practice are reviewed at least annually

Any school fixture or sports trip is logged onto the Staffordshire County Council Evolve System to ensure all Health and Safety requirements have been met.

Facilities, Equipment and Resources

Maintenance and Inspection

There is an annual inspection of gymnastics equipment, carried out by Mercury Evans. The records are maintained by the head of department and are filed in the office.

All members of staff should be vigilant in checking equipment in the interim and any equipment considered unsafe should be removed and brought to the attention of the Head of Department.

All staff have a responsibility to ensure that equipment and facilities are used appropriately and safely. Equipment should be counted in and out before and at the end of lessons and they should ensure that it is stored away neatly and securely after use.

Our Physical Education teaching spaces include our Astro turf, School Fields, Netball/Tennis Courts, Fitness Studio, Gym and our Hall/Dining Room as additional Spaces.

Special Educational Needs P.E. Policy

We believe that all pupils, whatever their needs, ability or disability, will benefit from an appropriate physical education curriculum in terms of enjoyment, fulfilment, using differentiation rather than a different curriculum.

The purpose of physical education for all pupils is the same, but the help that individuals will need to enable them to progress will be different. We work closely with learning support to ensure we create a bespoke PE curriculum for students who have additional needs or requirements.

Aims of a progressive S.E.N. Physical Education Programme

To work/communicate with the Special Educational Needs Co-ordinator regarding individual students educational plans.

To offer a modified, rather than a different curriculum, ensuring every pupil's right to entitlement.

Where possible, the P.E. teacher is to communicate with the child concerned about their range of abilities.

Provide modified equipment appropriate to individual needs.

Ensure integrated use of special support assistants in P.E. lessons.

Provide a balanced range of extra curricular activities for girls and boys of all abilities.

Provide an environment that is conducive to learning, e.g. elimination of background noise, good lighting, concise and clear communication from the teacher.

Break down complex instructions into smaller sequential tasks.

Make sure that there is an identification of pupils' abilities and disabilities on entry into the school (including gifted and talented)

Dyslexia

Inclusion is the ultimate aim of this department. To this end, differentiation and multi-sensory strategies are deployed to support students with dyslexia. Differentiation both by activity and outcome are used to maintain the high expectations we have for all our students.

Celebrating Achievement

We regularly hold assemblies to celebrate Physical Education success across the school. Here we award good work in terms of attainment and effort. These assemblies are vital to praise our student's efforts as well as raise confidence and self-esteem. We also hold years Sports Colours assemblies where we award Half colours to students who have represented their school for 2 years and full colours to students who compete at regional level in their sport. This gives these students and Physical Education and status within the school.

Leadership Academy

As mentioned previously Leadership has a strong footing within Physical Education as we aim to create independent, self-sufficient well rounded individuals. The academy is currently at its infancy stage of development. The Academy is led by our Sports Ambassadors who organise students in years 9 and 10 to lead coach and officiate our clubs practices and school fixtures.

SEAL in The Physical Education Schemes of Work

Introduction

Social and emotional aspects of learning for Secondary Schools is a whole school approach to promoting social and emotional skills that aims, when fully implemented, to involve all members of the school and all aspects of school life.

1. Self Awareness:

Pupils are encouraged to identify their strengths in their performances and feel comfortable with the level at which they are working at. Teachers give valuable feedback and advice on how they can improve and reach their target level. For example in Gymnastics and Dance visual interpretation is required and pupils self-assess their own performances. The P.E Department offer many opportunities for pupils to develop their self awareness in lessons.

Below are examples from P.E and how teachers address these in their lesson plans and Schemes of work:

- Develop confidence when taking part in class demonstrations with their teacher or small group.
- Listen and evaluate their own and others performances.
- Individual work.
- Pair work
- Group work.
- Peer assessment.
- Personal assessment.
- Sharing ideas in small groups and or with a partner.
- Discuss ideas with the teacher and whole class in plenary sessions.

2. Understanding and Managing Feelings:

Pupils are often in situations that are out of their comfort zone. They are perhaps participating in activities that they would rather choose not to take part in. All pupils have different strengths and limitations and some boys for example may really enjoy Dance and Gymnastics but others may feel embarrassed and uncomfortable in these situations. These individuals may prefer more competitive aspects of game activities or the problem solving elements that Outdoor Adventurous Activities may offer them. As a P.E Department pupils are encouraged to take responsibility, plan their behaviour, control their actions and build positive relationships with others. A good example of this is in Year 7 Gymnastics when pupils plan and perform a short routine and evaluate the performances of fellow pupils and then feedback their views sensitively to the group. Effective teaching allows for pupils to feel comfortable in group discussions and to express their views and opinions in a positive and effective manner.

Below are examples from P.E and how teachers address these in their lesson plans and Schemes of work:

- Manage and address their feelings when in competitive situations.
- Allow opportunities for pupils to experience winning and losing.
- Listen to others and be respectful to different opinions.
- Develop feedback opportunities so that pupils can express their understanding of criteria and specific movements.
- Be sensitive in small group discussions and feedback and avoid embarrassing individuals.
- Awareness of different individuals and their reluctances in varying situations.
- Respect opinions of others and realise their own views may effect other pupils.

3. Motivation:

Pupils are awarded vivo miles in lessons and these can act as a form of motivation and encouragement for correct examples of work. Self-assessment and achievements of targets are an important part of working towards goals and these are carried out regularly. Formative and summative assessments are given by teachers to highlight assessment levels for pupils and areas of improvement identified. Pupils can use these to motivate their own learning and development. Pupils have access to level criteria's in the indoor teaching space and also P.E corridor so that they can set themselves achievable targets. All teachers adopt different styles at different times and for varying lessons but all act professionally and have very good motivational skills to inspire pupils. The body language of a P.E teacher is important tool and should be used positively to inspire individuals and act as a positive role model for pupils to emulate in their own sessions. Positive demonstrations and role models can show correct technique for example in discus, demonstrating the correct action and how the discus should be released and how it should fly through the air can have an influence on the way a pupils approaches the task.

Below are examples from P.E and how teachers address these in their lesson plans and Schemes of work:

- A variety of teaching styles are adopted by teachers to enthuse individuals.
- Self assessment and targets are important tools to help motivate pupils achieve in P.E.
- Formative feedback from teachers allows for pupils to evaluate immediate performances and implement advice given.
- Evaluating other performances can act as motivation to improve their own performances, using others as guidance.
- Teacher demonstration can assist and help inspire the class.
- Encouraging using rewards as a tool to keep pupils on task. Merit system implemented.
- The voice and body language of a teacher is a very powerful commodity and pupils are encouraged to develop their confidence and voice in areas where they may be leading the group.

4. Empathy:

In Physical Education there are many opportunities for pupils to show their work and also be on display. This creates opportunities for them to self assess and be sensitive on their approach and direction when giving feedback. Dance and

Gymnastic activities are good examples of where pupils can really vary in ability and confidence so caring and sensitive approaches are required by teachers and pupils so not to embarrass or hurt pupils' feelings. Responding to different tasks set in Physical Education will allow pupils to understand and respect other pupils' opinions and view points. Not everyone will have the same opinion so being open minded and mature in situations is an approach that is encouraged by teachers. A good example is when teams are selected in the final stages of lessons and they have responsibility to lead and select positions. They act in a positive manner to motivate and encourage their team when experiencing success or failure.

Below are examples from P.E and how teachers address these in their lesson plans and Schemes of work:

- Understanding that all pupils have different strengths and being sensitive to this.
- Be sensitive and caring to other pupil's feelings.
- Offer constructive advice when observing performances and putting limitations across in a mature and sensitive manner.
- Understand and appreciate differing opinions and views.
- Understand and appreciate differing body types and skill levels.
- Use listening skills and communication skills to help bring pupils forward in their performances.
- Respect different cultures and backgrounds.

5. Social Skills:

Physical Education encourages pupils to use a variety of social skills and interact with pupils with different abilities and strengths. They are presented with a variety of situations and encouraged to respect different cultures and backgrounds. In OAA pupils discuss opinions and map out routes that best suit their team. Dance and Gymnastics offer opportunities where pupils evaluate performances through observation and use worksheets to assist with their feedback. Communication skills are tested and developed so that they feedback in a sensitive and thoughtful manner. Teachers act as positive role models so that discussions are carried out in the desired way so that pupils can express their opinions in a safe and assuring environment that advocates their views.

Below are examples from P.E and how teachers address these in their lesson plans and Schemes of work:

- Sharing knowledge and communicating opinions.
- Understand the impact of bullying and prejudice, respecting members in the class Improve listening skills.
- Offer opportunities to interact with different members of the class through pair work, group work.
- Perform in different ways such as in a whole class piece or individually at times
- Have their own opinion and realise that not all individuals will think the same as them.
- To lead small groups in warm up activities and have the confidence to address small groups or even the whole class.

6. Problem Solving:

Many opportunities are planned in Physical Education to offer pupils these opportunities. In Gymnastics tasks are set for routines but different abilities will allow them to answer the task with different outcomes, outcomes that demonstrate their level and knowledge of the activity. Assessments through our schemes of work allow

pupils to evaluate their performances against criteria and also fellow peers so strategies are created to assist their own development and learning process. Below are examples from P.E and how teachers address these in their lesson plans and Schemes of work:

- Opportunities to overcome specific tasks in group situations.
- Different lessons allow for pair work to comprehend a task and apply their own understanding and express this to the whole class.
- Work individually to answer the teacher set task.
- Develop their problem solving skills through processes of formative and self-assessment.
- Devise various games with guidance from the teacher on resources available to them.
- Interpret maps/instructions and lead others when possible.